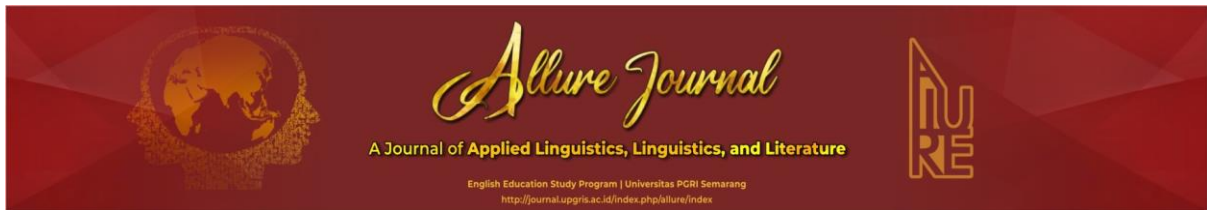




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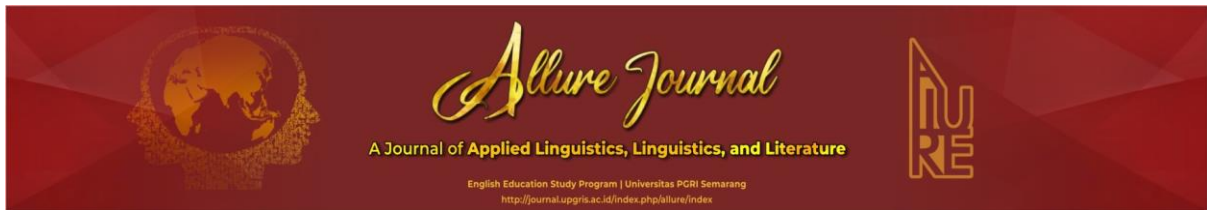
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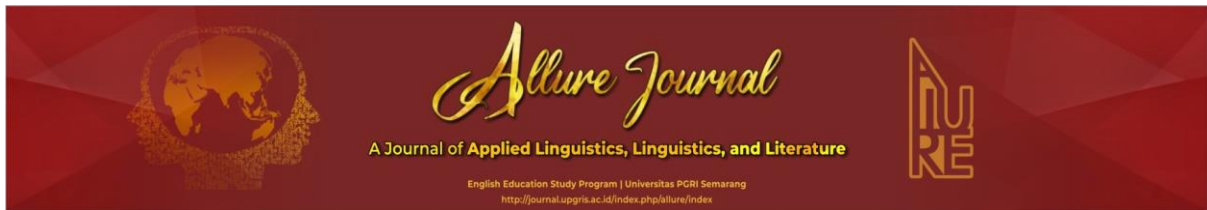


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Editor in Chief

Dr. Sukma Nur Ardini, S.S., M.Pd.

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## The Relationship between English Language Proficiency and Logical Thinking Skills

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### ABSTRACT

*The present study investigates the relationship between students' English language proficiency and their logical reasoning reflected by their performance in applying spreadsheet program. Since logical thinking is the basis of both using English language for communication and operating Microsoft Excel program, students can very likely show similar success in their performance while learning these two skills. The subjects were 67 students enrolled at a secretarial college in Surabaya, Indonesia. Data were collected from the students' scores of TOEIC international test and Computer II course focusing on Microsoft Excel. Means of the scores were calculated and the sets of data were analyzed to see if there was a significant correlation between them. The results showed that the students' English proficiency correlated significantly with their academic performance in computer. It can then be concluded that students with better logical thinking ability seem to be more successful in learning English as a foreign language.*

*Keywords: English language proficiency; logical thinking skills; TOEIC, Microsoft Excel*

### INTRODUCTION

English proficiency and computer skills are critical competencies for any business professionals. They are important tools which enable one to communicate with other people and to process jobs by making use of technology. As a matter of fact, both English language skills and computer skills require logical thinking. Logical reasoning will enable someone to learn and master them more easily, and also enable someone to perform better in those skills.

Language and thinking intricately intertwine, so language can be described as a tool of thought as well as a tool of communication. As such, language determines the way people think; on the other hand, the way people use language for communicating their ideas reflects the way they think. One way people use language in communication is to reason. To communicate convincingly people need to apply reasoning soundly. It is primarily with this use of language that logic is concerned. It is interesting then to find out how logical thinking relates to the success of learning and using a foreign language.

Logical thinking is also the basis in operating computer using spreadsheet. All the operating functions of Microsoft Excel, for example, are based on logic. Accordingly, students who are good at logical thinking may learn operating the Excel functions more easily. They should be more successful in the Computer course in learning Microsoft Excel.

