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THE ANALYSIS OF STUDENTS' PERCEPTIONS IN HYBRID CLASSROOM USING LEARNING MANAGEMENT SYSTEM (LMS)

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Abstract

This qualitative descriptive case study delves into the perceptions of students regarding the utilization of a Learning Management System (LMS) in a hybrid classroom setting and elucidates the challenges encountered by students while using the LMS. The research involved five junior high school students selected based on specific criteria and characteristics. Employing observation and interviews as the primary instruments, the study unfolded in distinct stages. The findings revealed varying perceptions among the students, with three displaying a positive outlook toward the use of LMS in hybrid classes, while the remaining two exhibited a negative perception. Challenges identified encompassed a lack of enthusiasm in engaging with both online and offline learning through the LMS, intermittent connectivity issues, tight deadlines, and difficulties in comprehending the instructional content delivered via the LMS.

Keywords: Perceptions, Learning Management System (LMS), Hybrid Learning Media

I INTRODUCTION

Technology has evolved into an integral component of education, fundamentally reshaping conventional teaching methods. The onset of the pandemic marked a profound transformation in education, swiftly transitioning from traditional approaches to digital platforms. This shift propelled emerging technologies to rapidly augment the responsibilities of educators, elevating the significance of technology as a defining attribute for 21st-century teachers.

A teacher must always be on the lookout for novel methods to communicate information in class. Both in terms of classroom teaching methods and approaches. It is because, throughout time, technology has grown in popularity among the general population, particularly among young learners who are glued to social media. In this scenario, teachers are challenged to develop novel teaching approaches that would pique students' interest in learning English. According to Masri et al. (2007), teaching is a complicated process impacted by a number of elements, including quality instruction, student intellect, abilities, and interests, as well as motivation, school, home, and parental encouragement. Teaching junior high school students who are just starting English is not the same as teaching students who already know the foundations of English since they have a different perspective. They are not the same as pupils who have mastered the fundamentals of English, thus the method of instruction must alter as well, such as the use of technology in the classroom.

According to Pratama (2012), Gen Z, often known as the internet generation, is a young generation that is maturing and flourishing with significant freedom in digital technology. Technology may help students become better participants, and it can also help idle students become active learners. Students in junior high school can select between conventional and online games. Today, mobile phones, laptop computers, and other types of technology are widely used. As a result, people are beginning to develop and build various sorts of apps with various goals, such as Google Classroom, Edmodo, Open Learning, Schoology, and SEVIMA. Some of the programs mentioned above are Learning Management Systems (LMS) that strive to deliver information and teachers in class.

According to Alias and Zainuddin (2005), learning management system (LMS) is a type of software or web-based system that is used to design, implement, and evaluate a learning process. In most cases, a learning management system enables a teacher to design and distribute material online, track student involvement, and analyse student achievement. Since COVID-19 has spread throughout the country, Learning Management Systems (LMS) have become popular in education systems, such as in Indonesia, because they can assist many teachers in providing their classes and students. Students do not have to worry about missing a class or forgetting their notes because they can learn whenever and wherever they want with an LMS. Furthermore, the use of LMS in a learning class does not imply that we abandon the traditional method of teaching.

Furthermore, the researcher merged it into a hybrid class so that, in addition to dealing with COVID-19, it can also encourage students to study in class, and all they need to prepare for LMS is a

laptop or mobile phone and a stable internet connection. Using the example above, if there is an application that can be used not only for pleasure but also as a learning tool if we put some learning material in it, we may grab students' interest by emphasizing on learning. Based on this, the researcher uses a learning management system (LMS) in a hybrid class at school to discover the students' perspectives and challenges.

The researcher hopes that this study will be useful both theoretically and practically. Through theoretical means, the researcher hopes that this type of method will provide useful information for the school and will serve as a reference for teachers teaching in hybrid classrooms. The findings of this study can be used as a reference and evaluation tool for teachers when implementing a learning management system in a hybrid class. Finally, future researchers can expect this research to generate information, knowledge, and new insights in the field of education, particularly in English, that can be implemented in the future.

II LITERATURE REVIEW

2.1 PERCEPTIONS

When it comes to observing the same item (object), everyone has a different point of view. This difference of opinion will be accompanied by divergent behaviour or conduct. Perception is the term used to describe this point of view. Perception is what determines how a person perceives the world. Furthermore, according to Kotler (2013), perception is the process by which we select, arrange, and translate sensory information to create a picture of the world that represents something. Meanwhile, perception, according to Guspa and Rahmi (2017), is essentially a human interpretation process that everyone goes through when interpreting information about the world, whether through sight, hearing, emotions, or scent.

Perception, according to Walgito (2003), has three components: 1) Cognition, which is concerned with all points of view, expectations, ways of thinking/gaining knowledge, and past experience, including everything gleaned from data from independent opinions; 2) Affection: This aspect is concerned with the personal emotional states of certain objects, as well as everything related to the evaluation of good and bad based on one's emotional factors. 3) Conation: The aspect of conation concerns the motivation, attitude, behaviour, or activity of an individual according.

According to Gibson et al., as cited in Rahmatullah (2014), there are two factors that influence perception: 1) Internal elements that influence perception are essentially internal factors such as physiological attention, interests, needs, emotions, experiences, and memories. 2) External factors influencing perception include aspects of the environment and the objects within it. Elements can alter one's perception of the world and influence how they feel or accept it. Extrinsic factors that influence perceptions include the colour of objects, the stimulus, the uniqueness and contrast of the stimuli, the intensity and power of the stimulus, and the stimulus's movement.

2.2 LEARNING MEDIA IN TEACHING

According to Siregar et al., (2019), technology and learning are inextricably linked; they must coexist peacefully. E-learning is one approach to using technology for both instructors and learners; therefore, blended learning should be implemented in learning activities and using technology as a media. Furthermore, Arsyad (2002) defines media as any type of intermediary used by humans to disseminate or propagate ideas, ideas, or viewpoints so that the ideas, ideas, or viewpoints put forward reach the intended receiver. Media, according to Karo and Rohani (2018), is anything that can be caught by human perception and serves as an intermediary, medium, or instrument in the communication process (teaching and learning process). The term media is derived from the Latin word *medius*, which means middle, intermediate, or beginning. In Indonesian, the term medium means "between" (expressing one's point of view) or "in the middle" (stating size). Media, in general, refers to anything that serves as a vessel, instrument, or means of communication. In conclusion, media is defined as an intermediary or introduction instrument used to convey messages or information from a source to the intended audience.

Asyar (2012) defines the term "learning media" as "everything that might transfer or spread messages from sources in a planned manner, such that there is a favourable learning environment where the recipient can carry out the learning process effectively and efficiently." Meanwhile, Djamarah (2010) defines learning media as "any medium that can be used as a message distributor to achieve learning goals." Then, learning media, according to Arsyad (2011), is a tool that can help students learn

both inside and outside of the classroom. It is also a component of learning resources or physical vehicles in the student environment that hold instructional information and can motivate students to study. As a result, because learning is a communication process that occurs within a single system, learning media play an important role as a component of the learning system. Communication does not occur without the media, and the learning process, like communication, does not function efficiently. Media learning is an important component of the learning system. Based on the foregoing, learning media is defined as anything that can channel messages and excite students' minds, feelings, and will. As a result, it can aid in the development of the learning process in the classroom.

2.3 HYBRID LEARNING

Hybrid learning is an educational design method that combines online learning with teaching in a physical classroom, similar to traditional face-to-face schooling. Hybrid learning, according to Hendrayati and Pamungkas (2013), is a method that combines innovation and technological progress through an online course with engagement and collaboration from traditional teaching models. Surjono (2010) defines hybrid learning as teaching that integrates all methods of learning, such as online, live, or face-to-face. Furthermore, Bibi and Jati (2015) define hybrid learning as the result of a combination of face-to-face learning approaches and internet sources. Sutisna (2016) defines hybrid learning as a learning technique that combines two or more learning methodologies and approaches to meet the goals of the learning process.

According to Thorne (2003), hybrid/blended learning combines face-to-face instruction in a traditional classroom with online learning that can be accessed at any time and from any location. Another type of blended learning is a virtual conference between instructors and students. Where they permit students to be in a separate location while making comments, asking questions, answering, interacting with educators, or interacting with other students. Bersin (2004) defines hybrid/blended learning as the combination of various training media (technology, activities, and event types) to create an optimal training program for a specific audience. The term blended refers to traditional instructor-led instruction supplemented by other forms of electronic media. The definition of blended learning approach makes use of several different types of eLearning and may be supplemented with instructor-led instruction in other live formats. According to Ali Massoud et al. (2011), hybrid or blended learning is simple in theory but complicated in practice. Because it combines traditional learning with internet-based learning, hybrid learning, also known as blended learning, is simple to implement.

Hybrid learning, also known as blended learning, is a synthesis of various approaches to learning. As a result, blended learning can be defined as a learning strategy that combines two or more learning approaches to achieve the learning process's goal. One example is the use of web-based learning in conjunction with face-to-face learning methods. Blended learning is also known as hybrid learning or blended learning. As a result, hybrid learning is defined as learning through a combination system of learning methods that includes online or online methods (outside of class) and direct meeting methods for several hours (inside class).

2.4 LEARNING MANAGEMENT SYSTEM (LMS)

A learning management system, according to Ellis (2009), is an operating system used for administrative purposes, documentation, reporting activities, teaching and learning activities, online activities, and e-learning and training materials, all of which are done online. Moreover, A learning management system (LMS), according to Riyadi (2010), is software that is used to create web-based online lecture materials and manage learning activities and their outcomes. A Learning Management System (LMS) or Course Management System (CMS), as defined by Amiroh (2012), is a software program used by educators, including universities and schools, as an internet-based learning media. Then, according to Mahnegar (2012), a Learning Management System (LMS) is a program or application that is used to manage online learning and includes material, placement, management, and evaluation.

According to Jöns and Hoyler (2013), a Learning Management System (LMS) is a technology platform for managing, documenting, administering, delivering, and serving academic training course programs. LMS appears to be a name for a learning management system that employs software to aid educators and students in their learning. The learning management system (LMS) serves as a medium for delivering course materials, connecting students to relevant online resources, providing homework and tests, facilitating dialogue and interaction between instructors and learners, conducting assessments, and fostering cooperation and communication in an online learning environment (Jansen et al., 2020).

According to Zohreh et al ., (2023) Six categories were used to group metacognitive learning management systems (LMSs): learning tools, administrative tools, collaboration and communication tools, assessment tools, course material development and distribution tools, and SRL AI technologies. Group tools, synchronous and asynchronous communication tools, and interactive learning environments are examples of collaborative and communication tools. Group tools facilitate synchronous and asynchronous communication, giving students the chance to collaborate, foster critical thinking, and share ideas.

III METHOD

In this study, the researcher used a qualitative descriptive case study research approach to describe existing phenomena in a natural setting, with a focus on features, quality, and interrelationships between activities. According to Moleong (2007), qualitative research is research that aims to understand the concept of what the subject research experiences holistically and through description in the set of speech and language, in a specific natural context, using various natural methods. Case study technique, according to Walgito (2010), is a method for studying and investigating an event or phenomenon involving an individual, such as a person's life history. Case study research required a large amount of information as well as data integration. This study used the case study technique because it allows for a detailed, in-depth examination of a specific instance or phenomenon, providing insight into complex real-life situations. According to the description, the researcher intended to use a qualitative descriptive case-study research technique because it is appropriate for the scope of the research, which was to examine students' perceptions of using the recommended media to determine how far their English language abilities could progress.

This study focused on a group of junior high school students. Concerning which class to investigate, the researcher looked at 5 students in 8th grade who had characteristics such as one student with a high score, two students with a middle score, and two students with a low score. The score was chosen from their most recent English score. The standards for the five pupils are determined by their English language exam results. Following their selection, an interview was extended to the five students. In an environment free from intervention, the interview was conducted utilising a semi-structured format. Subsequently, the interview transcripts were decrypted and thoroughly examined.

Data analysis is a method of converting data into information in order to make the features of the data easier to understand. It is also useful for finding answers to research-related issues. Data analysis can also be defined as an action performed to convert research data into knowledge that can then be used to reach a conclusion. The information gathered from the interviews was manually transcribed for analysis. and after that underwent a thematic analysis. Through this procedure, a number of themes may be determined, allowing researchers to analyse the data and produce a number of study results.

IV DISCUSSION

During the observation, it was discovered some components of the students' use of the LMS were weak, namely in the areas of student activities and student creativeness. In terms of student activity, it was discovered from the research finding that some students lacked the ability to examine the content supplied by the teacher, to uncover the essential concepts of the material taught, and to challenge the ideas transmitted by others during online learning. This also occurred in terms of student creativeness; observations revealed that some students were not engaging in the learning activities carried out and were not making the most use of their time in learning activities that took place utilizing the Learning Management System media.

However, there are students that are excellent in both student activities and student creativeness during the observation, such as asking questions rigorously, coming up with suggestions for the topic being given, and questioning the perspectives of other students. These students can also grasp the essential skills, are more serious about learning activities, and can make the greatest use of time while online and offline learning with an LMS is taking place. The preceding was then reinforced by the findings of interviews performed by researcher with five students about the use of LMS.

Some of them, student A, student B, and student D, indicated that the usage of LMS was not excellent and that it was difficult to grasp the content supplied by the teacher. However, student E stated that the use of LMS in learning was less effective or efficient. Student E believes that the usage of LMS in learning process is quite helpful for students because the material given can be repeated. Moreover, student C also stated that he feels more comfortable to study in hybrid class due to the material given

less and easy to understand. Last, the school in question requires Arabic courses from students, this is one of the reasons why they claim that studying through LMS is difficult to grasp. "Because when I am still studying at home and in class, I still cannot understand Arabic, because everyone learns Arabic in Islamic boarding school... and I cannot fully understand it... (student B, personal information, May 20, 2022)".

Based on the interviews, several forms of LMS are utilized in online learning in hybrid classrooms, including Google Classroom, Zoom, YouTube, and WhatsApp. For the time being, WhatsApp is more commonly utilized to distribute assignments and learning materials. Students are grouped together and given content in the form of a PDF, followed by the assignment. Also, sending learning materials in the form of PDF files. "For now. We use WhatsApp (mobile chatting application). When the first outbreak we used Google Classroom and sometimes zoom or YouTube. (Student D, personal information, May 20, 2022)". So, based on the explanation provided above, it can be concluded that three of the five samples or students observed and interviewed had a positive perspective on the use of the LMS in the hybrid class, while two of them had a negative perspective.

Aside from discovering diverse perspectives voiced by students, the researcher also discovered several challenges encountered by students when learning to utilize LMS at hybrid class. Of the five selected samples, three stated that they sometimes have a difficulty in participating in online learning, student stated that the time for collecting assignments or deadlines set by the teacher was too short while the assignments were numerous, and the most difficult challenge for them was understanding in a material and internet connection. "... Internet connection in my phone is sometimes bad when I do an assignment on WA... (student A, personal information, May 20, 2022)".

Students experience a variety of problems when learning and completing assignments online utilizing the LMS, and they have varied strategies for solving them. Student B, student C, and student E all responded that laziness was their greatest challenge. The most reason why they mentioned laziness as their biggest challenges because due to the school schedule that start in the early morning even though it is online or offline section at LMS. "... the challenge is the laziness... (student B, student C, and student E, personal communication, May 20, 2022)" Student A claimed his main issue was the online assignment deadline, which he said was too short, and for student D stated that his challenge while learning online and offline using LMS is the difficulty to understand the material provided by teacher. "...the challenge is the deadline that too short and hard to understand the lesson... (student A and student D, personal information, May 20, 2022)" Based on the foregoing description, it can be stated that the major challenges students encounter when studying or finishing assignments in hybrid classes using the Learning Management System (LMS) are laziness, poor internet connection, a short deadline and difficulty understanding the subject.

According to Guspa and Rahmi (2017), perceptions is essentially a process of human interpretation which everyone experiences in interpreting information about the world, whether through sight, hearing, emotions, or scent. From the interview with the participants, majority of them said that the use of LMS in learning class is not good enough. It made it harder for them to understand some material such as Arabic and English. They find it harder to get information quickly from the material given by the teacher unlike when they are in conventional class. Talking about the use of LMS in education is very broad and not always easy to use especially the internet. According to the findings of interviews with participants, they prefer to read offline rather than online using LMS because it is more useful to read, but they mostly love reading online too depending on the subject.

The LMS can help them do both first-hand by combining their intention of reading with their aim to enhance their English. It is simple to use the LMS and can be done anywhere and at any time. No doubt the LMS can help them managing, documenting, administering, delivering, and serving academic training courses programs. With the same statement as mentioned in Jöns and Hoyler (2013), Learning Management System (LMS) is a technology platform for managing, documenting, administering, delivering, and serving academic training courses programs. They prefer to read offline due to internet connection issues and the difficulty of understanding the material provided in LMS. Internet connection is the most formidable foe of users of the Learning Management System or LMS application, particularly students. Statement above is supported by Ellis (2009), a learning management system is operating system that is used for administrative purposes, documentation, reporting activities, teaching and learning activities, and online activities, as well as e-learning and training materials, all of which are done online. That is why the internet connection problem is also related to the use of LMS in hybrid class, when the internet connection is stable the student can enjoy to read and do assignment online.

Sudina (2016) found out that each LMS can be used effectively and be quite beneficial to students and teachers as a means of Virtual Class. However, LMS appears significantly different in terms of usability. This means that there are LMS that respondents consider to be simple to use, as well as LMS that they consider to be quite difficult to use. From the interview that was done with the participants, the researcher found it is true that some application and platform is quite hard to use. The participants preferred WhatsApp rather than Google Classroom. This is line with research done by Adzharuddin and Ling (2013), who concluded that an LMS is a vital tool for students since it allows them to stay up to date on their courses while also providing them with fast updates about their daily activities. Although people who utilize LMS may encounter certain difficulties, this is all part of the process of understanding and adjusting to a new system.

Based on the interview with the participants, they are indeed having a difficulties or challenges when using LMS in understanding material and doing assignment given by teacher. Fitriani (2020) finds in her publication that learning management system apps made by institutions and those offered by the government, such as Google Classroom, Edmodo, Moodle, and SEVIMA Edlink. In observation and interview, the researcher found that the participants said that they use several application and platform in hybrid learning process such as Google Classroom, WhatsApp, Zoom, and YouTube. Taufiqurrochman et al., (2020), in their study, they discovered which LMS is the best, most comfortable, and most appropriate LMS application platform for learning Arabic, and their answer is Edmodo, while Google Classroom is recognized as the most popular LMS program.

In observation and interview, the researcher found a different perspective because the participant said Arabic course is not appropriate or suitable for LMS because it is hard to understand and they are not using Edmodo in their daily study. Based on the theory of perception influencing factors mention in the above, the researcher found that the student perception above is quite relevant with the theory. These perception influencing factors include in the two factors based on Gibson et al., cited in Rahmatullah (2014). It is true that the internal and external factor very influential in the learning process that students do while online such as feeling lazy, lack of interest, and the situation of the learning environment.

V CONCLUSION AND SUGGESTION

The objective of this study is to know students' perceptions of using learning management system (LMS) in hybrid class in junior high school and the challenges for students of using learning management system (LMS) in hybrid class in junior high school. Based on the research findings and discussion above, the researcher concluded that using LMS media in online learning is not only beneficial but also successful for students because they find it difficult to understand and because they are unable to discuss the assignment directly with friends, particularly for Islamic boarding school students who are needed to learn Arabic. They employ numerous online platforms available during online learning, such as Google Classroom, Zoom, YouTube, and WhatsApp, for LMS. However, WhatsApp is now the most active or commonly used online platform because, in addition to being simple to use, it allows students to connect directly with their lecturers. Furthermore, the usage of LMS poses various issues or challenges for students who utilize it, such as intermittent internet problems, difficult to understand the material, assignment deadlines that are too short, and emotions of lazy that develop when online learning via LMS takes place. Based on the findings above, students have their own perspectives and challenges when it comes to LMS in hybrid class, such as learning in LMS is rough and not efficient, internet connection become the main issue when using LMS, and also it is hard to understand the material provided by teacher.

The researcher would like to suggest other researchers to conduct further studies on this topic. Future researcher may investigate the same title, but with different data, for example: future researcher might investigate or take data in different Junior High School' thesis conclusion, so that the result will be more advance. In addition, it will be interesting to compare the Junior High School student' that uses Islamic boarding school, thesis conclusion and regular Junior High School students' thesis conclusion in terms of the students' perception and students' challenges. For Student, the researcher recommends that students, particularly junior high school pupils, understand and learn more about technology. Because the years pass, the use of technology becomes increasingly crucial in carrying out various operations. In this situation, the education sector is no exception, since the LMS platform is one of the technologies that will continue to exist long after the COVID-19 epidemic has passed. As a result, by actively mastering technology, students may avoid feeling lazy, uninterested, and unable to utilize LMS properly.

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A STYLISTIC ANALYSIS OF THE LINGUISTIC DEVIATIONS IN CUMMINGS' *IN JUST-/SPRING*

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Abstract

E. E. Cummings, known as a pioneer and a distinguished representative in the area of experimental poetry in the 20th century, enjoys enduring fame and great popularity for the simplicity of his language and the playful mode in his poems. "in Just-/spring" is one representative, in which Cummings experiments radically with form, punctuation, and spelling to create a new, highly idiosyncratic means of poetic expression. By doing so, Cummings makes the thematic significance buried under the surface of the poem. Therefore, this paper, based on literary stylist Geoffrey Leech's remarks about deviation, aims to analyze lexical deviation and graphological deviation in the poem, hoping to provide a stylistic analysis of the poem and trying to dig out how this maverick poet integrates his cubist strategy into his poem "in Just-/spring" in an attempt to express his eulogy of innocence.

Keywords: "in Just-/spring", Cummings, deviation, innocent children, spring

I INTRODUCTION

Edward Estlin Cummings (1894-1962), famous as E. E. Cummings, is an American poet of great originality and talent. He is famous for his unique poems and is billed as "the rising star of the poetic avant-garde" (Beach, 2003, p. 101) since he utilizes unusual language and makes a peculiar arrangement of structure in his poems. Readers frequently find his work hard to understand, but after a close reading, we may discover that every word, even every letter has its function and the poems are full of profound meanings. As the forerunner of modern American experimental poetry, he takes the leading role in creating a new type of poetry. He incorporates cubist strategy in his poems, namely deliberately dissociating and recombining elements into a new artistic entity made self-sufficient by its rigorous architecture. "The name 'cubiste' was often applied to poems that made shapes on the page like paintings on a canvas" (Howe, 2014, p. 146). In other words, cubist strategy can result in the effect of a mixture of painting and poem. "in Just-/spring", the poem I want to analyze in this paper, is one example. It goes as follows:

in Just-
spring when the world is mud-
luscious the little
lame balloonman

whistles far and wee

and eddieandbill come
running from marbles and
piracies and it's
spring

when the world is puddle-wonderful
the queer
old balloonman whistles
far and wee
and bettyandisbel come dancing

from hop-scotch and jump-rope and

it's
spring

and

the

goat-footed

balloonMan whistles

far

and

wee (Cummings, 1976, p. 38)

It can be seen from above that “in Just-/spring” differentiates itself from traditional English poems in the form. From the sentence level, each line has different lengths and there are some blanks in some lines. From the phrase level, some phrases are repeated several times but in different formats. From the word level, the words that should be capitalized are lowercase and only two words are uppercase. All of these seem to be absurd and do not follow the common rules of writing, yet they do carry profound meanings and make great contributions to the advancement of modern poetry in terms of innovation in visual effects, leading a fresh style of expression into modern literature (Chang, 2008, p. 117).

“in Just-/spring” is extracted from the Songs of Innocence, Cummings’ famous poetry anthologized in his first poem collection, *Tulips and Chimneys*, which wins the Sundial Prize in 1923. Thanks to this, Cummings becomes famous in the literary circle and his poems become the studying objects of many scholars’ papers. In the past few decades, scholars such as R. A. Buck and Milton A. Cohen have mainly concentrated on the musical elements, the painting art, and the poetic language of his poems. Recently, some critics such as Xiaoqing Fang and Mahmoud Hegazy explore the features of his poems from the perspective of conceptual metaphor, which further enriches and illustrates the understanding and appreciation of his poems. Nevertheless, few have made efforts to study the deviation of his whole poem in a detailed manner. Considering “in poetry, deviations are not just to be interpreted in isolation, but to be seen as forming a meaningful pattern in themselves” (Leech, 2013, p. 64), this paper, therefore, based on British literary stylist Geoffrey Leech’s remarks and classification about deviation, aims to analyze the lexical deviation and graphological deviation (the two terminologies will be explained in the discussion part) of “in Just-/spring” and fully explore its thematic significance.

II MATERIALS AND METHOD

This essay will apply the method of close reading and adopt the theory of deviation. In terms of the definition of deviation, Leech and Short (2007) think it is “a purely statistical notion: as the difference between the normal frequency of a feature, and its frequency in the text or corpus” (pp. 39). As one kind of linguistic phenomena, deviation can be seen frequently in various literary genres, especially in poetry. In *A Linguistic Guide to English Poetry*, Leech (1980) points out that “poetic language may violate or deviate from the generally observed rules of the language in many different ways, some obvious, some subtle” (pp. 5). Leech also makes a classification of deviation in his book, he concludes that there are eight categories, namely, phonological deviation, lexical deviation, grammatical deviation, semantic deviation, graphological deviation, deviation of register, dialectal deviation, and deviation of the historical period. In this paper, lexical deviation and graphological deviation in Cummings’ “in Just-/spring” will be analyzed.

III RESULTS AND DISCUSSION

3.1 LEXICAL DEVIATION

In stylistics, lexical deviation refers to a new word or expression or a new meaning for an old word used only on particular occasions. Deviation at the level of words and meaning includes rare, dialect, or foreign words that stand out from the surrounding text, and neologisms. In light of neologisms, Leech (1980) concludes that there are three ways to create new words. They are affixation (the addition of a prefix or suffix to an item already in the language), functional conversion (the adaption of an item to a new grammatical function without changing its form), and compounding (the joining together of two or more items to make a single compound one). In “in Just-/spring”, Cummings “has never hesitated to invent a word when he needs one” (von Abele, 1955, p. 920) and he mainly takes advantage of

compounding to coin new words, such as "mud-luscious", "puddle-wonderful", "goat-footed", "hop-scotch", "jump-rope", "balloonman", "eddieandbill" and "bettyandisbel".

Leech also discusses the functions of neologism in his book and comes up with the "concept-making" power of neologism. He maintains that "if a new word is coined it implies the wish to recognize a concept or property which the language can so far only express by phrasal or clausal description" (Leech, 1980, p. 44). Likewise, every new word Cummings invents in his poem "in Just-/spring" has a special meaning. As for "mud-luscious" and "puddle-wonderful", the poet utilizes hyphens to link the two independent words, which corresponds with the stickiness of mud and puddle. Besides, when we notice that mud is luscious and the puddle is wonderful, we cannot help feeling it quite strange and weird. However, this is the poet's intention. He purposefully does this to intrigue our attention and makes us observe the innocence of children. Only in children's eyes, mud and puddle are pleasant things because they can play with them. Therefore, through the invention of new words like "mud-luscious" and "puddle-wonderful", the innocence of children and their happiness are expressed to the greatest extent. Their joyfulness can also be seen in the "hop-scotch" and "jump-rope". These are two games for kids. Just as Geetha (2012) states,

It can be noticed that Cummings carefully preserves for us the games that children played in his time. We find 'hop-scotch' and 'jump-rope' were games that were played by children during his times. Cummings' sister Elizabeth Quayly mentions that the balloon man with his basket was a common occurrence in spring when she was a child. She also recollects playing 'hop-scotch' and 'jump-rope'. (pp. 227-228)

Based on it, we can say that the happy scene in the poem is Cummings' recollection of childhood. In spring, when the weather becomes warmer, everything comes to life, and kids can go out and play games once again after a long staying at home in winter. They are so happy about it and cannot leave it behind, so Cummings uses hyphens to link the words. The hyphens can also be seen as a linkage to relate to Cummings' childhood memory. The happy games he played when he was young have become a pleasant and unforgettable memory that he cannot and is unwilling to get rid of.

In Cummings' poem, lexical deviation can also be found in the compound word "balloonman" which appears twice. It catches readers' eyes because it is not the common form, "balloon man". Cummings does not use the traditional way of writing balloon man but chooses to combine the two separate words to suggest that balloons and man are inseparable. Since the balloons are held in the man's hands all the time, the balloons and the seller are integrated into one wholeness. We readers may find that this new word is a little bit odd but "the oddity of neologism is related to the general usefulness of the concepts they represent" (Leech, 1980, p. 44). Indeed, through the oddity of "balloonman", Cummings draws the picture of the man selling balloons. Besides, this kind of oddity also accords with the balloonman's queer appearance because he is "goat-footed".

In this poem, other new words we should pay attention to are "eddieandbill" and "bettyandisbel". "eddieandbill" consists of two boys' names, which are Eddie and Bill. "bettyandisbel" includes two girls' names, Betty and Isabel. Because literary language has been chosen and manipulated with greater care and complexity than the average language and it contains a higher occurrence of special and deviant features than non-literary varieties, so literary language tends to be richer in its connotations. And Cummings' language is not only rich in connotation, but also in denotation since he has been widely acknowledged because of his unique creation of words. Therefore, even though "eddieandbill" and "bettyandisbel" are two pairs of kids' names, we should not make light of them, instead, we ought to take a detailed view of them. As for the girls' names, we can notice that when Isabel runs toward the balloonman, she loses "a" on the way. Just as Gómez-Jiménez (2015) points out that omission is one device used by Cummings for spelling foregrounding and omission can also "create iconic effects" (pp. 307). As for the lost "a", it may symbolize an "anxious mood" and reflects that those kids are so anxious to buy the balloon that they even drop something.

Secondly, Cummings puts their names together to present a visual metaphor. Seeing the balloonman, all the boys and girls swarm towards him. They are elbowing each other. The swarm of kids reminds us of the fact that they are kids and they have great curiosity about everything. They show great enthusiasm for the newly-come objects. Just like Geetha (2012) says "[b]alloons are insignificant things, they do not have their value, but children are attracted to them because they are little individualists in whom the heart and not the mind that dictates their desires" (pp. 227). Kids do

everything following their hearts and through their behavior, their inner feelings are exposed. Such being the case, the innocence of children has been demonstrated through this visual metaphor.

Based on the above analysis, we can summarize that Cummings seemingly combines words arbitrarily, but it is not that ordinary and straightforward. His unique poetic style, on the one hand, makes the modern poetry circle more diverse and richer and provides a brand-new perspective for scholars who love to appreciate the beauty of poems and want to study them. On the other hand, after a detailed analysis of lexical deviation, the striking poetic style reflects that Cummings compounds originally independent words to unreservedly praise spring and those innocent children. Just as Verdonk (2013) claims “[s]tylistics brings literary critical appreciation into clearer focus” (pp. 171), the study of deviation enables us to concentrate on the hidden thematic significance of Cummings’ poem.

3.2 GRAPHOLOGICAL DEVIATION

Graphology is the study of the writing system of a language. It is the expression or realization of language in its written form. The graphological features of a text determine subtle and important aspects such as genre and ideology. Graphological features, therefore, carry the pragmatic force and are an important part of the discourse.

Graphological deviation is applied to any aspect of the form and appearance of a text that modifies meaning in any way. It concerns the use of the alphabet, the number system, punctuation, capitalization, headlining, italicizing, bracketing, diagramming, paragraphing, and spacing. As Leech (1980) says, “Cummings is well known for his ... discarding of capital letters and punctuation where convention calls for them, jumbling of words” (pp. 47). In “in Just-/spring”, Cummings, without exception, makes good use of punctuation, capitalization, decapitalization, and spacing, which arouses readers’ interest to figure out why he does these and what he intends to convey.

Punctuation disappears in this poem, except for one dash. This is his usual practice against the rules of grammar and punctuation. It seems to be a little bit unreasonable to create a new language free of punctuation. But such kind of innovation is evidence of Cummings’ talent and originality. He wants to demonstrate the uniqueness of his poem and his pursuit of unconventionality by manipulating the type of print. Gómez-Jiménez (2017b) analyzes 157 unconventionally punctuated poems by Cummings, identifying 11 poetic effects that derive from such a singular practice. As for “in Just-/spring”, the unconventional punctuation also brings some poetic effects. Since it doesn’t have a large amount of punctuation, it can be read without disruption. Besides, it can also symbolize that the poem has no beginning, nor does it have an ending, which reflects the poet’s thought that life is in constant movement and we will experience countless changes without a dead end. All in all, Cummings wants us to embrace an optimistic attitude toward the future.

Capitalization is often manipulated by literary writers to express their ideas; Cummings is no exception. Eva María Gómez-Jiménez (2017a), for example, concentrates on the unconventional capitalization in Cummings’ experimental poetry and studies its foregrounding effect, pointing out that “capitals are used principally for emphasis” (pp. 15). But under Cummings’ pen, it is not that simple since in his poems meter is rejected and words become the top concern. It is widely acknowledged that Cummings is very good at playing word games. And capitalization is one type of his word games. Such being the case, when he capitalizes some letters, we should pay great attention to them and go to great lengths to figure out their denotative meanings.

In the poem “in Just-/spring”, all words even the first letters of the beginning words of each sentence are lowercase, except two letters have been capitalized, which become comparatively outstanding and eye-catching. The first one is “J” in “Just”, another is “M” in “balloonMan”. This novel writing style, on the one hand, exerts a visual impact on readers. On the other hand, it makes readers think about their deep meanings and functions. As for the word “Just”, it can be an adjective and adverb as well, each of which has several meanings. When we interpret it as an adverb, it can mean “exactly”, “only”, and “almost”. When it is explained as an adjective, it can be “impartial”. The first meaning I want to discuss is “exactly”. It is just spring when the balloonman goes out to sell balloons and comes across those kids who are happily playing games. As such, the linkage between spring and happy life has been established. Cummings chooses to incorporate the innocent children with spring to extol the beauty of spring and children’s inner joy at the same time.

The second is “only”. Some scholar maintains that Cummings wants to emphasize that the happy scene of children playing games doesn’t occur throughout the whole year, but only in spring (Blackmur, 1957, p. 26). Spring is the season that brings warmth, and joyfulness to people who have just experienced the dim and chilly winter. Besides, spring is the first season of the whole year, full of

infinite hope and vitality. Thus, Cummings' thinking on spring is expressed without reservation. Thirdly, the poet makes the word "Just" in upper case to stress that the spring has "almost" come. Winter has not gone completely because snow, the symbol of winter, has just melted into water and made the soil wet so kids can have mud to play with. The last meaning is "impartial". Spring is fair and does justice. We all have the opportunity to enjoy the warm weather and the sunshine in spring. Regardless of our age, class, identity, or anything else, we will be treated fairly by spring. Such being the case, the poet intends to praise the fairness of spring. The fairness of spring can also be seen from the intermittent repetition of "it's spring". Because of this kind of repetition, every section is surrounded by spring.

Just like we use "X" to refer to anyone when we are not certain, Cummings capitalizes the letter "J" to make us associate every meaning of the word with it. No matter which meaning we use to replace the word "Just", we can find that it is plausible. This kind of ambiguity wins many critics' applause, just as Cureton (1986) "appreciates Cummings' use of visual voice or visual ambiguity to complicate and augment an underlying meter or poetic argument, or his use of visual iconicity to add perceptual substance to a text" (pp. 277). Cummings uses such kind of ambiguity to stress that spring is "beautiful". In the beautiful season, the balloonman comes to sell balloons and finds that little boys and girls are playing joyfully. Cummings seems to draw a cheerful picture that demonstrates the happy scene. And he wants to emphasize the fact that spring is the season when everything is beautiful and people enjoy themselves a lot.

Another letter Cummings capitalizes in this poem is the "M" in "balloonMan". Some scholar thinks that it, together with the adjective "goat-footed", reminds us of God "Pan" because Pan is also goat-footed (Kennedy, 1994, p. 39). In my thinking, apart from the appearance, the usual practice of capitalizing God's name, like Father and God, also proves that the balloonMan is, in some sense, the equivalence of the God "Pan", who symbolizes the impending of spring. Pan has an eerie appearance, with a human head and torso but with goat horns, ears, and feet. He is a combination of people and a goat. Even though his appearance is a little bit queer, he is the Greek god of forests and fields, who is in charge of woods, heaven, and earth, as well as sheep. Therefore, he is also billed as the God of Spring. Marchesini (2016) also claims that "Pan stands in for humans' relationship to nature" (pp. 41). So those children's running toward the balloonMan symbolizes kids' pursuit of spring. Spring is the token of every pleasant moment. It is deserved to be pursued.

What's more, Pan is also the god of living and multiplying, who enjoys a close relationship with all living things and plays a vital role in reproduction. In this poem, the balloonman's coming leads to the presence of children. Based on such kind of sequence, it is fair to say that the balloonman also acts an important role in reproduction. What deserves our attention is that only kids appear after the balloonMan. For one thing, it is because kids are innocent and hold a curious attitude toward everything. For another, it is because children are the spring of all human beings. They are our hope and future. Cummings' "in Just-/spring" was published in 1920, the time after the end of the First World War. He once served in an Ambulance Corps in France during the war and was even captured by the enemy. Having experienced the cruel, inhuman combat, Cummings, on the one hand, abhors the treachery of adults, encourages the innocence of children, and admires their yearning for beautiful things, not just the balloons which are often used to decorate the ceremony, like wedding and birthday party, but also mud and puddle, which are not that good in adults' eyes but indeed precious to the kids' eyes. On the other hand, he also wants to stress that when the bad things have gone, new hope will spring up. Pan, the god of living and multiplying, introduces the coming of those innocent kids, which is emblematic of people's longing for spring and their new hope. By doing so, Cummings wants to enlighten everyone that spring is coming, and we should keep hope no matter what we have experienced.

Yet this capitalization serves another function, which we readers may find difficult to realize. The change from "balloonman" to "balloonMan" also signifies the distance between him and the children. At first, he is far away from the children, so he is the small "man", but as he comes closer, he becomes bigger and bigger, ending up being the giant "Man" with the children's close-up view. So, through capitalization, Cummings depicts the process of children's mindsets vividly. This kind of distance change can also be justified by the adjectives used to modify the balloonman. The first two adjectives are "little" and "lame". The second time Cummings uses "queer" and "old" to describe the balloonman. The last adjective is the "goat-footed" mentioned earlier. From the three sets of modifiers, we can see that at first, the balloonman is in the distance, so the kids can only sense that he is little and lame. But when he becomes closer, children can observe that he is old and a little bit queer. When he at last stands in front of them, these kids find that he is goat-footed. The clearer description of the balloonman

signifies that the distance between the balloonman and those kids is shorter. Therefore, it is fair to say that through the devices of capitalization, the poem achieves a far-reaching denotative meaning and a picturesque effect as well.

Decapitalization is another device that is used quite a lot in Cummings' poems, just as Tartakovsky (2009) claims "[a]mong wide circles Cummings is best known as the poet who did not use capital letters" (pp. 216). Cummings even decapitalizes "I" to illustrate his humble attitude towards individuals because he thinks highly of nature and believes that everyone, including himself, or everything is small and insignificant in front of nature. Moreover, he decapitalizes his name as e. e. cummings to express his self-identification that he is nothing more important or distinguished than anyone. This is his modest thinking.

In "in Just-/spring", Cummings breaks the shackles of grammar, and decapitalizes all the letters that should be uppercase. "eddieandbill" and "bettyandisbel" are examples. These two are the boys' and girls' names, which normally should be uppercase. But Cummings disregards the traditional grammar and syntax rules. For one thing, the conceptual metaphor (which refers to the understanding of one idea, or conceptual domain, in terms of another), IMPORTANCE IS BIG, enlightens us to realize that the use of (de)capitalization can symbolize (un)importance. In other words, Cummings puts the children's names in lower-case to demonstrate the less importance of children, just as he changes his name into a lower-case one and decapitalizes the word "i". For another, Cummings also wants to make a comparison between the balloonMan and those little kids. Lower-case names are the tokens of their small statues, especially compared with the giant build of the "balloonMan". Aside from this, these names can also refer to any kids since the lower-case names make a general reference whereas the upper case means a specific person. And "eddie" and "bill" are common names for boys, "betty" and "isabel" for girls. So instead of mentioning that two boys and two girls are running toward the balloonman happily, Cummings wants to illustrate that every kid is running towards the balloonman. This kind of using part to stand for the whole can also be justified in the vowels and consonants of their names. The initial letters of the two boys' names are "e" and "b" and the first letters of the two girls' names are "b" and "i". We can see that these two pairs have a vowel and a consonant. The names with vowels and consonants as the first letter seem to stand for all the boys' and girls' names because no matter what name yours is, the first letter of the name is either vowel or consonant. Thus, these two boys and two girls are representatives of all children. More importantly, the boys' names go from the vowel "e" to the consonant "b", while the girls' names transfer from the consonant "b" to the vowel "i". It constitutes a whole circle that goes from vowel to consonant and then backs to vowel. This circle may be emblematic of the cycle of four seasons. Additionally, it may also depict the scene when the boys and girls are running towards the balloonman in a circle or arm in arm, which is the token of their inseparable friendship.

Spacing is the last typographical distortion I want to analyze in this paper. Rosenthal (2004) concludes that "[e]very unorthodoxy of punctuation, spacing, ... in Cummings' poems generally, can be read functionally" (pp. 147). The same goes for the spacing in "in Just-/spring". As we can observe from this poem, there are some blanks within it. The first one appears in line two, which goes like this: "spring when the world is mud-". It can vividly depict the picture that spring strides toward people. After a long period of chilling winter, spring is anxious to come out and cannot wait to bring warmth to people.

Apart from blank space, Cummings is also a genius who always hides what he wants to convey in the arrangement of the words. To name a few, in his poem "r-p-o-p-h-e-s-s-a-g-r", he arranges words in a weird way to resemble the shape of a grasshopper. Apart from the aim to demonstrate a picture of the animal, Cummings also intends to imitate the grasshopper's hopping and leaping. Such being the case, he brings both the grasshopper and the poem to life. Similarly, in the poem "in Just-/spring", Cummings also injects vitality in it. Two points deserve to be analyzed. The first one is the repetition of the phrase "far and wee". This phrase is repeated three times, each time with different spacing. The first one appears in line 5, which goes like this: "far and wee". The second one is in line 13, which changes to "far and wee". And the last one goes from line 21 to line 24, which also undergoes some change. It is as follows:

far
and
wee

Even though the words are repeated, the meanings are different because of their spacings. First, we have to fumble out what the phrase fundamentally means. There is no phrase like that in the dictionary. It is newly coined by Cummings. But we are familiar with another one, namely "far and wide", which means the range is wide. If we analyze the words one by one, we can discover that "far" refers to the distance between the balloonman's whistle and the kids, and "wee" means the duration of his whistle. At first, he is far away and his sound needs to travel through a long journey, so the spacing between the word "far" and "and" is the longest one of the three, but the duration of his whistle is the shortest, so the spacing between "and" and "wee" is the shortest of the three. With the balloonman coming closer, his whistle also becomes closer, so the distance becomes shorter while the duration becomes longer, which can be noticed in their spacings respectively. But the last one is different. The three words are not in the same line. What does that mean? Some scholar maintains that the vertical arrangement of the three words resembles a balloon floating gently in the hands of the balloonman and different lines also stand for the infinite distance and duration of the whistle (Landles, 2001, p. 35).