For the above mentioned reasons, it is interesting to find out whether these two kinds of skills, English language skills and computer skills reflecting logical thinking, are also related during the process of learning, especially in a higher education like a secretarial college where both skills are the major skills required of the profession. The present study aims at investigating whether there is a significant correlation between students' English proficiency as shown by their TOEIC scores and their academic performance in computer as shown by their achievement of Computer II course.

## LITERATURE REVIEW

As human beings are growing up, they go through phases of development in both thinking and language. In many instances, people have a substantial amount of their thinking by involving the use of language. That is why language is regarded as a tool of thought and equally of knowledge and understanding.

### LANGUAGE, THOUGHT AND LOGIC

It is generally accepted that there is a close relationship between language and thought. Although this does not imply that thought is impossible in the absence of language, language is still considered the most efficient and best-developed means of conveying thought (Blackburn, 2017). People communicate, work and play all by means of language to understand and to be understood. On the contrary, it has to be admitted that thought is indispensable to using language to convey meaningful ideas in communication among people. Regarding the relationship between language and thought, Sam (2017) proposed that

... language is influencing thought or thought is influencing the language. The language we speak affects the personality and shapes the brain ... Language is able to "shape" our brains, beliefs and attitudes by changing the way we think and act. Thought is indispensable in language, since without thought on the part of speaker and hearer alike it is impossible to formulate sounds or combinations of sounds intended by the one to convey certain meanings and recognized by the other as bearing those connotations.

In broad sense we can identify language use in at least the following three functions (Kemerling, 2011). First, the informative use of language involves one's effort to convey some content. This kind of language use presumes that the content being conveyed is true, and this informative use of language becomes the focus of logic. Second, the expressive use of language intends to express certain feeling or to evoke some feeling from others. Though using language expressively, such as saying "Ouch!", does not actually express any information, it serves an essential function in human daily life because how people feel often matters as much as what people mean to be true. Finally, the directive use of language aims to make someone or to prevent someone from performing an action. Similar to the expressive use of language, using language for directive function is significant for human interaction but it is not always logically related to what people believe to be true; that is to say, logic is characterized as the study of truths which is based absolutely on the content or meaning of the language (Hintikka, 2019).



## LOGICAL REASONING

Logical reasoning is considered a vital element of critical thinking, one kind of higher order thinking skills and also a key skill in the twenty first century, which empowers someone to discover the truth in an assertion and to separate facts from opinions. Developing critical thinking requires the use of different kinds of reasoning to understand a situation, to analyze, evaluate, interpret or synthesize information in order to form an argument, to solve a problem or to reach a conclusion (Liu, Ludu & Holton, 2015; Bronkhorst et.al., 2020). Hence, improving logical reasoning skills is an essential part of developing higher order thinking skills (Zohar & Dori, 2003).

Logical reasoning can be divided into formal reasoning and informal reasoning. Formal reasoning is “characterized by rules of logic and mathematics, with fixed and unchanging premises” (Teig & Scherer, 2016, p. 1). When reasoning logically, people follow a set of rules that determine how they should reach conclusions. Informal reasoning is reasoning that needs to consider the situational context instead of simply applying the rules of logic. Bronkhorst et.al. (2020) proposed that logical reasoning may involve both formal and informal strategies since it should include the way of reasoning and the context.

A research on promoting higher-order thinking of science students through teacher questioning was conducted by Ong, Hart & Poh (2016). The results showed that teacher prompts assist the students to think reflectively. Bronkhorst et.al. (2021) explored developing students’ logical thinking by guiding them through various visual modes and formal representation. The findings indicated that the participants “easily link concrete situations to certain iconic referents, such as formal (letter) symbols, but need more practice for others, such as Venn and Euler diagrams” (p. 378). They also indicated that during the transition from concrete to symbolic through the iconic mode, the participants “take a step back to a visual representation, which shows that working on such links is useful for all students” (p.378). So far, there has seemed to be no study examining logical reasoning in relation to language proficiency and spreadsheet program operation.

## TOEIC ENGLISH PROFICIENCY TEST

Test of English for International Communication (TOEIC) is an internationally standardized test for non-English speaking people. As an English language proficiency test, it measures test takers’ functional language ability and practical language use instead of just the passive knowledge about the language. For that purpose, TOEIC addresses the ability to listen, speak, read and write English for communication in various everyday-life and workplace settings. Doing the TOEIC test, therefore, requires individuals to work with the form (grammatical and lexical aspects) of the language as well as the meaning (semantic and pragmatic features). The latter inevitably involves logical reasoning to result in appropriate and sound arguments.