But I have a different opinion because distance can be measured horizontally and vertically. And if we measure the distance vertically, it is the smallest of the three circumstances. Besides, it can also be seen as a situation when the balloonman stands in front of those kids. Furthermore, it seems that the direction of the balloonman changes because the three words are arrayed in one line horizontally at the beginning, but in the end, the three words are arranged in one line vertically. Even though the distance between the balloonman and those kids seems to be the closest, the balloonman changes his orientation. By doing this, Cummings wants to hint that the balloonman is leaving and it's common that someone appears and then disappears. Apart from this, he also tries to demonstrate the loneliness of the balloonman. In Cummings' famous poem "l(a)", he never puts two words in one line to demonstrate the sense of loneliness to a greater extent. Similarly, in this poem, Cummings also wants to express that the balloonman is lonely as reflected in the scarcely ordinary line arrangement.

Another typographical distortion that deserves to be mentioned is this one:

and
 the
 goat-footed

The stepped shape reminds us of another poem, "Good Friday" created by Edwin Morgan, the arrangement goes as follows:

He lunges for the stairs, swings down-off,
 Into the sun for the Easter eggs.
 On very
 Nearly
 Steady
 Legs.

In the above poem, "he" walks downstairs, so the stepped shape makes readers see a vivid picture of a man and his steps in their minds. Likewise, in the poem "in Just-/spring", Cummings depicts that the girls and boys are happily jumping toward the balloonman. The stepped arrangement highlights that Cummings takes advantage of the dynamic interaction "between the ideational effects generated by the poem and the static presence of poem itself" (Flajar, 2007, p. 7). Besides, it can also visualize the limp step of the balloonman. As we have discussed earlier, the balloonman is "little lame". So instead of showing one character's step, Cummings uses a special layout to portray all the characters' paces. Besides, as Barry A. Marks (1964) observes in his *E. E. Cummings*, "the spacing of his words suggests the children's shared pleasure, the instinctive hurry and jostle of their play, and their delight in the balloonman's appearance" (pp. 46).

Although the whole poem appears to be a little bit messy and anomalous after Cummings deliberately refuses to use punctuation marks, breaks sentences, makes the words lowercase or uppercase, and utilizes the spacing, the mess is on the surface. It is cleverly conceived and uniquely structured, which is like a moving picture, leaving the readers to experience the visual and aural impact.

More importantly, it contains profound meanings and expresses Cummings' rich ideas, namely, spring is impending, children are still innocent and energetic, so we should always hold hope for the future.

IV CONCLUSION

Poetry is the earliest form of literature as well as the essence of literature genres. It can pass on to us the true meaning of life and the rules of nature in incisive and poetic language. From ancient times to the present, many literary critics regard poetry as the philosopher and forerunner of language. And Cummings is one of the representatives who maximize the leading role of poetry in the language. In the poem "in Just-/spring", he breaks through the fixed language expression form and the old literary language rules. He takes full advantage of the "poetic license" to make bold deviations, including graphological deviation and lexical deviation, thus he can use not only the unique words he newly creates but also the whole striking structure to convey his praise to those innocent children and the wonderful spring.

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THE USE OF COMMUNICATION STRATEGIES IN THE CONTEXT OF ENGLISH TEACHING

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Abstract

In the context of English teaching and learning, teachers can employ communication strategies to facilitate students' comprehension of the study material. The aim of this study is to outline the categories of communication strategies used by an English teacher at SDN 2 Jatiluwih. This investigation takes a descriptive qualitative approach, focusing on an English teacher within the SDN 2 Jatiluwih setting. During the observations in the 6th grade English class in SDN 2 Jatiluwih, the teacher not only use simple English but also employed body language. Moreover, the students there were quite unique because they tended to use the Indonesian language. Therefore, the teacher, in this case, it was required to use various communication strategies in teaching. The theoretical framework for this study relies on Dornyei's communication strategies theory. The research outcomes reveal that the teacher employed five distinct communication strategies in the classroom to support student learning, namely stalling or time-gaining strategies (1.724%), literal translation (1.724%), prefabricated patterns (5.17%), non-linguistic signals (12.07%), and code-switching (79.31%).

Keywords: *CS, teaching and learning process, English teacher*

I INTRODUCTION

Effective communication holds significant importance in human life. Being inherently social beings, humans naturally form groups and engage in social interactions (Utami & Putra, 2023). While there are numerous means of communication, the most prevalent one is language-based communication. Across the globe, there exists a multitude of languages, yet English stands out as the international language due to its widespread use as a common second language or lingua franca worldwide. Consequently, acquiring proficiency in English holds great significance.

In Bali, a similar recognition of English's importance exists among the populace (Marantika, 2019). Numerous Balinese individuals aspire to acquire proficiency in English; however, it is regarded as a foreign language in Bali and is rarely employed in everyday interactions. More effort is made by learning a second language than by learning a native language because exposure to the former is limited (Bose cited in Ismeti, E., 2022). In contrast, children easily acquire their native language due to the favorable environment and extensive exposure.

In an educational setting, English teachers are required to teach in English, but as it is a foreign language, they often encounter communication challenges while delivering content (Rofiatun, 2018). Students often fail to understand the teacher (Diobi & Nashruddin, 2023). One common issue faced by teachers during English instruction is students struggling to grasp the main message in conversations (Fahrinawati, 2020). To minimize this problem, teachers employ communication strategies, which serve as tools to bridge the linguistic gap between themselves and their students in social situations (Tarone, 1918). Communication strategies can play a significant role in assisting English as a foreign language learner in overcoming their speaking difficulties and deficiencies, ultimately enabling them to achieve effective communication (Prasetyowati, 2023). During the learning process, particularly when teaching speaking, effective communication strategies are crucial for instructors when delivering course materials to students.

Effective communication within the classroom setting is pivotal, influencing the teaching and learning process. Proficient communication can enhance students' understanding and reduce confusion (N. M. Utami, 2018). The communication process will be effective when the sender and receiver have a mutual understanding of the message (Nurhidayat, Ningsi & Irawati). Communication strategies play a substantial role in promoting effective classroom communication. The purpose of employing communication strategies is to attain clear and effective language that can be understood by both the speaker and the listeners (Rahman & Isroyana, 2021). The use of communication strategies helps students become more engaged with the course material and enables them to better understand the instructions in class activities (Oktaviani & Misgiyati, 2018).

The primary aim of this study is to identify the communication strategies employed by a 6th-grade English teacher at SD N 2 Jatiluwih. At this school, the students only start to get English subject in 5th grade. Therefore, the students' English proficiency is very low, and it will be expected the teacher would speak Indonesian more than English when teaching English to the 5th graders less than to the 6th graders. This is the reason why the 6th grade teaching and learning English process was chosen to be the subject of this study because there will be more data for this study.

II METHODS

A descriptive qualitative approach was employed in this study to elaborate the data. The goal of descriptive research is to portray a specific phenomenon or situation along with its defining features (Nassaji, 2015). The subject of investigation in this study was an English teacher at SD N 2 Jatiluwih. The data analysis process followed three key stages as outlined by Miles, Huberman, and Saldana (2014): data condensation, data display, and the validation of conclusions. Data condensation encompasses the selection, concentration, streamlining, abstraction, and transformation of data culled from various sources such as field notes, note interviews, transcripts, documents, and other empirical materials. Data display involves the organized presentation of condensed information in various formats, including matrices, graphs, charts, and networks, facilitating the drawing of conclusions and actions. Finally, the formulation and validation of conclusions entail drawing insights from the data and making informed decisions (Miles, Huberman, & Saldana, 2014). To categorize the types of communication strategies, this study utilized Dornyei's taxonomy (cited in Brown, 2000:128). Dornyei's taxonomy categorizes communication strategies into two main groups: avoidance strategies, which include message abandonment and topic avoidance, and compensatory strategies, which include circumlocution, approximation, the use of all-purpose words, word coinage, prefabricated patterns, nonlinguistic signals, literal translation, foreignizing, code-switching, appeal for help, and stalling time or time-gaining strategies (Brown, 2000:128). The English teacher's performance was video recorded and to be analyzed in order to identify any use of communication strategies during English teaching and learning process by the teacher. Subsequently, her utterances were transcribed and categorized based on Dornyei's proposed communication strategies.

III RESULTS AND DISCUSSION

The primary objective of this study is to identify the types of communication strategies employed by the English teacher at SD N 2 Jatiluwih. This school has a single English teacher and comprises 13 students in the 6th grade. During the data collection visit, the teacher was instructing the students on demonstrative determiners, items typically found in a school bag, and objects in the classroom. Prior to commencing the teaching and learning process, the teacher distributed papers to the students' containing notes related to the lesson.

Upon reviewing and analyzing the video footage, it was determined that the teacher made a total of 186 utterances. To facilitate the students' comprehension of the subject matter, the teacher employed various communication strategies. Of these 186 utterances the teacher used communication strategies in 58 instances. Here are the specific details:

Table 1. Data result

No.	Communication Strategies	The Frequency	Percentage
1	Prefabricated Patterns	3	5.17%
2	Non-linguistic Signals	7	12.07%
3	Literal Translation	1	1.724%
4	Code-Switching	46	79.31%
5	Stalling or Time-Gaining Strategies	1	1.724%
Total		58	100%

Table 1 depicts that, five communication strategies were employed in the classroom by the English teacher, specifically prefabricated patterns, non-linguistic signals, literal translation, code-switching, and stalling or time-gaining strategies. Here are the details:

The first communication strategy employed by the teacher was prefabricated patterns, the patterns involve memorized common phrases or sentences. The teacher used this strategy three times or 5.17%. The teacher employed this strategy consistently, using phrases such as “Okay, good.”

Each time the students correctly answered her questions or repeated the pronunciation of vocabulary related to items in the school bag and classroom. Although she could’ve chosen alternatives phrases like “That’s correct” or “That’s right” she consistently used “Okay, good.”



Picture 1. The teacher signals approval to one of the students with a thumbs-up gesture

The teacher’s consistent use of the phrase “Okay, good.” was explained when asked about it. The teacher mentioned that this phrase naturally came to her mind whenever the students responded correctly to her questions or repeated her words. She clarified that her intention behind using this phrase was to encourage the students to actively participate in the class. Additionally, she noted that when the students were told about this, they would often smile and feel appreciated. Furthermore, the teacher emphasized the significance of praising the students for their responses or echoing her words as a means to motivate them to be more engaged and participative in the classroom.

The second communication strategy employed by the teacher was non-linguistic signals, which include actions such as mimes, gesture, facial expressions, and sound imitations. In this case, the teacher used non-linguistic signals as a total of seven times, accounting for approximately 12.07% of her communication strategies.



Picture 2. Teacher points a student to test their pronunciation

When asked about the purpose behind using this strategy, the teacher explained that its primary aim was to encourage students to be mentally prepared to answer questions before she singled them out. By doing so, she aimed to foster active thinking and participation among her students. The teacher clarified the purpose behind her use of non-linguistic signals. She emphasized that the main objective was to prompt students to be mentally prepared to respond to questions or think about how to pronounce vocabulary words before she directed her attention to them. Furthermore, the teacher's use of non-linguistic signals extended to indicating various objects within the classroom, such as the student's books, a picture of the president, the door, and the cupboard. When questioned about this practice, especially why she didn't simply verbally state the names of these objects, the teacher explained that her intention was to enhance students' attention and engagement in class. She noted that some students had difficulty maintaining focus, so by physically pointing at objects, she aimed to capture their attention and encourage active participation.



Picture 3. To capture the students' attention, the teacher directs their focus toward the door by pointing

The third communication strategy employed by the teacher was literal translation, characterized by the direct translation of lexical items, idioms, compound word, or structures from the first language (L1) to the second language (L2). In this instance, the teacher used literal translation once, accounting for approximately 1.724% of her communication strategies.

Specifically, the teacher used the phrase "lesson book," which is a literal meaning translation of the Indonesian term "buku pelajaran." However, it's worth noting that the more appropriate term in English for "buku pelajaran" is "textbook." In English, a "lesson" typically refers to a period of instruction in a subject or skill, while a "textbook." It is a book designed to accompany a particular academic course or one recommended by the course' authors for students to read.



Picture 4. The teacher points on the note

When asked why she used “lesson book” instead of “textbook” the teacher explained that she was thinking about the Indonesian term “buku pelajaran” and the word “lesson book” seemed to come out of her mouth spontaneously. This highlights a common occurrence in language use, where literal translations from one’s native language can sometimes surface when speaking or translating into a second language.

The fourth communication strategy employed by the teacher was code-switching, a practice involving the use of a word from the first language (L1) with its corresponding pronunciation or a word from a third language (L3) with its appropriate pronunciation while speaking in the second language (L2). In this case, the teacher utilized code-switching a total of forty-six times, representing approximately 79.31% of her communication strategies. For example, she would say, “Okay, what is this? Jawabnya kayak bagaimana hayo?”

When asked about her reasons for using code-switching, the teacher explained that she resorted to this strategy after noticing the hesitancy among her students when she posed questions in English. She used code-switching as a means to facilitate comprehension and make her students more comfortable with speaking English in the classroom. This approach aimed to bridge the language gap and ease the students into using English as part of their learning process.



Picture 5: The teacher points at one of the students (1)

The teacher used another code-switching, but this time transitioning from Indonesian to English. She said, “Sekarang kakak tanya, what is that?”

When questioned about her use of this strategy, the teacher outlined two key objectives. Firstly, she used code-switching to assess whether the students genuinely comprehended the instructions. Secondly, she employed it as a motivational tool to encourage the students to use and feel at ease with speaking English in the classroom. This dual-purpose approach aimed to ensure both comprehension and active participant among the students, fostering a conducive learning environment for English language acquisition.



Picture 6: The teacher points at one of the students (2)

The fifth communication strategy employed by the teacher was a stalling or time-gaining strategy. This technique involves using fillers to bridge silences and provide additional time to think. In this case, the teacher used this strategy once, accounting for approximately 1.724% of her communication strategies. For instances, she uttered, “Uh.... what is that?”

In this context, the teacher employed the stalling or time-gaining strategy as a way to ensure that she could accurately and thoughtfully respond to the student’s inquiries while maintaining the flow of the lesson.



Picture7. While examining the items inside the school bag, the teacher noticed one of her student's books and pointed towards it, asking the student of its English name

The teacher’s reason for using the stalling or time-gaining strategy was to create a familiar and contextually conscious learning environment for the students. By posing questions about items, they commonly use in their everyday studies, and by doing so in English, the teacher aimed to foster a sense of familiarity and comfort among the students. This approach encouraged the students to relate their daily experience to the English language, making the learning process more relatable and engaging.

IV CONCLUSION

In the classroom’s teaching and learning process, employing communication strategies can serve several valuable purposes. These strategies can encourage students to actively use English, mitigate confusion or misunderstanding, and enhance their comprehension skills. Due to the limited exposure to the English language, which can make learning challenging, teachers often rely on communication strategies to facilitate effective communication and learning. In this study, it was observed that the 6th grade English teacher utilized five communication strategies when instructing her students: prefabricated patterns, non-linguistic signals, literal translation, code-switching, and stalling or time gaining strategies. Among these, code-switching emerged as the most frequently used strategy. Findings from the teacher’s interview sheds light on why code-switching was the predominant strategy in her classroom. The primary reason was to motivate and create a comfortable environment for the students to use English

confidently. This approach aimed to bridge the gap between their limited exposure to English and the need to actively engaged with the language in the classroom, ultimately facilitating a more effective English learning experience.

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QUESTION NOUNS AND CLAUSE-TYPING IN YORÙBÁ

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Abstract

Interrogative sentences are deployed to perform speech acts of asking questions or making requests. Interestingly, the syntax of interrogatives in Yorùbá has attracted the attention of many researchers in the language (Ìlṣrì, 2010; Oláńrewájú & Táiwò, 2020; Oláńrewájú 2022). However, the correct feature specification and syntactic behaviour of question nouns (hence, QNs) are yet to be given adequate attention. Some of the extant works in the language equate QNs in Yorùbá with *wh*-phrases of English and some other Indo-European languages. This paper, within the confines of the Chomsky's Minimalist Program, discusses the two existing views on how constituent interrogatives involving QNs are clause-typed (the traditional opinion hypothesizing that QNs are the question makers in constituent interrogatives while the other position holds the views that an abstract question morpheme clause-types a sentence as a constituent question). This paper lays some claims to support the traditional position that a clause is typed a constituent question by the transfer of the question force [QF] on a QN to the Inter0 through specifier and head agreement. Primary and secondary data were collected and subjected to syntactic analysis. QNs in the language are *ta* 'who' and *kí* 'what', *èlò* 'how much', *mélòó* 'how many' and so on. Polysyllabic QNs are derivational in the language. Yorùbá content word questions, relative clauses, adverbials and so on are not signalled in *wh*-enclitics unlike English. The language operates different functional heads to clause-type them.

Keywords: *Question nouns, Question feature, Clause-Typing Hypothesis, Constituent, Interrogatives, Yorùbá*

I INTRODUCTION

Interrogatives across word languages can be classified based on the types of responses they trigger into constituent and polar questions (König and Siemund, 2007; Issah, 2013). Unlike *wh*-phrases in English, QNs in Yorùbá are restricted to interrogatives only (Awóbùlúyì, 1978, 2008, 2013; Bámgbóšé, 1990; Táiwò and Abimbólá, 2014; Oláńrewájú, 2020, 2022 and so on). In Yorùbá, QNs, referred to as *wh*-phrases in some other literature, are ontologically different from their equivalents in English and some other European languages. Evidently, constituent questions are not signalled by *wh*-enclitics in Yorùbá. Yorùbá operates different items (QNs, question verbs (hence, QVs) and interrogative qualifiers) to form its content word questions (Awóbùlúyì, 1978; Bámgbóšé, 1990, Oláńrewájú, 2022). This paper classifies QNs and QVs as different lexical categories in Yorùbá, therefore, adopting *wh*-phrases for them would be descriptively inadequate and inappropriate.

Ouhalla (1996) opines that *wh*-questions in natural languages differ in respect to their morphological and semantic properties. The veracity of this assertion is evident in the different ontological features of *wh*-phrases in English and QNs in Yorùbá as shown in the examples below:

	English	Yorùbá
(1)	who	ta
	what	kí
	where	ibo

The English words above occur both as QNs and demonstrative adjectives and so on unlike their Yorùbá counterparts which are operated only as QNs. Let us also consider the English examples below:

- | | | |
|-----|------------------------------|-------------------------------------|
| (2) | a. i. Who did you see? | ii. The man who came here has left. |
| | b. i. What do you need? | ii. I have seen what I needed. |
| | c. i. Where did you keep it? | ii. I saw it where I kept it. |

Yoruba does not operate its QNs similarly to what is applicable in the types 2a_{ii}, b_{ii} and c_{ii} above because QNs in the language strictly occur in content word interrogatives. Saito (1992), in line with the view above, claims that *wh*-feature exist in all languages. This is consequently responsible for the attraction of interrogative constituents to the clause left periphery, for a feature checking purpose. It is

however discovered that the [+Q] feature on the Inter0 of a Yorùbá interrogative clause is not strong, therefore, it cannot trigger an overt movement of a QN (Ìlòrí, 2010). Movement of an interrogative constituent to the clause left periphery is motivated by the strong [+foc] feature on the Foc0 (Oláńrewájú and Táíwò, 2020). This prompted Issah (2013) to claim that interrogative constituents constitute a linguistic device used to identify pieces of information considered to be prominently new. Also, Kroeger (2004:139) in Issah (2013:56) opines that a question word bears pragmatic focus because it specifies the crucial piece of new information required. This paper has five sections: Section one discusses the introductory parts of the paper. Section two and three discuss the traditional position on Yorùbá QNs and the opinions of the recent scholarly works, that is, the opposing view respectively. In section four, the discussion is on features of Yorùbá QNs while the concluding remarks are drawn in Section five.

II PREVIOUS STUDIES ON QNS IN YORÙBÁ

Awóbùlúyì (1978, 2013) identifies five QNs in Yorùbá. They are: *kí* (what), *ta* (who), *èwo* (which), *èlò* (how much), and *mélòó* (how many). Bámgbósé (1990) identifies six: *kí* (what), *ta* (who), *èwo* (which), *èlò* (how much), *ibo* (where), *èkelòó* (what number/position). According to Awóbùlúyì (1978), these QNs are seldomly used with qualifiers or are markedly restricted in the types of qualifiers they co-occur with. Awóbùlúyì (2013) claims that *kí* (what) and *ta* (who) unlike other questions nouns identified above allow vowel insertion as shown below:

- (3) a. Owó o kí ni o fẹ?
 Money MTS what FOC you want
 ‘What money do you want?’
 b. Owó o ta ni o sọ̀nù?
 Money MTS who FOC you lose
 ‘What money did you lose?’

It is observed that the distinction identified by Awóbùlúyì (2013) above is factored by syllabic structures and morphological derivation of QNs in Yorubá, amongst others. *Kí* (what) and *ta* (who) are consonant initial QNs unlike some others. It should be equally noted that other types of nouns that start with consonant phonemes also allow vowel insertion as featured in 5a and not 4b below:

- (4) a. Owó o Délé ni o fẹ.
 Money MTS Délé FOC you want
 ‘You want DELE’S MONEY.’
 b. Owó Ayò ni o fẹ.
 Money Ayò FOC you want
 ‘You want AYÒ’S MONEY.’

Although, the QN *mélòó* (how many) begins with a consonant phoneme, it does not share this similar syntactic attribute with *kí* (what) and *ta* (who) due to its different structure and form of derivation. *Melòó* is derived from *mú èlò* (pick/take how many) (Oláńrewájú, 2022). This derivation is in line with Awóbùlúyì’s (2008) claim on the derivation of Yorubá numerals like *méjì*, *méta*, *mérin* and so on. These numerals do not also allow insertion of a mid-tone syllable (MTS) just like *mélòó*, as shown below:

- (5) a. Ìwé mélòó ni o fẹ?
 Book QN FOC you want
 ‘How many book do you need?’
 b. *Ìwé e mélòó ni o fẹ?
 Book MTS QN FOC you want

- (6) a. Ìwé méjì ni o fẹ́?
 Book QN FOC you want
 ‘How many book do you need?’
 b. *Ìwé e méjì ni o fẹ́?
 Book MTS QN FOC you want

The examples in 5b and 6b are ill-formed. Suffice to note that the focused constituents in the pragmatic domain in 6 and 7 above lack semantic kinship unlike 4 and 5. This might reasonably factor why *mélòdò* (how much) disallows MTS insertion unlike *kí* (what) and *ta* (who).

Yorùbá QNs according to Awobùlúyì (2013) can function as complements in Yorùbá clauses just like some other classes of nouns. In 8 below, *èlò* (how much) functions as the complement of the verb *dì* (become).

- (7) Ó dì eló ba-yìí?
 It become QN like-this
 ‘How much is it now? (Awóbùlúyì, 2013:52)

III FINDINGS AND DISCUSSION

3.1 ON THE OPPOSING VIEW

Ọládògún (2016), and Ọládògún and Aṣiwájú (2016) take a radical departure from the traditional position on QNs in Yorùbá by disregarding them as interrogative markers. Following Nkemnji (1995), and Aboh and Pfau (2011), Ọládògún and Aṣiwájú (2016) claim that items like *ta*, *kí* and *so* on only satisfy focus requirements and not clause-typing. They base their claim on the following evidence:

- i. Yorùbá operates an overt/abstract question morpheme to mark content word questions.
- ii. Wh-phrases co-occur with an overt/abstract question morpheme
- iii. Some other languages attest non-overt wh-phrase.
- iv. A wh-phrase does not mark questions alone in English.
- v. Yorùbá still operates wh-questions without wh-phrases.

The five points itemised above are subsumed under; (a) clause typing evidence, (b) information structure evidence and (c) clause structure evidence.

On the use of question morpheme stated (in i) above, Ọládògún (2016) claims that, just like some other languages under Kwa, Yorùbá operates an abstract question morpheme, and not QNs to clause-type a construction as content word question. According to him, the overt equivalent of the abstract question morpheme occurs after a subject DP, as evident (in 8a) below:

- Yorùbá**
- (8) a. Ìwọ a mọ?
 You INTER know
 ‘Did you know?’
- Ñjòkóo**
- b. Olú yé rán?
 Olu INTER know-emph
 ‘Did Olu know?’ (Ọládògún, 2016:14)

The question morphemes *a* and *ye* come after the subject DPs and function as yes/no question markers in 8a and b. To Ọládògún, overt realisation of a question morpheme after the subject DP (in 8a) above is evidence that Yorùbá also operates its abstract equivalent, either after a subject DP or at the clause final position. It is however discovered that *a* is wrongly identified as yes/question marker (in 9a) above based on the following reasons:

3.1.1 MORPHEME IDENTIFIED

The question morpheme identified (in 9a) above still co-occurs with *dà/ńkó* as shown (in 9) below:

- (9) Ọlógbón nàà a dà?
 Wise.person the PSM QV
 ‘Where is the wise?’ (1 Cor. 1:20, Bíbẹ̀lì Mímó)

Example (9) above generates two plausible questions: one, considering *a* as a question morpheme in 10a above, how many question markers are operated in the derivation? Two, what clause-type the expression interrogative, that is, what is the question marker in the expression? The plausible answers are *two* and *dà* respectively. *Dà* is a content word question marker in Yorùbá (Awóbùlúyì, 1978, 2013; Bámgbósé, 1990; Ìlòrí 2010; Táíwò and Abímbólá, 2014; Ọláògún 2016), as evident (in 10) below:

- (10) Esther dà?
 Esther INTER
 ‘Where is Esther?’ (Ọláògún, 2016:129)

In Yorùbá, QVs never co-occur with other question markers (Táíwò & Abímbólá 2014; Ọláńrewájú, 2022). Let us consider the examples below:

- (11) a. Ìyàwó ẹ dà?
 Wife your QV
 ‘Where is your wife?’
 b. *Njẹ/Sé iyàwó ẹ dà?
 YNQM Wife your QV
- (12) a. Àwọn ọ̀rẹ ẹ Kọ́lá dà?
 They friend MTS Kọ́lá QVs
 ‘Where are Kọ́lá’s friends?’
 b. *Ta ni àwọn ọ̀rẹ ẹ Kọ́lá dà?
 QN FOC they friend MTS Kọ́lá QV

Examples (11b and 12b) are ill-formed. The QV *dà* co-occurs with a polar question marker in 11b and a QN in 12b.

Another logical question generated by 9a and 10 repeated (as 14a and b) below, for ease of reference, is that if *a*, a question morpheme, according to Ọláògún (2016) triggers yes/no response in 13a, what type of response does it trigger in (11) repeated as (13b) below, if truly it is a question marker in Yorùbá?

- (13) a. Ìwọ a mò?
 You PRM know
 ‘Did you know?’
 b. Ọlógbón nàà a dà?
 Wise-person the PRM QV
 ‘Where is the wise?’ (1 Cor. 1:20, Bíbẹ̀lì Mímó)

a functions as a pre-modifier in (13a and b) above. Therefore, Ọláògún (2016) still needs to adequately account for the true feature specification of *a* which he refers to as a question morpheme in 13a above.

3.1.2 OTHER COMMONLY USED YES/NO QUESTION MARKERS

The item *a* occurs with some other commonly used yes/no question markers like *ńjé* and *sé* as evident in the examples below:

- (14) a. *Ñjé/Sé Ìwọ a mọ*
 YNQM you PRM know
 ‘Did you really know?’
 b. *Ñjé/Sé Ìwọ tilẹ mọ*
 YNQM you PRM know
 ‘Did you really know?’

In a nutshell, *ńjé/sé* is the yes/no marker (in 14a) above, and this indicates that, yes/no question marker is abstract in 10a repeated (as 13a) above. Similar to *tilẹ*, *a* functions as a pre-modifier (Táíwò, 2019; Oláńrewájú and Táíwò, 2020).

On co-occurrence of wh-phrase with an overt or abstract question morpheme, Oládògún (2016), and Oládògún and Aṣiwájú (2016) also claim that evidence from other languages reveals that the equivalents of items like *kí* “what”, and *ta* “who” in some other languages co-occur with overt question morpheme as shown (in 15) below:

Lélé

- (15) a. *Wey ba é gà?*
 Who FOC go INTER
 ‘Who went away?’

Ñjọ-Kóo

- b. *Kósan Ade yè de isi?*
 Where Adé INTER buy yam
 ‘Where did Adé buy yam?’ (Oládògún and Aṣiwájú, 2016: 2-3)

Now, the two germane questions that demand answers here are: What type of response does the abstract equivalent of *yè* trigger in Yoruba? Two, for the sake of intuition, how do we account for this question morpheme triggering two different types of responses: polar and constituent word answers? This implies that *a* is a pre-modifier just like *tilẹ* and *lẹ* (16b and c) below:

- (16) a. *Báwo ni Oyè a se gbọ?*
 QN FOC Oyè PRM do hear
 ‘How did Oyè get to hear?’
 b. *Ñjé/Sé Oyè tilẹ mọ*
 YNQM Oyè PRM know
 ‘Did you really know?’
 c. *Ñjé/Sé Oyè lẹ lo*
 YNQM Oyè PRM go

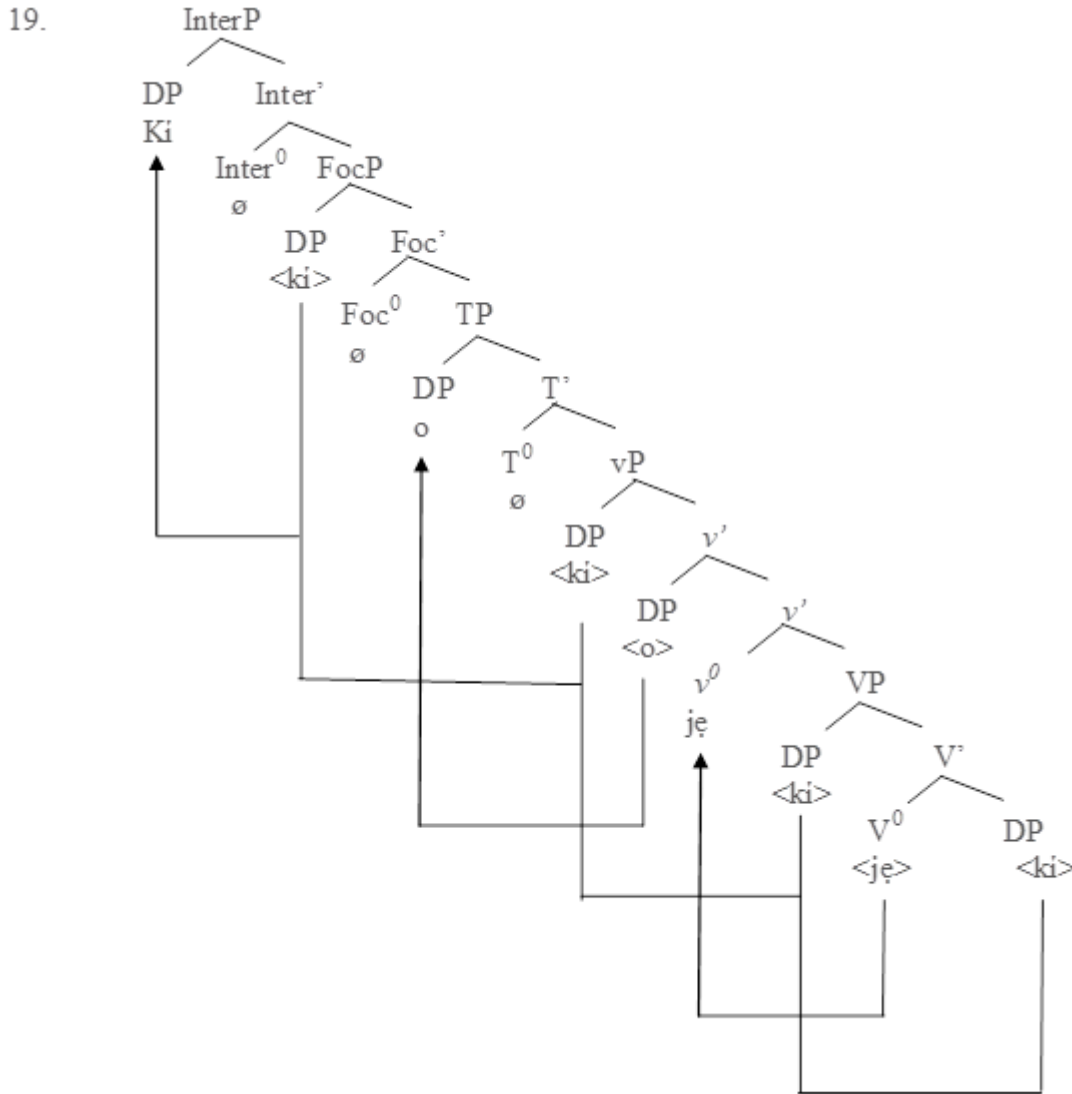
‘Can Oyè go? The three pre-modifiers above (a, *tilẹ* and *lẹ*) can even be stacked in an interrogative clause as shown below:

- (17) *Ñjé/Sé Oyè a tilẹ lẹ lo.*
 YNQM Oyè PRM PRM PRM go
 ‘Could Oyè go?’

To Nkemnji (1995), Aboh and Pfau (2011), Oládògún (2016), and Oládògún and Aṣiwájú (2016), the last two germane questions asked above are irrelevant. To them, focusing and clause-typing are teased

apart; the question morpheme clause-types while QNs (identified as wh-phrases in their scholarly works) only satisfy focus requirement as shown in (18) phrase-marked as (19) below:

- (18) Kí ni o je?
 ON FOC you eat
 ‘What did you eat?’



Picture 1. Example 19

In 19 above, the QN originates from the vP domain. The derivation goes thus: The lexical verb *je* ‘eat’ merges with *kí* ‘what’ to project the V-bar *je kí* ‘eat what’ in line with c-selection requirement of the verb. After this, the QN *kí* ‘what’ is copied to the spec VP by the *Operation Copy and Delete* to have its case feature checked through specifier and head agreement. The derivation proceeds by merging the null performative verb v^0 with the VP to project the v-bar while the strong v^0 on the light v^0 attracts the lexical verb *je* ‘je’ to adjoin to itself. The second person singular subject pronoun *o* ‘you’ is externally merged as the inner specifier of the light verb phrase (vP) in line with the Predicate-Internal Subject Hypothesis (PISH). The QN *kí* is attracted to the outer spec vP, an escape hatch from Phase Impenetrability Condition (PIC). This invariably allows it visible to further operations in the course of the derivation. The derivation proceeds by externally merging the abstract T^0 with the vP to project the T-bar. The T^0 as a probe attracts the second person singular subject pronoun *o* ‘you’ to the spec TP to check its [+case, EPP] feature. The abstract Foc^0 merges with the TP to project the Foc-bar. The Foc^0 as a probe searches its c-command domain and attracts the QN *ki* ‘what’ (an active goal) to the spec FocP to have its [+Foc] feature checked. The derivation proceeds by externally merging the abstract $Inter^0$ with the FocP to project the Inter-bar. The $Inter^0$ as a potential goal attracts the QN *kí* ‘wdat’ to the spec

InterP to check its [+Q, EF]. Only QNs can occupy the spec InterP in Yorùbá (Radford, 2009: Ìlòrí, 2010: Olánrewájú, 2020, 2022).

Another plausible fact revealing that QNs are inherently interrogative in Yorùbá is shown (in 20) below:

- (20) a. **Aṣọ wo** ni Oyè rà ____.
Cloth QM FOC Oyè buy
'Which cloth did Oyè buy?'
- b. **Aṣọ yẹn** ni Oyè rà ____.
Cloth that FOC Oyè buy
'Oyè bought that cloth.'

In 20a above, the QM *wo* performs interrogative function and it does not satisfy any focus requirement. *Wo* (an interrogative qualifier) and *yẹn* "that" (a qualifier) are not specified [+nominal], therefore, they cannot be hosted at the spec FocP. The DP *aṣọ wo* forms the question phrase (QP) (in 20a) above while the [+Q] feature *wo* percolates through the entire phrase *aṣọ wo* (Ajíbóyè, 2005). Also, extraction of the entire QP to the clause left periphery is in line with Wh-Attraction Condition (WAC) in (21) below:

- (21) The edge feature on C attracts the smallest possible maximal project containing the closest wh-word to move to spec CP. (Radford, 2009:216)

The implication borne out (20a and b) above is that once *wo* is the question marker in 20a, *kí* also marks question (in 22a) below:

- (22) a. **Iṣẹ́ kí** ni Olá n ṣe?
Work QN FOC Olá PROG do
'What is Olá's profession?'
- b. **Iṣẹ́ Olùkó** ni Olá n ṣe.
Work teacher FOC Olá PROG do
'Olá TEACHES?'

In 22a and b above, the QN *kí* 'what' functions as interrogative qualifier while *olùkó* 'teacher' functions as nominal qualifier.

Ọlàngùn (2016) also observes that wh-phrases do not mark only questions in English, they also occur in declarative sentences, as shown (in 23 and 24) below. Consequently, the item is not marking constituent interrogatives in Yorùbá.

- (23) a. We met the man *whom* you interviewed last week.
b. The committee decided over *who* will represent the University at the meeting.
c. The boy *who* bought a car last week is dead.
(Olàngùn, 2016:128)
- (24) a. *Who* broke the plate?
b. I have seen the boy *who* broke the plate.
c. I met the boy *where* he broke the plate.

A cursory look at 23a-c above reveals that *who* marks a constituent question in 24a, relativisation in 23a-c, and *where* as an adverbial marker in 24c. This consequently factors English adopting the "wh-term". Yorùbá content word questions, relative clauses, adverbials and so on are not signalled in wh-encrypts unlike English. Yorùbá operates different functional heads to project them. Let us consider the examples below for a better explanation:

- (25) a. [InterP Kí [Inter' Ø [FocP <kí> [Foc' ni [TP Olú [vP <kí> [v' <Olú> [v' rí
 [vP <kí> <rí> <kí>]]]]]]]]]]]?
 QN FOC Olú see
 'What did Olú see?'
- b. [RelP Ọmọ [Rel' tí [TP wón [vP <ọmọ> [v' <wón> pè
 [vP <wón> <pe> <ọmọ>]]]]]]].
 Child REL they call
 'The child who was called'
- c. Mo ri owó ní [RelP ibi [Rel' tí [TP Olú [vP <ibi> [v' <Olú> [v' jókòó
 [vP <Olú> <jókòó> [PP sí [DP <ibi>]]]]]]]]]].
 I see money at place REL Olú sit
 to
 'I saw Olú where he sat.'

A cursory look at the gloss in each of 25a-c above reveals that English operates a wh-expression in a wh-question in 25a, and also in relative constructions in 25b-c. This is not applicable in Yorùbá, where different lexical items are operated to mark content word questions and relative constructions. Therefore, QNs in Yorùbá are ontologically different from wh-phrases operated in English.

Ọlàoḡún (2016) also claims that Yorùbá operates wh-questions without wh-phrases as shown below:

- (26) a. Esther dà?
 Esther INTER
 'Where is Esther?'
- b. Ìwé ñkó?
 Book INTER
 'Where is the book?' (Ọlàoḡún, 2016:129)

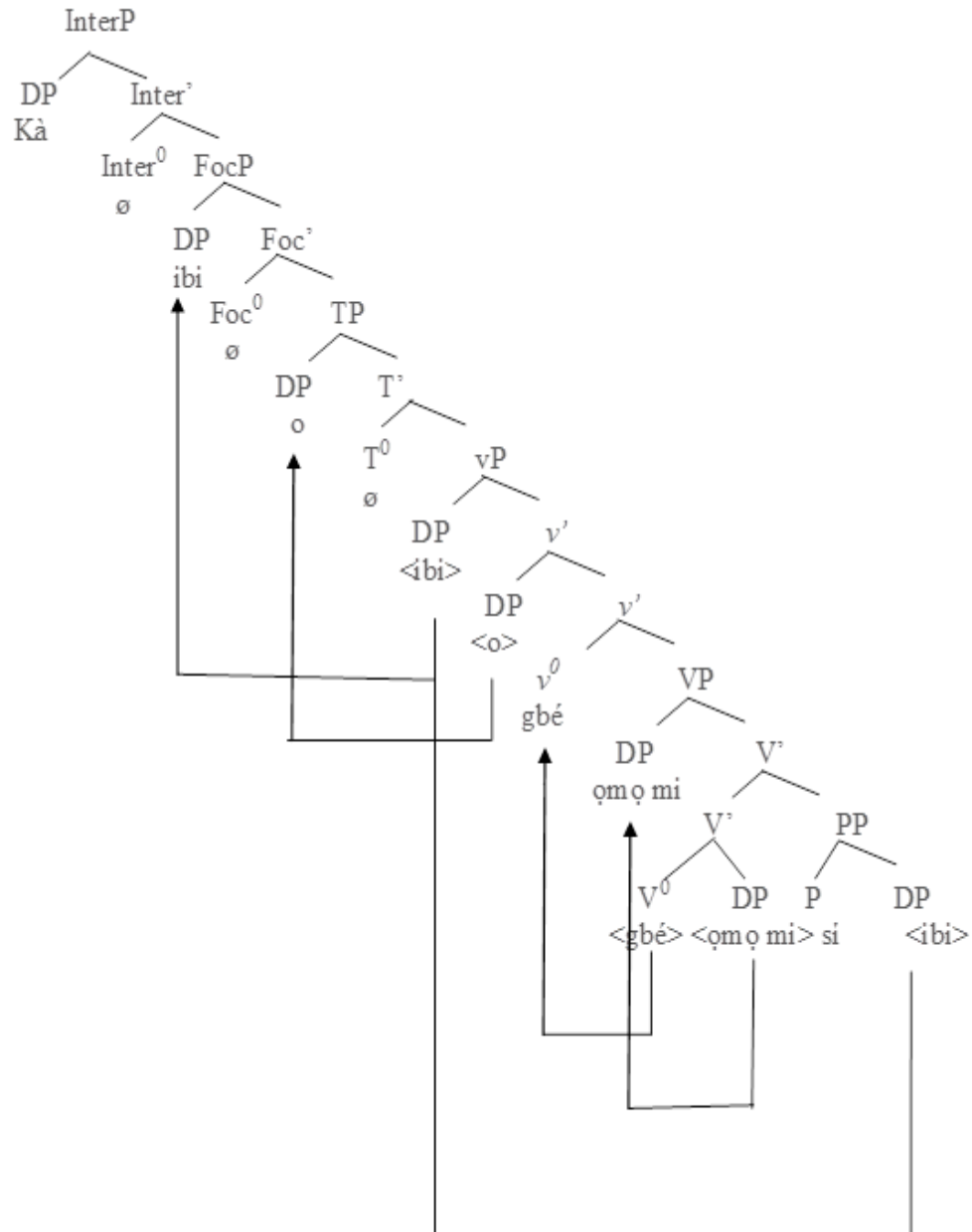
The data (in 26a-b) above suggest two facts: one, Yorùbá operates lexical items with inherent [+Q] feature to form its constituent interrogatives and examples are QNs, QVs and interrogative qualifiers. Two: *dà* and *ńkó* (in 26a-b) above are QVs, contrarily to Awóbùlúyí's (2013) position (Read Bámgbóṣé, 1990; Táíwò and Abímólá, 2014; Ọláfrewájú, 2022). Therefore, examples (26a and b) above are sentences while *dà* and *ńkó* are their predicates. It is also equally important to note here that *dà*, *ńkó*, *ta*, *kí*, *wo* and so on are used to form content word questions, therefore, they do not have the same categorial status.

Another plausible evidence that reveals how QNs do more than focus marking is shown in the examples from Central Yorùbá dialects as shown below:

Ifẹ

- (27) a. Ka ibi o gbé ọmọ mi sí (Kabi ọ gbómọ mi sí)?
 QN place you carry child me at
 'Where did you put my child?'
- Adó-Èkítì**
- b. Ka ibi ọ a fi eó mi sí (Kabi ọ a fi eó mi sí)?
 QN place you will put money my at
 'Where will you put my money?'

28.



Picture 2. Example 28

The tree diagram (in 28) below does a better illustration on 27a. The derivation in 28 is as follows: The verb *gbé* ‘carry’ merges with the DP *omọ mi* ‘my child’ to project the lower V-bar. The lower V-bar merges with the PP *sí ibi* to project the higher V-bar. The object DP *omọ mi* “my child” is copied to the spec VP by *Operation Copy and Delete* so as to have its case feature checked through specifier and head agreement. After this, the null performative light verb v^0 is externally merged with the VP to project the v-bar, while the strong vF feature on the light v^0 attracts the lexical verb *gbé* ‘carry’ to adjoin to itself. The subject DP, the second person singular subject pronoun *o* ‘you’ is selected from the numeration and merged as the inner specifier of the light verb phrase (vP) in line with the PISH. The outer spec vP then becomes the escape hatch for the DP *ibi* ‘place’ so as to be licensed from the PIC. The abstract T^0 is externally merged with the light verb phrase (vP) to project the T-bar while the the subject DP the second person singular subject pronoun *o* “you” is probed to the specifier position of the TP where its [+EPP] feature is checked. The derivation proceeds by merging the abstract Foc^0 to project the Foc-bar. The Foc^0 as a probe also attracts the DP *ibi* ‘place’ to the spec FocP to check its [+Focus] feature. The derivation still proceeds by merging the abstract $Inter^0$ with the FocP to project the Inter-bar. The QN *ka* is externally merged at the spec InterP to check the [+Q, EF] on the $Inter^0$ through specifier and head

agreement. This implies that only the DP *ibi* ‘place’ and not *kà* (QN) undergoes focusing in (29) above. *Kà* is externally merged at the spec InterP in line with Radford’s (2009: 124) proposal (29) below:

- (29) A clause is interpreted as a non-echoic question if (and only if) it is a CP with an interrogative specifier i.e a specifier with an interrogative word) (Oláńrewájú, 2022: 167)

3.2 FEATURES OF YORÙBÁ QNS

3.2.1 DERIVATIONAL

Apart from *kí* (what) and *ta* (who) that are monosyllabic, other QNs have more than a syllable and they are all derivational.

3.2.2 COMPLEMENTS

They function as complements for (transitive) verbs and transitive prepositions according to Awóbùlúyì (2013), as shown below:

- (30) a. Wón jẹ *kí*?
They eat QN
‘They ate what?’
b. Olú di *mélòó* báyíí?
Olú become QN now
‘How many are they now?’
c. Olú lọ sí *ibo*?
Olú go to QN
‘Olú went where?’

Interrogatives in 30a-c are echoic types, the QNs *kí* (what), *mélòó* (how many) and *ibo* (where) are legible to the PF interface at the canonical position associated with their grammatical functions. Under minimalist assumption, they take LF movement to the spec InterP (Radford, 2009). It is discovered that the QN for human referent, *ta* (who) does not occur in situ unlike some other QNs. This factors why the derivations (in 31a and b) below crash at the LF interface.

- (31) a. *Wón na ta?
They beat QN
b. *Mo rí ta ní ojà?
I see QN at Market

3.2.3 SUBJECT DP

A QN also functions as subject DP in a copula construction (Yusuf, 1990). Let us consider the examples below:

- (32) Ta ni yin?
QN be you
‘Who are you?’

In 32, the subject QN *ta* ‘who’ is copied to the spec FocP through the spec TP before it finally lands at the spec InterP. *Ni* as the copula assigns a nominative case to *yin* ‘you’ which implies that *ni* in 33 is not a focus maker here, it behaves like a verb (Adéwólé, 1991).

3.2.4 QUALIFIER

QNs also function as qualifiers in Yorùbá, just like *wo* (which) qualifies a head noun.

- (33) a. Irú iṣẹ wo ni è ní ẹ?
 Type work QM FOC you are do
 ‘Which type of work are you doing?’
- b. Irú iṣẹ kí ni è ní ẹ?
 Type work QN FOC you are do
 ‘What type of work are you doing?’
- c. Ọmọ ta ni wón jé?
 Child QN FOC they be
 ‘Whose children are they?’

An interrogative qualifier is used with the head noun in 33a while QNs are used as qualifiers in 33b-c. The head nouns inherit the QF in each of the constructions through percolation. Also, the question phrases (QPs) in the examples above are undetachable in line with Wh-Attraction Condition (WAC) discussed earlier in this paper (Ajíbóyè, 2006; Radford, 2009; Ìlòrì, 2010).

3.2.5 RHETORICAL QUESTION

Two QNs can be stacked in rhetorical question forms in Yorùbá as shown below:

- (34) a. Ta ni ó ẹ kí?
 QN FOC he do QN
 ‘Who did what?’
- b. Níbo ni ọmọ mélòò lọ?
 At-QN FOC child QN go
 ‘Where did how many children go?’

The implication borne out of 34 above is that Yorùbá conflates QNs only in echoic interrogatives. Also, copying a QN to the clause left periphery is mainly determined by the actual QN a speaker intends to focus. Therefore, Attract the Closest Principle (ACP) captured under Superiority Condition in previous models of generative grammar is not observed in the language when QNs are stacked.

IV CONCLUSION

The syntax of interrogatives in Yorùbá is evidence that the language has some dissimilar features compared to English and some other Indo-European languages with respect to how it forms its questions. QNs are specified with [QF], therefore, they do more than satisfying focus requirements contrary to what Oládógún (2016), Oládógún and Aṣiwájú (2016) claim. Therefore, they are ontologically different to wh-phrases of English. In Yorùbá, constituent interrogatives and polar questions are clause-typed differently. Formation of a non-echoic question using a QN involves the syntactic movement of the QN to the clause left periphery whereby the Inter⁰ acquire the [QF] through specifier and head agreement in line with Cheng’s (1991) Clause-Typing Hypothesis and Radford’s (2009) proposals while a polar question is clause-typed by the [QF] on the overt or abstract question marker (the Inter⁰).

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ENGLISH TEACHER'S STRATEGY IN TEACHING WRITING

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Abstract

One of the English language skills needed by junior high school students to master is writing. The objective of this research is to find out the English teacher's teaching strategies for teaching writing to seventh graders in SMP Miftahul Ulum Melirang and to describe the responses of students toward the strategy of writing skill of the seventh graders at SMP Miftahul Ulum. The design of the research is qualitative research. The population and sample of this study are English teachers at SMP Miftahul Ulum Melirang. The data collection methods for this study are observation and questioning. Based on observation there were four meetings for learning to write, all teaching processes in class used PowerPoint and video as learning media to make the students easier to learn writing. English teachers used strategy in teaching writing by Cox theory (2012). This strategy made students more enthusiastic in learning; there were many good responses from the students. The material taught by the teacher is regarding Descriptive Text (people) and lyrics song; while the media used by the teacher are handbooks, lesson plans, PowerPoint, and videos. Furthermore, the activities in teaching writing consist of opening activities, core activities, and closing activities.

Keywords: *Analysis, English teacher's strategy, teaching Writing*

I INTRODUCTION

English is one of the most widely used languages worldwide. Mappiasse and Ahmad (2014) stated that English has become the most spoken language in the world today. Thus, the ability to use English is very important for everyone. In Indonesia, English has been learned by Indonesian learners from middle schools into university as their compulsory lesson and must be mastered by them (Haerazi, Vikasari, & Prayati, 2019). Thus, the Ministry of Education and Culture makes English as a compulsory subject to be taught in Indonesian schools (Widyasworo, 2019:533).

Teaching English involves four core skills: speaking, listening, reading, and writing. Among these skills, writing is considered as one of the skills that must be taught in order to improve other abilities. Writing is also considered as a useful talent. Generally, writing aims to help students express their creative thoughts and motivations and incorporate them into writing. The emergence of these imaginative strategies is often referred to as "articles" or "manifestations." Both terms were examined with the same results, although, in fact, it can be said that both terms have very strong recommendations. Thus, writing perhaps is an important language skill that requires most of the help teachers can offer in order to form it (Vakili & Ebadi, 2019; Xie, 2017:233).

In addition, writing has become the most difficult skill for both students to learn and teachers to teach for a variety of reasons (Alkomidi, 2021). Writing is an integrated communication skill that calls for effort and time. Moreover, writing requires more careful planning and organization than speaking, because writing is inherently lacking in intuitive and impromptu speech production options, including the use of fillers, pauses, and gestures. On the other hand, Ningthias and Mulyana (2018:39) said that students face several obstacles in composing English writing, and one of them is that they do not understand the basic language structure. They tend to apply the rules of using Indonesian to their English. Their findings prove that Indonesian language learners are still confused when compiling English because the rules of Indonesian language structure are well embedded in their minds. Given that, the use of linguistics should be an important part of learning to write and speak English.

Meanwhile, Wigati (2014) claims three things that make writing skills difficult to master: phonetic, cognitive, and thought problems. The first problem is phonetics, which is related to the speed with which a person is in the right mindset so that the sentences that are formed will mix with each other. In addition, the second problem is a cognitive problem related to the form, structure, and grammar of language. The third problem is related to the mind. The content is anything that can be composed. This third problem is one of the biggest obstacles to writing activities. One's thinking becomes one of the most highlighted factors in creating the basic thinking of the arrangement. As a result, this affects the writing results.

In accordance to the writing problems mentioned above, the researcher found some information about teaching writing from an English teacher at SMP Miftahul Ulum. There are several problems faced by students, including the lack of vocabulary, lack of knowledge about good writing procedures, and lack of grammar mastery. These problems are the cause to how English teacher face many obstacles in the teaching of writing.

According to Anjayani (2016), every teacher—especially those who teach writing—needs a plan in order to help them with their writing-related issues. Since there are not many resources available for learning, strategy is regarded as one of the most crucial components. The method employed usually has to do with establishing objectives and choosing the course of action necessary to reach those objectives. It will be simpler for teachers and students to provide and receive information if methods are used. Additionally, the technique improved the effectiveness, enjoyment, and comprehension of the teaching and learning process (Prabantoro 2018:8). Furthermore, according to Wayan (2014), writing is a teaching and learning process that incorporates two elements: writing strategies and products. This strategy also made the teaching and learning process more enjoyable, more effective, and easier to understand (Prabantoro 2018:8). Moreover, Wayan (2014) claims that writing as a process of teaching and learning, actually combines two things: writing products and strategies for how these products are produced. This process is related to the current curriculum applied in most of Indonesian schools.

Recently, the curriculum used by most schools is a curriculum called Kurikulum 2013; therefore, the learning strategies in SMP Miftahul Ulum were applied by using Kurikulum 2013. The curriculum only strengthens the implementation of authentic assessments in each subject and strengthens the implementation of authentic assessments, especially in projects to strengthen the profile of Pancasila at the end of the learning process.

Based on the explanation above, the researcher chose the class of seventh graders (VII-B) as the subject of this research, because this seventh-grade student is an early grader or beginner who still needs to know a lot about procedures for good writing. Grade seven is also considered to have many problems in terms of writing, because they felt that writing skills are a basic skill, so it was necessary for them to master writing as supplementary for their next class. The researcher focuses on writing skills, because writing is a basic seventh-grade lesson, and learning to write can improve a student's achievement and talent in producing good work. The researcher chooses SMP Miftahul Ulum Melirang as a place to do the research, because the school has received accreditation A, which is categorized as "very good." Besides that, SMP Miftahul Ulum has evenly spread-out facilities and infrastructure as well as the potential and creativity to implement learning strategies.

The purpose of this research is to analyze and find out the writing learning strategies that have been applied in teaching writing. The writer also wants to know what are the teachers' strategies used in teaching writing skills to the seventh graders at SMP Miftahul Ulum Melirang; and what are the responses of students toward strategies for writing skills among the seventh graders at SMP Miftahul Ulum Melirang.

II MATERIALS AND METHOD

2.1 CONCEPTS

According to Suminar & Putri (2015), writing is the process of telling anything possible or true to express ideas and opinions in simple sentences and brief paragraphs. Writing is a skill that must be mastered in order to learn English. Writing may also be described as a method of communication that involves putting thoughts, observations, and ideas into written form so that they can be shared with others (Jusman, et al, 2014).

Writing is not just about putting words into sentences, connecting sentences into paragraphs, but it also requires grammatical and lexical knowledge. As one of the four language skills, writing is very important for students to learn at school. This skill aims to make students able to convey their ideas, feelings, and opinions on paper in written form through a good structure. Experts differ greatly on what constitutes writing. According to Wingersky, writing is a process of communicating with others, in which the writer sends his ideas and thoughts in written form to the reader (Haidyati, 2018, p. 23). To ensure that the reader comprehends what the author is trying to say in this situation, the writer must construct a coherent flow of phrases and statements. According to Mandal (cited in Molla, 2016, p. 11), children can express their emotions and convey ideas through writing, which is in line with Wingersky.

Writing is an ongoing, never-ending creative activity. Before they begin writing, people have thought out what they want to say and how to communicate it. Composing is a task. A person must be

familiar with the writing process if they hope to write something and produce flawless writing (Oshima, 2007). This is how the writing process looks like.

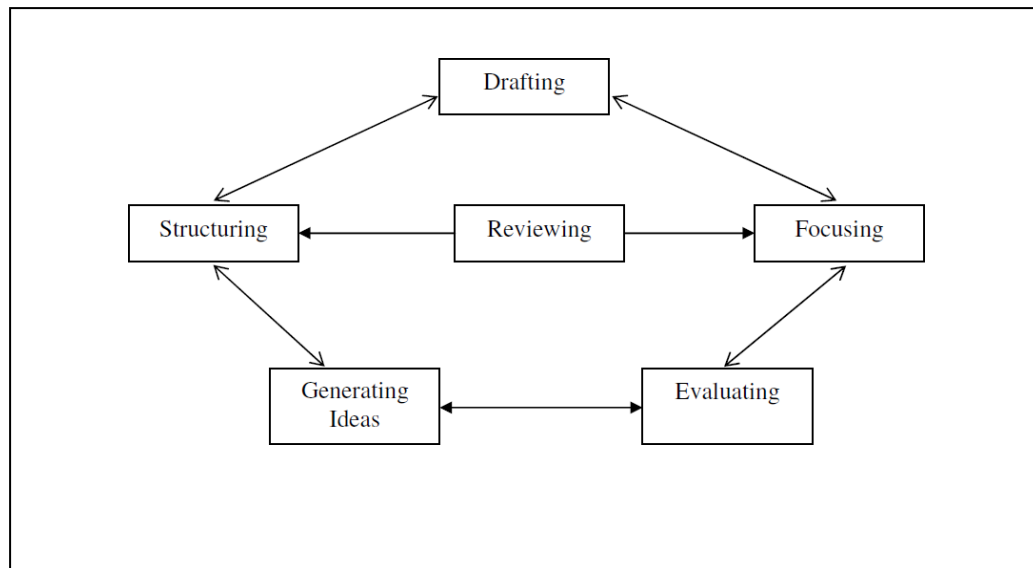


Figure 1. White and Arndt's process writing model (Harmer: 2001)

The writing process consists of a number of interconnected iterative steps, including drafting, structuring (organizing information, experimenting with settings), reviewing (checking context, connections, assessing impact, editing), focusing (ensuring that you get the message you want to get across) generating ideas, and evaluating (grading future drafts and/or drafts). One of the downsides of getting students to focus on the writing process is that it takes time: time to brainstorm ideas or gather them in other ways; time to draft a piece of writing and then, perhaps with a teacher's help, review and edit it in various ways before, perhaps, changing focus, generating more ideas, rearranging, re-editing, and so on. It is possible to diagrammatically illustrate the White and Arndt models. That is not how long it takes to do this. But when writing is well-managed, it flows across the curriculum since many phases entail discussion, investigation, language learning, and a great deal of interaction between students and teachers (Harmer, 2001).

2.2 METHOD

The process or guide used to develop strategies that result in research methodologies is known as the research design. According to Sugiyono (2018: 37), research designs must be specific, clear, and detailed, determined steadily from the start, becoming a step-by-step guide. The research method is a means of gathering reliable data for analysis in the course of a study that seeks to resolve or foresee an issue. Sugiyono (2015: 6) makes the following argument in support of this:

Research methods were defined as a scientific way to obtain valid data with the aim of being able to find, develops, and proves certain knowledge so that in turn it could be used to understand, solve, and anticipate problems...

Since qualitative research places an emphasis on meaning rather than generalizations, the researcher used qualitative methods in this study with the aim of gathering detailed data. According to Moleong (2017:6), qualitative research aims to comprehend phenomena related to the experiences of research subjects, including behaviour, perceptions, motivations, actions, and others, holistically. It does this by using language and written descriptions in a unique, natural context, as well as a variety of natural methods. Qualitative research is a naturalistic inquiry approach that seeks a comprehensive understanding of social phenomena through natural means, according to Hendryadi et al. (2019:218).

During the academic year of 2022-2023, the research was conducted in SMP Miftahul Ulum Melirang, which was located on Jalan Raya Melirang Bungah Gresik. The researcher chose this school, SMP Miftahul Ulum Melirang, because it was considered a well-known private junior high school in Melirang and also a school that was under the Yayasan of Taman Pendidikan Islam. The emphasis of this research was on writing instruction strategies.

The technique of collecting data is using three techniques, they are observation, documentation and questionnaire. In this research finding, the researcher collected data by using observations and questionnaires. The activity was carried out from 31 January 2023 to 28 February 2023. The researcher gives questionnaires to the students on 22 February 2023. Details of class observations and questionnaire results were listed in the field noted and observation sheets, while data obtained by the researcher from the results of documentation are teacher's lesson plan and students work results (which was given by the English teacher). In addition, the researcher includes a questionnaire. The researcher collected all the data related to the strategies that have not been used by the seventh-grade English teacher. The researcher explains the implementation used in teaching writing strategies in class. From the observation in meeting one to meeting four, it was found that the English teacher used PowerPoint. Afterwards, a scientific approach was used in the methods of teaching process, while another component was the English teacher's strategy in using question-answer and writing vocabulary that students can hear in the form of songs. However, teaching and learning resources for English teachers was used and taken from the Enrichment Book published by Mela Meta Marharika, S.Pd and author Priyono Darmanto, S.Pd. Based on the observations, teaching and learning activities of the writing skills were in accordance with the syllabus. To prove the originality of this study, the researcher presents three previous studies that are specifically related to teaching writing. Istiqomah (2019) that analyzed english teachers' strategies in teaching descriptive writing at the second grade of junior high school, Iqlima Isnaini (2021) that analyzed teaching strategies used by the English teacher in teaching writing at SMP Muhammadiyah plus Salatiga in the 2020/2021 academic year, as well as Iskandar (2017) that conducted research on teaching descriptive writing by using cubing strategy to the eighth-grade students of SMPN 22 Palembang. From their researches, the difference lies in the objects and implementations mentioned in the research objectives. The similarities were about teaching writing and qualitative descriptive research.

III RESULTS AND DISCUSSION

The questionnaire described the application of English teacher teaching strategies for writing skills in the class. Students responded the same as in the questionnaire section 1, answering with agreement or disagreement. In part 2 of the questionnaire, there are 12 questions, but there were only 2 that were more specific because, from these 2 questions, the writer could find out what strategies the students like and don't like. The results of the questionnaire would be explained as follows:

Table 1. Students' response on teacher's strategy in teaching writing

No	Statement	Yes	No
1.	Did your teacher ask you to find inspiration for writing through social media or books?	20 100%	0 0%
2.	Did your teacher ask you to make a mind mapping before you write a paragraph?	20 100%	0 0%
3.	Does your teacher ask you to make important points that you will write down?	20 100%	0 0%
4.	Did your teacher ask you to practice writing through audio transcripts?	20 100%	0 0%
5.	Does your teacher ask you to do peer talks or share material with your friends about the theme or material that you will write about?	20 100%	0 0%
6.	Did your teacher give an introductory sentence as an example for you in writing?	20 100%	0 0%
7.	Has your teacher ever asked you to write a description of someone through a profile photo?	20 100%	0 0%
8.	Has your teacher ever given you a spin wheel game to choose a topic to write about?	20 100%	0 0%
9.	Has your teacher ever held a writing competition by selecting the best writer?	20 100%	0 0%
10.	Has your teacher ever asked you to come up with ideas for writing through pictures?	20 100%	0 0%

From the table above, it can be concluded that all the students responded positively towards the teacher's strategies in teaching writing. The result of second questionnaire number 1 – 10 also showed that from 10 strategies in teaching writing proposed by Cox (2012), all of the students answered that the teacher applied all of the strategies including (1) find inspiration for writing through social media or books, (2) make a mind mapping before students write, (3) make important points that students should write, (4) practice writing through audio transcripts, (5) do peer talks or share material with friends, (6) give an introductory sentence as an example in writing, (7) write a description of someone through a profile photo, (8) give a spin wheel game to choose a topic to write, (9) held a writing competition by selecting the best writer, (10) find ideas for writing through pictures. Therefore, it can be concluded that the students had experiences in all of the writing strategies implemented by the teacher in the classroom.

Meanwhile, the result of the second questionnaire number 11 and 12 revealed the students' enthusiasm towards the strategies. Question number 11 was about students' most favourite strategies applied by the teacher in teaching writing; whereas question number 12 was about the students' least favourite strategies applied by the teacher in teaching writing. The detailed result on students' most and least favourite strategies applied by the students in teaching writing described in the pie charts below:

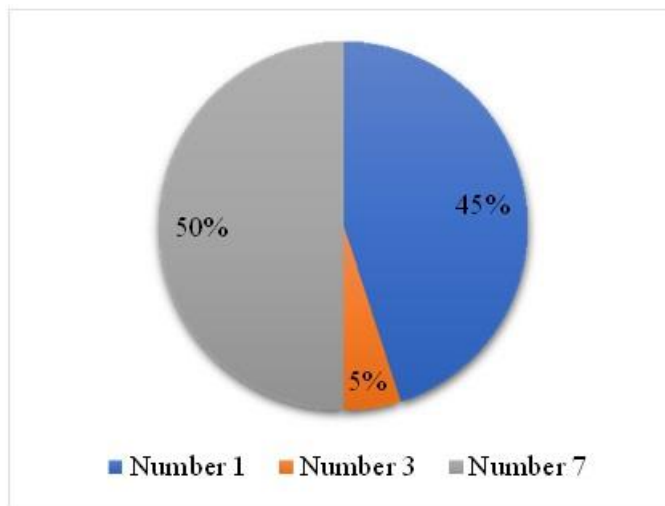


Figure 2. Students' most favorite strategies applied by teacher in Teaching Writing

Based on figure 4.10, we could see that out of the 10 strategies listed in the questionnaire, students only chose 3 numbers that they preferred on average – other strategies had no answers (empty results). So, the researcher only entered three numbers, which was the answers to the students' statement. In the 10 strategies in teaching writing applied by English teachers, there were 3 that they preferred, namely the writing strategy of finding inspiration for writing through social media or books, the teacher's strategy of asking students to make important points to be written, and finally the strategy of writing a description of someone through a profile photo. Three strategies that have been chosen by students have their own reasons, namely that, on average, they found that these strategies enable them to write a lot easier; i.e., when looking for inspiration from social media sources and through someone's profile photo. From the results above, the researcher could see that the good response from all the options was when the teacher applied strategies numbers 1, 3, and 7. When the English teacher applied these strategies, the students are very enthusiastic about learning writing.

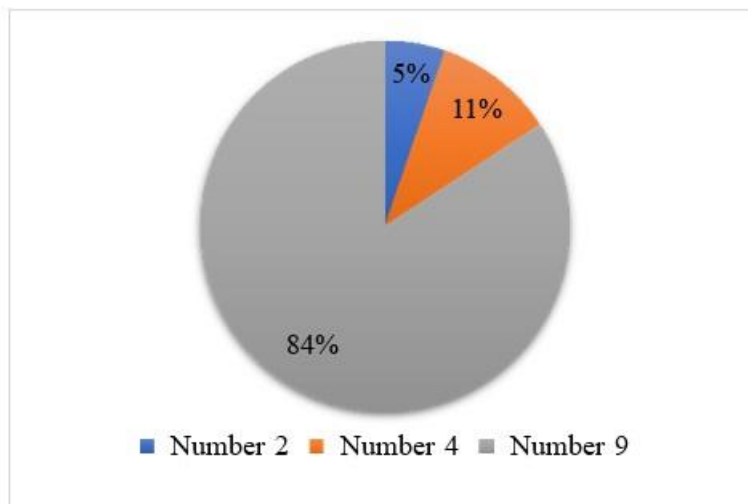


Figure 3. Students' least favorite strategies applied by teacher in Teaching Writing

Based on figure 4.11, we see that for strategy numbers 1 to 10, all students only chose 3 numbers, which they did not like on average – other strategies do not have an answer (empty result). So, the researcher only includes three numbers, which were the answers to the students' statements. There were 10 strategies for learning to write that the English teacher applied, and there were 3 strategies that students did not like. The first one, using the best writer competition method. Second one, asking students to practice writing through audio transcripts. Third one, asking students to make a main map (framework) before writing paragraphs. They did not like this strategy for a number of reasons: they did not like competition, because only the best writer would be chosen for sure; that they did not like the writing method using audio transcripts, because they needed quite a lot of time to do it; they did not like

the writing method using main mapping, because they did not really understand it and needed a lot of time before writing.

Based on these data findings, the implementation of strategies in class VII-B learning has been carried out very well. This implementation includes learning materials, strategies, and methods. The learning materials taught to class VII-B students in semester 2 of SMP Miftahul Ulum were using descriptive text and lyric songs. The strategy used in the classroom was a problem based learning strategy, explaining videos and pictures, the methods in class VII-B used were the lecture method, the question-and-answer method and the discussion method.

IV CONCLUSION

Based on this research, it can be concluded that in class VII-B, the teachers of seventh grade in SMP Miftahul ulum melirang was able to carry out the writing process well, by making the lesson plan prior to the teaching learning process. In the learning activities, the students were mostly active and enthusiastic. The strategy used by the teacher in teaching writing was by Cox (2012). The teacher's goal of using 10-strategy writing by Cox enable the students to develop critical thinking in solving problem. There were many steps for implementing the teacher's strategy in teaching writing: the first one, guided and evaluated the problem-solving process; the second one, developed and presented students work; the third one, organizes students. By applying this strategy, students can understand writing material a lot easier.

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USING WORK IN PAIRS METHOD TO IMPROVE STUDENTS' WRITING SKILLS IN A UNIVERSITY LEVEL

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Abstract

The method used was Classroom Action Research (CAR). By using this method, it might raise students' motivation in learning English especially to master language forms, structure and grammar. Most studies focused on improving students' English skills in high school level. Hence, the researchers planned to implement work in pairs strategy to improve students' writing skills. It focused on university students who had low motivation and lack of grammar while learning English, especially writing skills. Researchers formulated the research questions; How is work in pairs method be used to improve students' writing skills? Pre-test and the post-test 2 had improved from lacking to fair. It was proved that implementing the pair work technique is a positive approach to boost students' writing skills, particularly in the context of descriptive writing. The average score of students increased, and the teaching-learning process improved significantly. Work in pairs method was useful in assisting students in writing descriptive text. The researchers hope by publishing this article, it will be useful for teacher and learners on learning English by using this work in pairs method

Keywords: *Work in Pairs, Writing Skills, Classroom Action Research*

I INTRODUCTION

In this modern era, to be considered as a good English teacher, thus there four skills that is need to be mastered namely: writing, listening, speaking and reading (Salaxiddinovna, 2022). Among the four skills mentioned, it is said that writing is considered as a difficult skill to master by most students considering it has many linguistics aspects such as grammar and also vocabulary (Anh, 2019). It means that many students still have trouble in their writing skills. Iftanti (2016) believed that writing skills is frequently used in people's everyday lives either as an individual such as writing journals, applications, messages, etc or as a member of society such as in workplace.

Students who aren't strong writers might face challenges that slow down their academic progress, according to Moses & Mohamad (2019). This struggle doesn't just affect their grades but also influences their social and mental well-being. One approach to address these challenges is the utilization of pair work. According to Achmad & Yusuf (2014), the pair work method is a form of interaction commonly employed in language classes. This method has the potential to enhance students' motivation to learn English, particularly in mastering language forms, structure, and grammar. Dalisa & Apriliaswati (2015) also discovered that the pair work method can alleviate students' anxiety during English learning. It's important to note that working in pairs is a collaborative effort with a partner and should not be regarded as an individual assessment of each student's abilities. Problem-solving sessions in class are designed to make it easier for students to work in pairs. (Biju, 2019). Working with a variety of colleagues is rewarding and allows for the development of interpersonal skills and professionalism (Dargue et al., 2023).

In Marsevani and Habeebanisya (2022)'s, Zega and Hulu (2022)'s and Yulitrinisya and Narius (2018)'s studies, they conducted the research by using work in pairs to increase students' speaking ability in high school levels. The results showed the students had improvement in speaking skills. The students further had motivation, interest, confidence, and happiness in speaking class.

In addition, Rianti et al. (2022) conducted the study with the aim of assessing the impact of pair work activities on students' speaking anxiety and their speaking proficiency. From the study, it is showed that paired work is effective to help lower the students' anxiety in teaching and learning process than the conventional method where the students work individually. But it was proofed that the class' average has decrease between the score for the pre-test and post-test. Although it helped the students decrease their anxiety but it did not help them increase their grades.

However, in writing skills, Hiromori (2021) carried out research by using work pairs method to compare if two heads are better than one to measure the students' L2 writing task. From the research, it was found out that by using work in pairs method, there was no significant improvement and difference

between learning using work in pairs or individually. It means that not all of the skills had positive outcome while implementing this strategy.

As mentioned above, most studies focused on improving students' English skills in high school level. Hence, the researchers planned to implement work in pairs strategy to improve students' writing skills. It focused on university students who had low motivation and lack of grammar while learning English, especially writing skills. Researchers formulated the research questions; How is work in pairs method be used to improve students' writing skills? Following a roughly four-week observation, the researchers concluded that the students' writing skills remained below the expected standard. Additionally, the researchers believe that the students encounter challenges in structuring paragraphs and sentences appropriately.

II MATERIALS AND METHODS

2.1 METHODS

The method used is Classroom Action Research (CAR). Farhana et al. (2008) stated that CAR is action research whose application is in teaching and learning activities teaching activities in the classroom with the intention of improving the learning and teaching process, with the aim of increasing or improve learning practices to be more effective. The researchers chose CAR as the method for this research is because this action is aimed to improve learning practices in the classroom professionally and determined the quality of the research's results. This action research involves several stages, namely planning, pre-research, research and post-research (Nasir et al., 2014). Therefore, the researchers would like to use Classroom Action Research (CAR) as the method to improve their writing skills and solving their problems in writing. Students will be asked to write a descriptive text. The focus of the descriptive text is revolved around animals and tourists' attraction.

Before introducing the pair work method, a pre-test was used to assess the students' writing skills, and document analysis was performed to back up the observations and make them more accurate. Document analysis is a structured way of evaluating either printed or electronic documents by carefully examining them (Lei, 2018). Afterward, a pre-test was given to 13 students, where they had to write a descriptive text. In the classroom, both the teacher and students actively participated, with students asking questions about how to write a descriptive text.

2.2 PARTICIPANTS

The researchers conducted the research in one of the universities in Batam and the participants for the research is class of 2022 students majoring in English Language Education which includes 13 students in the class. Researchers decided to conduct this study at the university level because previous research primarily focused on evaluating the descriptive writing skills of junior high school and high school students. The students majoring in English Language Education also currently are learning about this type of text. The researchers had already observed and did a document analysis which is an exercise during teaching process and can conclude that the quality of writing is still very low.

2.3 INSTRUMENTS

The first stage before implementing Classroom Action Research (CAR) is identifying the problem. The problems are identified by using a pre-test assignment and observation. A pre-test implies the practice of taking tests before learning the information, rather than afterward. (Pan & Sana, 2021). The purpose of the pre-test was to assess the students' proficiency in writing skills. Next method is observation which is a method to observe people in their natural environment, there are various roles researchers can adopt (Kumar, 2022). It was held to know the behavior of the students during learning and teaching process. This method will let the researchers know the model of class management and the writing skills of students.

The researchers used some technique on collecting the data that concludes observations. Observation is to find out the number and condition of the students to be studied as a whole (Loilatu and Musyawir, 2020). In conclusion, the researchers can gather information about the effectiveness about the work in pairs method in teaching and learning process. Besides the method above, the researchers also used pre-test to measure the students' writing skills before implementing the strategy and a post-test to re-measure the students' writing skill after the researchers implemented the strategy.

2.4 DATA ANALYSIS

Conclusions were drawn by grouping students' descriptive writing scores based on predetermined score categories, ranging from very good (90-100), good (80-89), fair (75-79), lacking (66-74), and very lacking (<65). Researchers conducted an internship at one of the universities in Batam, specifically in a writing subject that included descriptive text. Based on observation carried by researchers, they noticed that students generally scored low in descriptive writing. Hence, researchers decided to improve students' writing skills.

Table 1. Students' Rubric Scores

Aspects	Score	Description	Category
Content - Topic - Details	90 – 100	The topic is clear and easy to understand, and the details are closely related to it.	Very Good
	80 – 89	The topic is complete and clear but the details almost relating to the topic.	Good
	75 - 79	The topic is complete and almost clear but not completely related to the topic.	Fair
	66 - 74	The topic is not really complete and not really clear. The details are not completely related to the topic.	Lacking
	<65	The topic is not complete and not clear. The details are not related to the topic.	Very Lacking
Organization - Identification - Description	90 – 100	The identifications is complete and the descriptions are arranged with proper connectives.	Very Good
	80 – 89	The identifications is complete but the descriptions are not quite arranged with proper connectives.	Good
	75 - 79	The identifications is almost complete but the descriptions are not quite arranged with proper connectives.	Fair
	66 - 74	The identifications is not complete and the descriptions arranged got some misuse of proper connectives.	Lacking
	<65	The identifications is not complete and the descriptions are arranged with misuse of proper connectives.	Very Lacking
Grammar - Tenses - Agreement	90 – 100	The grammar or agreement used is accurate	Very Good
	80 – 89	Very few grammatical or agreement inaccuracies.	Good
	75 - 79	Very few grammatical or agreement inaccuracies but does not affect the meaning.	Fair

Aspects	Score	Description	Category
	66 - 74	Numerous grammatical or agreement inaccuracies.	Lacking
	<65	Frequent grammatical or agreement inaccuracies.	Very Lacking
Vocabulary	90 – 100	Frequent grammatical or agreement accuracies.	Very Good
	80 – 89	Advanced choice of words and word forms.	Good
	75 - 79	Effective choice of words and word forms.	Fair
	66 - 74	Some vocabulary and word form misuses are present, but they do not alter the meaning.	Lacking
	<65	Limited range and confusing words and word forms.	Very Lacking
Mechanics - Spelling - Punctuation - Capitalization	90 – 100	Uses correct spelling, punctuation and capitalization	Very Good
	80 – 89	Occasional errors in spelling, punctuation and capitalization	Good
	75 - 79	Many mistakes in spelling, punctuation, and capitalization occur frequently.	Fair
	66 - 74	Errors in spelling, punctuation, and capitalization are the predominant issues.	Lacking
	<65	Spelling, punctuation, and capitalization errors dominate the text.	Very Lacking

After identifying students' problems based on the rubric score in table 1, the researchers planned the next action to implement it in the next class. (a) Making lesson plan. The lesson plan explains in detail the learning process consisting of the material to be taught, method, time, place and student evaluation (Emiliasari & Jubaedah, 2019). Although it may seem difficult to arrange a lesson plan, teachers still need to take notice in making it in order to make an ideal lesson plan. (b) Preparing the materials that is needed to supply to the students. (c) Preparing assignments needed to work in pairs. Assignments are given to students to either evaluate or boost their learning and knowledge improvement through specific tasks. (Jeprianto et al., 2021). (d) Lastly, preparing post-test, this action will let us know whether this method improve the students' writing skill or not.

The third step is to implement the action. The researchers used work in pairs to conduct the writing activity. After implementing the action, the next step is to reflect on the result of the post-test. The researchers evaluated on the results and find out whether the method used has a positive impact or has any weaknesses on the students' writing skills. After evaluating the result, the researchers and teacher will revise the method based on the weaknesses. After revising the method, the teacher and researchers will use the revised method on the next meeting. Fourth, observing the action during implementation process in a field note. Lastly, reflect the result of the observation to find positive results and the

weaknesses of the strategy. If needed, do another step which is revising the strategy based on the weaknesses that is found and it can be implemented in the next cycle class.

The researchers gathered the data received from the observations that had been done before. To analyze the data, the researchers compared the scores from students' pre-test score before implementing the work in pairs methods in class with students' post-test scores after implementing work in pairs method in class. The scores collected were analyzed, calculated and compared to find any changes of improvement in the students' writing skill. A writing can be considered as a good writing must be scored above 75%. The researchers also set the standard of success in class is 80%.

Scores from the pre-tests of the students were summed then divided by the number of students in the class or from the number the participants and times it by 100 to make it into a percentage variable. The score that was calculated earlier will be the average score for the pre-test. Next, the researchers did the same calculation for the students' post-test. It will be calculated after implementing the work in pairs method. The average percentage score of the pre-test and post-test were compared and see if there are any improvement while implementing work in pairs strategy in class.

Formula 1 serves as a tool for researchers and readers to see if the goals set by researchers have been achieved successfully. First, we need to identify the number of students who attained the minimum score on both the pre-test and post-test. Next, we determine the number of students who experienced a score improvement in the post-test, as well as those who has decreased score during post-test. Using these findings, we calculate the ratio of students who achieved the minimum score in both tests by dividing it by the sum of students meeting the minimum score on both tests, students with an increased post-test score who didn't reach the minimum score, and students with a decreased post-test score. This calculation resulted in a decimal result, which is then converted to a percentage by multiplying it by 100.

Formula 1. Formula to determine the percentage of students who achieved the standard of success or number of students who improved but did not reach the minimum score or number of students who scored has decreased during post-test

$$\frac{A \text{ or } B \text{ or } C}{A + B + C} = \quad \times 100 = \quad \%$$

- A : Number of students who reached the minimum score on both from pre-test and post-test
 B : Number of students who improved but did not reach the minimum score
 C : Number of students who scored has decreased during post-test

III RESULTS AND DISCUSSION

After conducting an observation of approximately four weeks, the researchers assessed that the writing skills of the students were still not up to par. The researchers also think that the students have difficulties in ranging a certain paragraph and sentence. Despite the time spent monitoring the students' progress, their writing ability remained substandard according to the researchers' evaluation. Based on the researchers' observations, the students encounter difficulties in expressing their own ideas in writing. Their vocabulary and grammar skills are insufficient, and they tend to use them incorrectly. Alisha et al., (2019) stated that the biggest challenge for students during the writing process is their limited vocabulary and lack of grammatical mastery. This poses difficulties in generating ideas, as inadequate vocabulary mastery creates confusion in expressing their thoughts. Students also face hesitation while choosing words, and often need to refer to dictionaries while writing in English.

Even though the students had limited writing skills, they were still enthusiastic and engaged in the learning process. The process of implementing work in pairs method to improve the students' writing is conducted by writing a descriptive text. The research findings are displayed according to the assessed aspects, and the results of the pre-test are shown in the table below.

Table 2. Students' Pre-Test Score

Aspects	Pre-Test Score	Category
Content	68,58	Lacking
Organization	69,91	Lacking
Grammar	67,58	Lacking
Vocabulary	65,33	Lacking
Mechanics	72,41	Lacking
Average	68,76	Lacking

From table 2, it displays that the pre-test's average score is 68.76, which is aligned with the rubric score established by the researchers to evaluate the students. Based on this average score, the researchers can infer that the students' writing proficiency level is still lacking, which was previously stated as 80% being the class success standard. For the first cycle, the researchers employed a "work in pairs" approach, where students teamed up to complete a task or activity.

During the initial stage of implementing the "work in pairs" methodology, the researchers refrained from immediately directing the students to commence writing. Instead, a comprehensive introduction was provided on the subject matter of crafting a well-written descriptive text that they would eventually compose. Subsequent to the introduction, a Q&A session was organized to encourage the students to ask any questions or clarify any doubts they had regarding the task.

The pairs were then assigned using a random name picker to implement the "work in pairs" method. The first cycle was centred on tourists' attraction as the theme, and each student was tasked with describing the tourists' attraction that they have selected, focusing on its features into a descriptive text. Participants are free to describe whatever they want. Researchers implemented this to ensure that the assessment of participants' writing remains unbiased by predetermined descriptive themes. The atmosphere in the classroom was filled with liveliness and enthusiasm, with the students displaying a high level of energy and engagement.

Table 3. Students' Pre-Test and Post-Test 1 scores

Aspects	Pre-Test Score	Post-Test Score 1	Category	Improvement
Content	68,58	70,66	Lacking	2,08
Organization	69,91	71,83	Lacking	1,92
Grammar	67,58	73	Lacking	5,42
Vocabulary	65,33	72,5	Lacking	7,17
Mechanics	72,41	79,16	Fair	6,75
Average	68,76	73,43	Lacking	4,67

Based on table 3, it can be seen that the average score achieved in the pre-test is 68.76%, while the average score in the first post-test is 73.43% which is still lacking. Despite not meeting the researchers' standard of success, there was still a noticeable improvement. Wahyudi (2016) stated that it is important to define what success means in learning English to understand how learners differ in their approach to learning. However, this definition should not be used to evaluate individual characteristics, but to gain a more profound insight into their learning style preferences. The average improvement observed in the scores between the pre-test and post-test was 4.67%. This suggests that the participants made progress over the course of the study, as there was a measurable increase in their performance.

Table 4. Students' Pre-Test, Post-Test 1 & 2 scores

Aspects	Pre-Test Score	Post-Test Score 1	Post- Test Score 2	Category	Improvement
Content	68,58	70,66	76,6	Fair	5,94
Organization	69,91	71,83	78,8	Fair	6,97
Grammar	67,58	73	74,9	Lacking	1,9
Vocabulary	65,33	72,5	82	Good	9,5
Mechanics	72,41	79,16	81	Good	1,84
Average	68,76	73,43	78,66	Fair	5,23

From table 4, there was a greater improvement in student performance following by implementing the second post-test compared to the first. The average score of the first post-test is 73,43%. Whereas the second post-test has the average score of 78,66% which comes in the category of fair. From the table we can see that the students made progress in their writing skills, with an average improvement of 5.23% between the two tests. This improvement can be made by the researchers in the work in pairs method, by changing the selection of new pairs for the second post-test. Based on these findings, it can be concluded that the implementation of the work in pairs method can effectively enhance students' writing abilities. Despite not reaching the standard of success set by the researchers, the student has shown a significant improvement. Although the students have not attained the success standard set by the researchers, the progress they are making is still satisfied by the researchers.

Table 5. Students' Test Category

Average	Very Lacking	Lacking	Fair	Good	Very Good
Pre-test		✓			
Post-test 1		✓			
Post-test 2			✓		

The research clearly indicates that the work in pairs method implemented in the writing class is effective in enhancing students' writing skills. This is evident from the improvements observed in various aspects of writing, this includes proficiency in composing descriptive text, structuring content, using vocabulary, and applying grammar and mechanics. (Wulandari, 2012). Pre-testing involves taking tests before learning new information, whereas post-testing involves taking tests after studying the information (Pan & Sana, 2021). From the table above, the pre-test category was lacking. While the post-test 1 category remained lacking, it shows some improvement. In the post-test 2, however, the category has improved to a fair level. In the pre-test stage, the students were asked to write a descriptive text independently. On the other hand, in the first post-test and second post-test, the students were asked to write a descriptive text in collaboration with each other utilizing the pair work technique, which required them to work together in pairs.

In table 5 also demonstrate that the category between pre-test and the post-test 2 has improved from lacking to fair. Based on table 5, it is proved that by implementing the pair work technique is a positive approach to boost students' writing skills, particularly in the context of descriptive writing. The category "fair" is associated with a group that is deemed insufficient in enhancing students' writing skills. This aligns with (Anggraini, 2018)'s findings, which indicate that the method can enhance students' writing abilities, but it has yet to attain a satisfactory level.

The enhancement of writing skills can be evaluated by examining the appropriate use of grammar in sentences or complete paragraphs. This is evident from how students arrange words and phrases in a well-structured manner (Hasby & Sugianto, 2021). The way in which students arrange sentences coherently reflects this improvement (Saeed & Ghazali, 2016).

The collection of data in a particular educational environment is known as observation. It is an extensively used method of gathering information, and the researcher has the flexibility to adopt

different roles (Rahayu, 2015). The researchers have carried out observation for approximately four weeks. Based on the researchers' observations, the students encounter difficulties in expressing their own ideas in writing. Their vocabulary and grammar skills are insufficient, and they tend to use them incorrectly. The researchers also think that the students have difficulties in ranging a certain paragraph and sentence.

Through document analysis, the researchers discovered that a majority of the students struggle with grammar. The table reveals that grammar receives the lowest score compared to vocabulary, organization, mechanics, and content. The students frequently encounter issues with grammar, particularly regarding verb tenses.

Insufficient linguistic proficiency, including grammar, is a primary challenge that English language learners encounter in their writing, as stated in the research conducted by (Fareed et al., 2016), which is the same problem faced by the university students in writing descriptive texts. In addition, it was discovered that the arrangement of words was also unsuitable, resulting in challenges in conveying the intended meaning. Lack of proficiency in language, particularly in grammar was also found as one of the problems faced by university students in writing descriptive text.

The study demonstrated that working in pairs was an effective approach to enhance students' writing skills during the teaching and learning process. The average score for the pre-test was 68.76%, which was still in the lacking category. The students had previously expressed their concern regarding their inadequate writing skills, citing issues such as grammatical errors and limited vocabulary knowledge. This research validates their apprehensions.

The average score for the final post-test was 78.66%, indicating a 9.9% increase. Working together on assignments allowed students to improve their writing by refining their techniques. Moreover, it can enable students to practice writing (Kazemian et al., 2021). This finding is consistent with the research conducted by (Anggraini et al., 2020), which highlighted the usefulness of working together in improving the strengths of all group members to attain their objectives. (Fajriah et al., 2019) acknowledge that in language classes, work in pairs in learning can enhance students' self-confidence, boost their opportunities to speak, and stimulate their drive by establishing a supportive environment for language practice. The achievement of enhancing students' writing abilities corresponds with (Tama et al., n.d.) in which they also implemented the approach of pairing students to enhance their writing skills.

The category "fair" is associated with a group that is deemed insufficient in enhancing students' writing skills. This aligns with (Anggraini, 2018)'s findings, which indicate that the method can enhance students' writing abilities, but it has yet to attain a satisfactory level. (Rahmawati, 2017) has also carried out a classroom action research study titled "Think Pair Share: A Technique to Improve Students' Writing Proficiency," and the outcomes indicated that by implementing working together technique helps the students in generating ideas, recognizing critical vocabulary, and recalling essential grammar rules.

IV CONCLUSION

The study has provided insights into how we can determine the effectiveness of utilizing the pair work approach to enhance students' writing proficiency. Through this collaborative technique, students can elevate their grasp on various aspects of writing, such as grammar, vocabulary, content, organization, and mechanics, particularly in creating descriptive texts. Past research has also suggested that this method fosters a sense of collaboration among students.

Previous research has explored various strategies for enhancing students' writing skills. However, the researchers personally recommend for the implementation of work in pair method as an effective approach in the teaching and learning process. The researchers' investigation demonstrated that implementing the work in pair method could elevate students' writing abilities from lacking to fair levels.

Based on the previous chapter, it can be concluded that: (1) Work in pair method is an effective method for enhancing students' descriptive writing skills, which was verified by the outcomes of the research above. (2) The classroom action research comprised three cycles, each encompassing four key stages: planning, implementation, observation, and reflection, as required. With each cycle, the students' performance displayed incremental improvements until they successfully met all the criteria for success, affirming that the employed method had indeed enhanced their descriptive writing skills. (3) By participating in work in pairs activities with their peers, students can actively collaborate to acquire knowledge.

Furthermore, the researchers are satisfied with results of the classroom action research implementation, with all the aspects of writing has improved, almost meeting the standard success of writing. The average score of students increased, and the teaching-learning process improved significantly. Work in pairs method was useful in assisting students in writing descriptive text.

The researchers hope this research will be useful for teacher and learners on learning English by using this work in pairs method. The implementation of the Work in Pairs technique in enhancing students' writing skills suggests that English language teachers should consider using this method into their teaching. To implement this approach effectively, the teacher should plan engaging activities and manage time wisely. Additionally, it is crucial to provide clear instructions to ensure students understand the task at hand. The researchers realizes that this article is not flawless and hopes that it can serve as a reference for producing a more comprehensive article in the future. The researchers welcome any criticisms and suggestions to improve in writing articles and the significance of knowledge in the future.

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DENPASAR FESTIVAL: A SUSTAINABLE CULTURAL FESTIVAL AS A REFLECTION OF DENPASAR AS A CREATIVE CITY

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Abstract

A program called "Sightseeing Denpasar" was formed to accommodate various arts and cultural activities, and also to develop tourism in the city of Denpasar. One of its signature activities is called Denpasar Festival. This article focused on examining the role of Denpasar Festival as a sustainable cultural festival to reflect Denpasar as a creative city. The method used is a literature study using journals related to Denpasar festival, sustainable festival and creative city. The results of this study showed that Denpasar Festival plays a significant role in the development and preservation of culture and tourism in Denpasar City. The application of Tri Hita Karana values is a good guideline for Denpasar Festival to become a sustainable festival. Reflecting on the Denpasar Festival, Denpasar City has great potential to become a culture-based creative city. Moreover, Denpasar has a historical and cultural background, as well as creative human resources, so Denpasar City is very capable of fulfilling the criteria for Creative City development.

Keywords: *Denpasar Festival, Tri Hita Karana, Sustainable Festival, Creative City*

I INTRODUCTION

Bali is one of the most popular tourist destinations in the world because it has great tourism potential. Its natural beauty, uniqueness and cultural diversity are the reasons for tourists to come to Bali. This culture is what drives every tourism activity in Bali and gives a different impression to every tourist who visits Bali (Yanthy & Kesumadewi, 2015). The barometer of tourism, and the image of Bali as a whole, lies in the provincial capital, Denpasar City (Setianti et al., 2018).

Denpasar, as the capital city of Bali, has a number of tourist attractions that are not inferior to other areas in Bali. Although it does not have many natural attractions, Denpasar City has culture as their flagship tourism. Currently, cultural tourism is one of the growing types of tourism. Travellers come to visit destinations to experience cultural heritage, perform activities, and engage with local communities (Abouelmagd, 2023).

Denpasar City has a tourism development program called "Sightseeing Denpasar" which was created by the Government in 2008 (Dewiyanti & Antara, 2017). This program aims to accommodate various arts and cultural activities in Denpasar City, as well as to realize Denpasar as a culture-based creative city (Pemerintah Kota Denpasar, 2008). Denpasar sightseeing program is implemented into several activities that are packaged in various forms such as cultural and tourist attractions, cultural parades to sports activities.

These activities are carried out from the beginning to the end of the year, and show the spirit of innovation and creativity of the Denpasar community. One of the flagship activities of this program is the Denpasar Festival. This festival is held along the heritage area of Denpasar City, which includes Puputan Field Gusti Ngurah Made Agung, Catur Muka Statue Area, Gajah Mada Street, and Veteran Street. This heritage area is also known as the 0 (zero) point of Denpasar city (Dewiyanti & Antara, 2017). Denpasar Festival is attractively packaged into various activities, such as cultural parades, culinary festivals, creative economy exhibitions, creation and entertainment stages, floriculture and sun release parades (Bappeda Kota Denpasar, 2014).

The Denpasar Festival is designed to showcase the rich culture and creativity of the community, where the community can actively participate and enjoy the event. Duran, Hamarat, & Özkul (2014) mentioned that festivals are important because they play a social and cultural role so that they are increasingly being created and promoted as tourist attractions. It is undeniable that festivals also contribute to the development of tourism in Bali (Yanthy & Kesumadewi, 2015). Festivals are a means of developing creativity that involves various parties.

Denpasar City does not only rely on its natural and cultural resources, but also utilizes the potential of its human resources. Denpasar utilizes three potential human resources that are not only renewable

but also unlimited, namely ideas, talent, and creativity (Setianti et al., 2018). Denpasar Festival is a "display" of Denpasar's rich creative resources. Through the Denpasar Festival, the Denpasar City Government wants to involve all parties to jointly build Denpasar into a creative city (Harsemadi et al., 2015).

Landry (2008) states that creative cities can develop an environment that helps people to think, plan, and act creatively in the city. Creativity is the main vision of Denpasar City Development. In this condition, creativity is seen as an instrument and way of thinking in order to get solutions to problems that occur in the city (Nientied & Toto, 2010). Utilizing culture and creativity as a driving force for sustainable development and urban regeneration is a way for cities to respond to the challenges they face (UNESCO, 2004). Community participation in celebratory, cultural and other activities leads to economic benefits as well as opportunities to promote tourism-related businesses (Angel et al., 2023).

Several previous studies have examined Denpasar festival as a tourism attraction and city branding of Denpasar City. Such as Dewiyanti & Antara (2017) who analysed the role of Denpasar Festival in supporting tourism in Denpasar City and community participation in Denpasar Festival. Research Pendy & Putra (2021) saw the Denpasar Festival as a promotional medium for Denpasar City branding. Research Setianti et al. (2018) see Denpasar Festival as a form of city branding of Denpasar city and provide an overview of Denpasar City as a Creative City. There is still no research that links the Denpasar festival as a sustainable cultural festival, which is a "display" of the wealth of creative resources that can show the city of Denpasar as a Creative city.

Seeing the potential of Denpasar City which has a historical and cultural background, as well as creative human resources, Denpasar City is very capable of meeting the criteria for Creative City development. Therefore, the question arises, why is Denpasar still not part of UNESCO's creative city network? This study aims to investigate the opportunities for Denpasar to become a creative city through a sustainable cultural festival called Denpasar Festival. This study will analyse the role of Denpasar Festival as a sustainable cultural festival, which will continue to exist to be a place of appreciation for artists to work and bring Denpasar into a creative city. The aspects that will be used to study the problem refer to the economic, social, cultural and environmental sides.

II MATERIALS AND METHOD

2.1 THEORETICAL CONCEPTS

2.1.1 CULTURAL FESTIVAL

Festival is a cultural celebration and a combination of a series of events carried out by the community which includes values, ideology, identity, and sustainability (Yanthy & Kesumadewi, 2015). Historical, and cultural themes are used by festival organizers to attract visitors and create a cultural image (Duran et al., 2014). Cultural festivals are not only an effort to celebrate and preserve the culture of a region, but also provide economic and social benefits to local communities (Zou et al., 2021). Del Barrio et al. (2012) mentioned that festivals are a complex cultural phenomenon, not just a showcase of cultural accumulation. Cultural festivals represent the cultural values that exist in a region, become authentic to cultural identity, and become a process of a culture being offered, produced, and reproduced (Zhang et al., 2019).

Utilizing cultural festivals to represent a destination is an effective strategy for the government, it can increase the positive image of tourists when visiting the area (Vera & Chang, 2022). Okech (2011) stated that cultural festivals play three important roles in promoting tourism. 1) Festivals encourage local residents to survive by promoting the local spirit. 2) Festivals can be a business that can improve the economy of local communities. 3) Cultural festivals, with their performances and exhibitions, are an opportunity to enhance the city's image. Cultural festivals provide opportunities for domestic and international travellers to experience authentic local culture and allow them to be actively involved in the celebration (Taylor et al., 2014).

2.1.2 SUSTAINABLE FESTIVAL

Sustainable festival is defined as a festival that continues in the long term with a focus on sustainable principles (Yanthy & Kesumadewi, 2015). The concept of a festival is to combine aspects of culture, entertainment, art, and performance by considering sustainable environmental, social, and economic impacts. Zifkos (2015) mentioned that there are three main aspects that sustainable festivals must fulfil:

- (a) Environmental impact, festivals should minimize their negative impact on the environment. Therefore, a festival that becomes a tourist attraction must be environmentally friendly and provide benefits to the local community.
- (b) Social impact, a festival should consider its impact on local communities including equality, participation and social benefits for local communities.
- (c) Economic impact: in addition to providing environmental and social benefits. Festivals should also provide economic benefits to local communities, including job creation, local economic development, and creating a self-sustaining economy.

2.1.3 CREATIVE CITY

Landry (2008) defines a creative city as "a set of urban innovation tools", capable of finding solutions to problems and generating creative environments where people can think, plan and act creatively for the development of the city. Creative cities are created by the collaboration of different actors, different tools, in different historical settings (Damme et al., 2017). Creative cities reflect cultures, norms, and systems that emerge and are continuously renewed (Watson & Taylor, 2014). According to UNCTAD (Girard, Baycan, & Nijkamp, 2011) Creative cities are understood and utilized in four ways: as arts and cultural infrastructure, creative economy, synonymous with a strong creative class, and as a place to foster a culture of creativity. A creative city should be committed to fostering the creativity of its citizens and providing a place that satisfies their experience emotionally (Galaby & Abdrabo, 2020)

Nientied & Toto (2010) mentioned that there are four approaches that distinguish the concept of creative cities, namely as a place that emphasizes creative environments, as a cultural and arts policy agenda for local governments, as a destination for real estate development, and as a forum for the formation of creative cities. Landry (2008) explains that there are seven conditions for realizing creative cities from various aspects, namely leadership, quality of human resources, public space and facilities, community, diversity of talent, network. Galaby & Abdrabo (2020) mentioned that there are three domains of creative cities, namely:

- (a) Cultural vibrancy. Assesses the extent to which a city has a rich culture and supportive infrastructure. It also includes the capacity of a city to attract the whole community to participate in their cultural environment.
- (b) Creative economy. Assesses the extent to which a city has access to creative jobs, is conducive to innovation and how well a city can develop creative and innovative ideas to create new jobs.
- (c) Environmental ease. Measures the role of government in carrying out its obligations, ease of access to talent in the form of available human resources, tolerance of diversity and trust among residents, and adequate access to mobility.

2.1.4 TRI HITA KARANA

Tri Hita Karana is a spiritual belief that prioritizes harmony and the principles of togetherness in human life (Betan et al., 2015). This harmonious relationship is related to environmental awareness, the social and spiritual relationship living creatures (Geria et al., 2023). Tri Hita Karana describes three harmonious relationships, specifically the relationship between humans and God, between humans, and humans and nature (Rosalina et al., 2023).

2.2 METHOD

This research uses qualitative methods. (Creswell & Creswell, 2018) defines qualitative method as an approach to exploring and understanding a central phenomenon that is done by observation, interview, or reviewing existing documents. Qualitative research produces descriptive data in the form of text or writing from research subjects. The purpose of this descriptive research is to make a systematic description and description of the facts, characteristics and relationships between the phenomena under study (Raco, 2018).

This research was conducted through using a literature study. Literature studies aim to provide an overview of certain issues. Typically, it is used to evaluate the state of knowledge on a particular topic (Snyder, 2019). The data used in this research is secondary data collected from several documentation and journals related to the Denpasar Festival, sustainable festival and also creative city. Furthermore, the analysis will be carried out using analysis according to Miles and Huberman (Abdul, 2020) where the

data obtained will go through the stages of data presentation, data reduction, data verification and then drawing conclusions.

III FINDING AND DISCUSSION

Denpasar Festival is an annual program held by the Denpasar City Government to accommodate art activities in Denpasar City. All elements of society can play an active role and enjoy this event. The program is held in the heritage area, which is also known as the zero point of Denpasar City. Denpasar Festival is a "display" of Denpasar's rich creative resources. The program is attractively packaged into arts and cultural activities, culinary festivals, creative economy exhibitions, and parades.

Denpasar festival is a cultural themed festival used to support the Gajah Mada heritage area revitalization program (Dewiyanti & Antara, 2017). Not only as a momentum to flashback to Denpasar's authentic past, but it is used as a momentum to voice the future of Denpasar City based on creativity. One of the activities of this cultural festival features Balinese art performances and traditional Balinese food.

The community is given the opportunity to be actively involved in this event, local people can participate in the implementation of the event. Artists, dancers, photographers, and local entrepreneurs can show their contribution in this event. Through the Denpasar Festival, the productivity of local craftsmen increases, as well as providing opportunities for local entrepreneurs to promote their products. In addition, Denpasar Festival as a cultural festival is utilized as one of the promotional media for the province of Bali, many local and foreign tourists come to this festival. Seeing how art performances, culinary, entertainment, and also shopping is held simultaneously in one place, makes visitors able to do various activities in one place.

Denpasar festival is a cultural festival that is consistently held every year. Looking at the theory (Zifkos 2015) Denpasar Festival can be said to be a sustainable festival, because it has fulfilled the three aspects mentioned. Based on the Denpasar Festival.id website, it is known that this program has considered the three impacts mentioned by Zifkos, which will be explained in more detail as follows:

First, the environmental impact. Denpasar Festival implements the noble values of Tri Hita Karana, which is a harmonious relationship between fellow humans, the creator and the environment (Rosalina et al., 2023). Based on this foundation, Denpasar Festival upholds the concern for nature, it can be interpreted that humans are very dependent on their environment, the environment provides humans with the necessities to live. Therefore, the surrounding nature or environment must be well preserved in order to realize one of the values of Tri Hita Karana. In this context, Denpasar Festival gives creators the freedom to voice issues related to the environment.

Second, the social impact. Based on the noble value of Tri Hita Karana, the relationship between fellow humans. Denpasar Festival is held by involving all parties, and the community can play an active role in this activity. Everyone, be it famous artists, new artists or even children will be given the opportunity to show their talents. In addition, this activity is held to provide recreational facilities to the community to release boredom.

Third, the economic impact. It is not only artists and ordinary people who benefit from the Denpasar festival. Local entrepreneurs are also given the opportunity to market and promote their products. Denpasar Festival encourages the growth of entrepreneurship related to the creative economy. This is done so that it can have an impact on the economic independence of the Denpasar City community.

The Denpasar City Government wants to involve all parties to jointly build Denpasar into a creative city. Based on the article, Denpasar City has great potential to become a creative city. Denpasar has a historical and cultural background, as well as creative human resources, so Denpasar is very capable of meeting the criteria for developing a Creative City. According to Galaby & Abdrabo (2020), there are three domains of creative cities, namely:

First, the Spirit of Culture. Denpasar is a cultural tourism destination. Having a rich culture, the Denpasar city government has built infrastructure so that the existing art community can gather and the culture in Denpasar City continues to be preserved. One example is the Taman Werdi Budaya (Art Centre). This place is the center of art and culture in Denpasar. It functions as a venue for traditional Balinese art performances. In addition, the Denpasar city government also organizes various festivals, not only to preserve culture but also to encourage the creative economy in Denpasar city.

Second, the creative economy. Denpasar has creative human resources and a rich culture. Most of the population in Bali are people who work in the field of tourism. The number of workers in the hospitality sector reached 357,657. This sector has the highest increase with the addition of 87.28

thousand workers compared to 2022 (Badan Pusat Statistik Provinsi Bali, 2023). This number does not include the creative industry sector workforce that is formed from tourism. Tourism is a source of income for Balinese people, so it is not surprising that many creative industry products are offered in Bali.

Third, environmental comfort. As a world-famous tourist destination, Bali already has easy accessibility and transportation. Denpasar as the capital of the province has the availability of transportation and easy accessibility. Denpasar has a variety of public transportation options to support tourism, such as Trans Sarbagita, Kura-Kura Bus, Trans Metro Dewata, vehicle rental and online transportation. The role of the government in making Denpasar a creative city in addition to providing public facilities for cultural development, is to establish a curriculum of arts both dance, gamelan and Balinese language so that the culture is not lost over time.

IV CONCLUSION

Denpasar Festival is an annual program held by the Denpasar City Government to support and accommodate arts, culture, and creative economy activities in Denpasar City. The event is held in the heritage area, also known as the zero point of Denpasar City. The Denpasar Festival program is a forum for all elements of society to play an active role and enjoy a variety of activities such as arts and culture, culinary festivals, creative economy exhibitions, and parades. In addition, this festival also aims to support the revitalization of the Gajah Mada heritage area.

The festival provides opportunities for the local community, including artists, dancers, photographers, and local entrepreneurs, to participate and promote their products. Denpasar Festival also becomes one of the promotional media for the province of Bali, attracting local and foreign tourists. Denpasar Festival implements the values of Tri Hita Karana, which is a harmonious relationship between humans, creators, and the environment, thus fulfilling to be considered a sustainable festival as it takes into account environmental, social, and economic impacts. This festival

The Denpasar City Government has a vision to make the city a creative city, relying on its cultural heritage and creative human resources. When viewed from the three domains of creative cities, namely cultural spirit, creative economy, and environmental ease. Denpasar City has great potential to become a creative city. Moreover, Denpasar has a historical and cultural background, as well as creative human resources, so Denpasar City is very capable of meeting the criteria for Creative City development.

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AN ANALYSIS OF MORAL VALUES ON RITA HAYWORTH AND SHAWSHANK REDEMPTION CHAPTER IN *DIFFERENT SEASONS* NOVEL

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Abstract

This research focuses on how to analyze the moral values contained in the novel *Different Seasons: Rita Hayworth and Shawshank Redemption* with special emphasis on the main character, Andy Dufresne. The purpose of this research is to identify moral values through dialog with the main characters or conflicts faced and reveal the moral values that arise from efforts to overcome conflicts. This research uses descriptive qualitative method and uses moral value theory by Burhan Nurgiyantoro (2013) in analyzing the data obtained in the novel. The main character in this novel faces many conflicts and also interacts with other characters. The main character overcomes these problems by demonstrating the moral value of helping other humans and showing compassion. This study found six moral values of human relationships with other humans in several aspects, such as to sense humankind and to be helpful to individuals.

Keywords: *Moral values, Novel, Main character*

I INTRODUCTION

Literature has significant power in communicating values, providing entertainment, and information with specific messages, commonly referred to as values commonly referred to as moral values. Moral values are a key aspect of literature that can help individuals recognize important life lessons and guide their behaviour (Pratiwi et al, 2023). According to Wibawa (2013), moral values can be used as a reference norm for a person or a group of people to determine whether the attitudes and actions are good or not. Wagner (2012) said that one of the ways to change the bad morals slowly of college students is by reading. More than just understanding characters, it takes a little of them inside the reader and changes the reader in the process. This means that reading certain books can turn readers into new people, based on the understanding they get from these books. From that, it can be concluded that if we read books with good moral values, we can at least become morally better than before.

This study aims to analyze the moral values contained in the novels *Different Seasons: Rita Hayworth and Shawshank Redemption* which emphasizes the main character named Andy Dufresne. The goal is to find moral values from the dialogue between Andy and other characters and the resolution of the conflict faced by Andy in the novel. These stories are fictional stories written by Stephen King. Fiction contains the application of morals in the attitudes and behaviours of the characters according to their view of morals. Through the story, attitudes, and behaviour of the characters, readers are expected to take lessons from the moral messages conveyed which are mandated (Nurjam'an et al, 2018). Fictional literary works always offer moral messages related to the noble qualities of humanity, fighting for human rights and dignity. The noble qualities of humanity are essentially universal (Gayatri et al, 2023).

There are a lot of moral messages obtained from this novel to be applied or studied in everyday life or applied in socializing. In this global era, every person needs to improve their moral values to avoid being influenced by bad things. So that by learning moral values we do not become immoral humans (Afandi, 2018). In the world of education, morality is something that must be taught. According to Global Indian International School (2023) Moral values help people to be less selfish and prioritize the needs of others over themselves. Summers (2019) said moral values prevent humans from acting arbitrarily towards other humans and using intelligence to do bad things that are harmful and against humanity. Moral values are the rules we use to make decisions about right and wrong, should and should not, good and bad. Moral values also tell what is more or less important, which is useful when humans have to weigh up fulfilling one value against another. Therefore, it is necessary to teach moral values, so that they can be implemented into positive life principles that will be developed (Sari, 2013). Educating people about morals will have an impact on how to be a good person and even improve the way people interact with each other.

In other words, morals are considered part of education or what is called moral education. One of these stories has a prison setting. However, there are many moral values that can be analyzed in this novel, especially in Rita Hayworth and Shawshank Redemption chapter. For example, Andy Dufresne, the main character of the novel, was sent to prison for the murder of his wife and her lover. Andy Dufresne still does good things with the inmates and the warden and even the head of the prison. Andy helps other inmates by building a prison library, helping the warden and guards with his skills as a banker. This novel can also be used as a reference in terms of educating and instilling moral values in students. In this novel, many good exemplary values can be learned after reading this novel. Among them are teaching about honesty, discipline, patience, obedience, friendship, and others.

This novel is important to analyze because there is still little research that makes this novel a research subject. Many researchers have researched the film Shawshank Redemption but not the novel. Therefore, the analysis of this novel is desired by the researcher to contribute to the provision of other views related to this research through the novel. Even though this novel received a film adaptation, there are differences in the story in which there are differences in the depiction of characters and character roles that differ between the novel and the film.

The study of moral values has been discussed in a Journal article by Marlina, et al (2017) with the title "Study of Moral Values Represented in the Shawshank Redemption Movie". This study discusses the moral values contained in the movie Shawshank Redemption which is adapted from the novel Different Seasons: Rita Hayworth and Shawshank Redemption. The results concluded that there are five moral values contained in the movie Shawshank Redemption. These moral values include honesty, compassion, cooperation, hard work, and unconditional love & kindness. Hard work is the dominant moral value and often appears in the movie Shawshank Redemption.

There are several similarities between previous research and this study, namely using descriptive qualitative methods. In addition, there are differences between previous research and this study, the first is using different moral value theories, and previous research used the type of moral value by Anamika Banerjee while this study used the theory of moral value by Burhan Nurgiyantoro (2013). Second, the previous study examined a movie adaptation of a novel. Although this film is adapted from a novel, there are differences in the storyline both from dialog and events that appear in the novel.

II METHODS

The data was taken from a Novel, Different Seasons: Rita Hayworth and Shawshank Redemption by Stephen King, which was published in 1982 by Viking Press and has 768 pages. The researcher focuses on one chapter "Rita Hayworth and Shawshank Redemption, that has 88 pages. The novel narrates the story of Andy Dufresne who goes to jail on charges given in court of the murder of his wife and her lover, Andy faces various challenges while in prison and attempts to escape from prison to achieve his life goals.

The data were analyzed using the Moral Value theory by Burhan Nurgiyantoro (2013) Based on this theory, there are three types of moral values, such as the relationship between human and own self, the relationship between human and others, and the relationship between human and God. Data were collected through documentation techniques as used by Zhang (2022). There are five stages to collect data, namely preparing data in the form of texts from reading novels that contain moral values from three types of moral values, determining the unit of analysis from the texts that have been collected, developing categories from the data found and implementing the theory of moral values by Burhan Nurgiyantoro in the table, and providing conclusions from the data that has been categorized.

III FINDINGS AND DISCUSSION

In this section, the results and discussions are presented, based on the information gathered from the novels Different Seasons: Rita Hayworth and Shawshank Redemption. The data investigation discusses moral values based on the theory of moral values by Burhan Nurgiyantoro.

Nurgiyantoro (2015) categorizes moral values into moral values related to the issue of human relationships with themselves, those related to human relationships with other humans in social life, and those related to nature and human relationships with God. Moral values related to human life and the three types of morals above are proof that humans are social creatures who cannot live alone and need to interact with other humans and cooperate with each other.

According to (Nurgiyantoro, 2013), there are three types of moral value categories and several aspects in them, which are as follows.

Relationship between human being and own-self, which are: (1) To recognize the presence, realize the purpose of living, hard work, responsibility, and tenacity; (2) To respect care for own-self, sincerity, and self-control; (3) To not exalt or overindulge, and avoid being greedy, hatred, grudges, hypocrisy, selfish, and egoistic.

Relationship between human beings and others, which are: (1) To sense humankind and to be helpful to individuals; (2) To be caring, respectful, harmony, friendship, compassionate, tolerant, and forgiving of others.

Relationship between human beings and God, which are: (1) To be obedient and repentant; (2) To have positive thoughts; (3) To be grateful.

This novel written by Stephen King depicts a story full of diverse conflicts that take place in the prison and Andy's efforts to become a freeman because he went to prison not for the deeds he did, all of which convey certain messages either directly or indirectly to the readers. These messages are essentially valuable lessons, or moral values. These moral values are found through Andy Dufresne's experiences in Shawshank Redemption prison in overcoming and dealing with various events as detailed below.

3.1 RELATIONSHIP BETWEEN HUMAN AND OWN-SELF

From the novel, the researcher found some aspects of the relationship between human beings and their own self in "Rita Hayworth and Shawshank Redemption chapter" in *Different Seasons* Novel. This value in the novel was:

3.1.1 TO RECOGNIZE THE PRESENCE, REALIZE THE PURPOSE OF LIVING, HARD WORK, RESPONSIBILITY, AND TENACITY.

- (3-1) Andy held them at bay for a while with a scoop of Hexlite, threatening to throw it in their eyes if they came any closer (p. 20)

From the quote above, the researcher found the relationship between man and himself in the aspect of realizing the purpose of living. This quote came from the beginning of the story. The characters involved in this quote are Andy Dufresne (Male) and the Sister Gang led by Bogs Diamond with 3 other male members. The Sister Gang is a group of antagonistic characters who have a sexual orientation that is homosexual and often looks for targets of young and weak prisoners. The Sister Gang targeted Andy Dufresne since he arrived in prison and targeted Andy because he had a small body and a handsome face. Therefore, Sister Gang targeted Andy behind the washing machines in the laundry. There was a narrow, dusty, long, low-light room filled with washing materials and bleach, and barrels of hexlite catalyst. The prison guards knew and ignored whatever was going on in the room because the guards didn't like to go into the room which had limited space, thus prompting the Sister Gang to commit the act in a room in the laundry. The mood in this quote becomes tense with the threat given by Andy when facing the Sister Gang. This event is told in the third person, with Red as the narrator.

- (3-2) Andy slugged it out with them. He broke the nose of a fellow named Rooster MacBride, a heavy-gutted farmer who was in for beating his stepdaughter to death (p. 20)

The researcher found the moral value of the relationship between human beings and own-self in the moral aspect of realizing the purpose of living. The plot in this quote is at the beginning of the story. This event still tells the story of the Sister Gang who targeted Andy Dufresne. Previously Andy had threatened the Sister Gang when they wanted to molest Andy. But Andy's efforts failed in the laundry room and Sister Gang molested him. After the incident, Andy decided to fight back because Andy thought the only two ways to deal with the Sister Gang were to fight back or be molested. Two weeks after the events in the laundry room, Andy fought back and hit one of the Sister Gang members, Rooster MacBride, when they tried to molest Andy again. There are three antagonistic characters in the event, Bogs Diamond, Rooster MacBride, and Ernie. Andy also fails to fight back as there are three people attacking Andy, but this does not make Andy afraid, and still threatens to bite whatever is put in his mouth. So, they did not dare to molest Andy and beat him severely. After this incident, Bogs and Ernie ended up in confinement, while Andy and Rooster had to go to the hospital. This incident is also told in the third person with Red as the narrator.

- (3-3) It's my life! It's my life, don't you understand it's my life? (p. 51)

In the quotation above, the researcher found the relationship between human beings and own-self in the aspect of life purpose. The characters involved in this plot are Andy Dufresne and Samuel Norton,

the warden who is the antagonist. The setting of the story is in the Warden's Office in the Administration Building, and the day is rainy and windy with gray clouds drifting quickly in the wind. Behind the warden's desk is a door that leads to the assistant warden's room, and there is a trusted prisoner there, Chester. This plot is in the middle of the story and comes about as a result of Andy hearing a story from Tommy Williams in the prison library about Andy's wife's murderer. Then Andy decides to meet Norton to ask for a retrial so that Andy can be proven innocent and released from prison. However, Norton continues to deny Andy's stories that he heard from Tommy, which makes Norton feel uncomfortable. So, he commands the guards to take Andy to the isolation room. The mood in this plot is very tense as there are two intense arguments between the two characters that lead to Andy being taken to solitary confinement. The point of view in this plot is in the first person, Andy. This shows Andy's struggle to achieve his goal of freedom.

(3-4) Andy Dufresne's perseverance and hard work, yeah- I don't take any of that away from him (p. 76)

In the quotation above, the researcher found the moral value of relationships between human beings and own self in the aspect of hard work. This plot is at the end of the story and is told using the first-person point of view. The setting of the quote above is the prison cells on a morning in 1975. In this excerpt, Red narrates how Andy can escape from prison by digging a hole in the wall using a small rock hammer and covering the hole with a Rita Hayworth poster. Red observes that Andy started this in 1949 when Andy asked Re for the Rita Hayworth poster.

3.1.2 TO RESPECT AND CARE FOR OWN-SELF, SINCERITY, AND SELF-CONTROL

(3-5) Because I outsmarted myself. If I ever try to put my hands-on Peter Steven's money from inside here, I'd lose every cent of it (p. 62)

In the quotation above, the researcher found the moral value of the relationship between human beings and their own self in the aspect of caring for themselves. The quote above is also a continuation of the conversation in the previous quote so the setting, characters, plot, and point of view are still the same as the previous quote. Andy and Red continue their conversation about how Andy earned money to achieve his dreams. Andy explains that he has a fake identity, and his savings are invested. This is run by Andy's close friend whom he trusts to create a fake identity and run Andy's money. In addition, Andy did not use the money to hire a lawyer to hold a retrial for him so that the money would not be lost, and the money could be used to realize Andy's dream of building a hotel in Zihuatanejo, Mexico. This shows that Andy cares about himself to realize his dream after he is released from prison and is not tempted to use the money just to hire a lawyer.

3.2 RELATIONSHIP BETWEEN HUMAN BEINGS AND OTHERS

From the novel, the researcher found some aspects of the relationship between human beings and others in "Rita Hayworth and Shawshank Redemption chapter" in Different Seasons Novel. This value in the novel was:

3.2.1 TO SENSE HUMANKIND AND TO BE HELPFUL TO INDIVIDUALS

(3-6) Or if you were interested, I'd be glad to set it up for you nearly free of charge (p. 32)

In the quotation above, the researcher found the moral value in the aspect of helping other humans. The plot is found at the beginning of the story. The characters involved in this plot are the two protagonists, namely Andy and Red who are working on the roof. As well as two antagonist characters namely Byron Hadley and Mert Entwhistle as prison guards. The story is set in May 1950 on the roof of a license plate factory. There were nine to ten inmates working on resurfacing the roof using tarmac and there were six guard guards. The point of view of this story is the third person point of view, and Red is the narrator who sees all of these events. This plot tells of Byron Hadley who gets the inheritance money and is annoyed that he doesn't get it in full, Andy who hears about this doesn't hesitate to approach Hadley to offer help. Hadley, as a cruel antagonist, threatens Andy to throw him off the roof. However, Andy remained calm and even offered help without paying a penny like the bankers out there. The writer wants to convey that as human beings, if we have the ability, we must help one another and not look at the background of the person being helped and help sincerely.

(3-7) And if you couldn't find it, chances were good that Andy could get it for you (p. 37)

The quotation above is a moral value in the aspect of helping. This plot is at the beginning of the story about Andy's success in building the prison library. It is set in the prison library and has a third-

person point of view. Red says that Andy is willing to help the prisoners to get and find the books they want. Andy managed to create a sizable library in the prison and secured considerable funding as a result of his request for funding. Andy cares deeply about the literacy of the prisoners and strives to impart knowledge to the prisoners so that they are prepared to face the outside world. The atmosphere in this plot is happy and cozy.

3.2.2 TO BE CARING, RESPECTFUL, HARMONY, FRIENDSHIP, COMPASSIONATE, TOLERANT, AND FORGIVING OF OTHERS

(3-8) A sense of awe for the man's brute persistence (p. 26)

The researcher found the moral value in the quotation above concerning the moral value of the relationship between human beings and others in the aspect of harmony. This quote is found at the beginning of the story. The setting for this quote is in Jail Red's cell. This plot emerges from Red who is a helpful protagonist who can get anything for you. Andy asks Red to find him a small rock hammer, a Rita Hayworth poster, and a rock blanket to sharpen the stone. Red is then able to get the item Andy asked for. Andy then gave a gift in the form of a stonework that Andy made into a cigarette pack given by Ernie to be sent to Red's cell. At that time all the misses were in their respective cells and there was only Ernie who was outside the cell working on sweeping the floor. Red also accepts the prize and is amazed by Andy's beauty and dedication to making small stonework. This story has a first-person point of view, namely Red. So, the story that is conveyed aims to show harmony in human relations if they help each other and express sincere gratitude to each other.

(3-9) The price would be three beers apiece for my co-workers (p. 32)

The quotation above is about the moral value of relationships between human beings and others in the aspect of friendship. The plot, characters, setting, and point of view in this quote are still the same as in the previous quote. Andy didn't charge himself anything but asked for three beers for his friends who were working on the roofing. Andy is selfless and cares about his friends who are hot while painting the roof. Even though Andy experienced the same thing because he had the same job, Andy was not selfish. Hadley then agreed, even giving two beers to each worker. The author wants to say that if you sincerely help without charge, kindness will be rewarded more.

(3-10) The important thing was that he came to like Andy Dufresne very much, as most people did after a while (p. 45)

The quote above is about the moral value of the relationship between humans and others in the aspect of friendship and helping fellow humans. This plot is found halfway through the story. The narrative is set in Shawshank prison and the prison library where Andy helps Tommy get a high school diploma. Tommy needs the diploma to get a better life and also advice from his wife, so he is serious about studying. Tommy then regularly came to study at the prison library. Andy is happy to help Tommy get a diploma. This shows mutual respect and helping fellow human beings.

(3-11) All I can say is that he must have been one of the coolest men who ever lived (p. 81)

The quotation above is a moral value of the relationship between human beings and others in the aspect of respect. This plot is at the end of the story. The point of view of this plot is third person and Red is the narrator. The plot setting is in Red's prison cell who is still thinking about Andy's escape from prison. Red greatly respects Andy for his perseverance, intelligence, kindness, and hard work. Red says that he would be devastated if he was in Andy's position, but Andy still goes through the challenge. The message conveyed in this quote is that no matter how hard the challenge is, we must be prepared to face it with hard work and perseverance.

3.3 RELATIONSHIP BETWEEN HUMAN BEINGS AND GOD

From the novel, the researcher found some aspects of the Relationship between human beings and God in "Rita Hayworth and Shawshank Redemption chapter" in *Different Seasons* Novel. This value in the novel was:

3.3.1 TO OBEDIENT AND REPENTANCE

(3-12) We felt that the judgement had already occurred, and we would be willing to testify with the best of them that the rock would not hide us nor the dead give us shelter (p. 42)

The quotation above is the moral value of the relationship between humans and God in the aspect of obedience. This plot is at the beginning of the story. This quote also uses the first-person point of view, namely Red. This plot emerges when Red tells of Samuel Norton who becomes warden at Shawshank. The setting for this plot is Samuel Norton's office in the Administration Building. Samuel Norton is portrayed as a devout man by giving New Testament bibles to all inmates, Baptist Advent Church badges, and there are placards and wall embroidery relating to religion. One of them is an embroidery regarding the imminent judgment. Red explains that everyone who is in prison has experienced judgment. The message to be conveyed is that people who are in prison are a judgment that is taking place and convicts do not hesitate to give their testimony like other inmates without hiding anything because there is no shelter anymore.

(3-13) Well, why don't you just begin at the beginning?' the warden said, probably in his sweetest let's all turn to the 23rd psalm and read in unison voice. "That usually works the best (p. 50)

The quotation above is a moral value in the aspect of obedience. This plot is at the centre of the story where the conflict between Andy and Samuel Norton begins. The characters involved are Andy and Samuel Norton who are the head of the Shawshank prison. The plot is in first person where Andy wants to talk to Norton but doesn't know where to start. The plot is set in the Norton Offices of the Shawshank Prison Administration Building. Norton suggested reading Psalm 23 together, and Andy read it with Norton. Then Andy started talking about the story he got from Tommy Williams about the killer of Andy's wife. The atmosphere in this plot is tense because Andy previously learned of new testimonies about his case.

3.3.2 TO HAVE POSITIVE THOUGHTS

(3-14) Yes. I prepared for the hurricane. I knew how bad it looked. I didn't have much time, but in the time I had, I operated. I had a friend-just about the only person who stood by me-who worked for an investment company in Portland. He died about six years ago. (p. 60)

In this quotation, the writer finds the moral value of relationships between human beings and God in the aspect of having positive thoughts. This quote is found in the plot in the middle of the story. The characters involved are Andy and Red (Protagonist) who are in a conversation. The setting of this plot takes place at the end of October 1967 during the fall season located on the edge of a sports field filled with people exercising and talking with other inmates. The people who filled the field because they hadn't been to the field the previous week were gathered to listen to the World Series baseball game on the radio and heard that the team, they were supporting lost the game. Then Andy invites Red to chat and talk about what Red or Andy will do when he gets out of prison. Andy also talks about his dreams after getting out of prison and Red listens to Andy carefully. Red then reacts that Andy's dream requires a lot of money to achieve it. However, Andy remains optimistic to achieve his dream and is ready to face the worst to get the best. The story is seen from the first-person point of view of Red who sees that Andy is not depressed after spending time in solitary confinement and remains optimistic in realizing his life goals.

IV CONCLUSION

Based on the research conducted, this study concludes that there are moral values contained in the Rita Hayworth and Shawshank Redemption chapter in *Different Seasons* Novel. The type of moral value relationship between humans and other humans is the dominant type of moral value from others because there are six values with categories (a) To sense humankind and to be helpful to individuals, there are two values and, in the categories, (b) To be caring, respectful, harmony, friendship, compassionate, tolerant, and forgiving of others, there are four values. This type of moral teaches many things such as helping others, teaching what is not known, and working together to get things done.

Reading novels is an interesting activity and tends to be favoured by some people because it can fill spare time and reading novels can also help us increase knowledge about many things. Every novel always provides positive messages that need to be emulated by its readers in everyday life. By learning and having knowledge about moral values, readers will behave properly.

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