TOEIC claims to have high reliability, validity and security in scoring process. This is supported by Schmidgall (2017) who pointed out that “TOEIC scores are consistent and reliable, and are not improperly influenced by factors unrelated to language ability” (p.7). In line with the claim, Ito, Ota & Kawaguchi (2002) indicated that the organizations utilizing TOEIC for different purposes are satisfied with the checklist linking concrete tasks to the TOEIC scores.

A few other studies on TOEIC test have been carried out but none of them examines the test with regard to logical thinking skills. Yoo & Manna (2017) investigated the use of CFA models to validate test score interpretation and assessed the factor structure of TOEIC Listening and Reading test. Oliveri & Tannenbaum (2017) who explored the insights into using TOEIC test scores for

human resources decisions were unsuccessful to get complete accurate pictures of different uses of TOEIC test scores. However, their research findings reflect the test user important segment. Zahruni, Fahmi & Pratolo (2020) examined Indonesian vocational students' perception of taking the TOEIC test and revealed that the students prepared for the test by self-learning, by having discussions with peers and by practicing online.

#### LOGICAL THINKING IN USING MICROSOFT EXCEL

Microsoft Excel is a software program used to create spreadsheets, that is documents in which data is specifically organized in row and columns so that it is simple to read and manipulate. It used widely in business for various kinds of jobs such as performing financial and statistical analysis (Liengme & Ellert, 2009), calculating employee working hours for payroll, keeping track of sales and expenses, creating charts to explain particular performance over time and making forecasts in order to predict trends. Because the spreadsheet program is a powerful analysis tool, the ability to use Microsoft Excel has frequently become a required skill not only for accountants or people working in finance but also in almost all types of professions like in legal, administration, education and scientific fields (Divisi et.al., 2017).

Operating the software requires someone to possess foundational technical knowledge of Excel; in addition, it needs the essential logical thinking skills to get the job done by forming the essential formulas and applying the appropriate functions. In Excel, a formula refers to an equation that performs calculations, returns information, tests condition and manipulates the values in a cell or in a range of cells (Microsoft, 2021). A function is a predefined formula available in the software. In short, a formula is any calculation in using Excel whereas a function is a predefined calculation. Some basic functions in Excel are SUM, AVERAGE, MAX, MIN, COUNT, AND, OR, and IF.

Excel also provides six logical operators to compare two values and the result of the comparison is either TRUE or FALSE. The six logical operators are: 'equal to' (=), 'not equal to' (<>), 'greater than' (>), 'less than' (<), 'greater than or equal to' (>=), and 'less than or equal to' (<=). In practice, the logical operators are commonly used together with Excel logical functions to perform more than one comparison in an Excel formula. For example, the formula "=AND (A3<10, B3>=5)" means that "the formula returns TRUE if a value in cell A3 is less than 10, and a value in cell B3 is greater than or equal to 5, FALSE otherwise". It is obvious that logical thinking is fundamental in working with excel for the step-by-step process of converting facts into raw data, filtering or formulating the data before creating meaningful information, and finally analyzing and executing the meaningful information for a specific purpose.

There have been few studies conducted in relating the application of Excel software program and logical thinking. Bernard & Senjayawati (2019) investigated the improvement of junior high school students in understanding mathematics using Visual Basic Application for Microsoft Excel. They found that there was a significant improvement in the students' ability and there was also a moderate association between their self-confidence and mathematical comprehension skills. A similar study involving primary school students was carried out by Rohaeti, Fitriani & Akbar (2020). They pointed out that students showed higher achievement in ethnomathematical contents after learning using an interactive model with Visual Basic Application for Excel. Narra et.al. (2021) examined the impact of logical arithmetic knowledge on technological knowledge of third year students majoring in Mathematics. The participants were asked among others to use Microsoft Excel to exhibit their analytical skills. The research findings showed that the students' knowledge

of logical arithmetic and their knowledge of technology did not correlate significantly. In another recent study, Yousef (2021) has made a preliminary overview on the improvement of Arab college students' critical thinking skills. The participants joining the Mathematic course were assigned a project requiring them to perform a series of skills, one of which is by using Microsoft Excel to prepare personal budgets. The results indicated that there was a significant improvement in all areas of the students' critical thinking skills.

## METHODOLOGY

The subjects of this study were 67 students of a Secretarial college in Surabaya, Indonesia. The students took Computer II course in the second semester of their study. In the previous semester, that is the first semester, the students had taken and passed Computer I course in which they learned about the basics of computer operations and operating Microsoft Word program. Computer and English subjects are considered major subjects in the curriculum of the study program. There are five Computer subjects allocated in the first until the fifth semester. English is learned in different subjects such as Structure, Reading, Listening, Business Correspondence (writing) and Business Communication (speaking), throughout the whole semesters (semester one till six) in the study program.

The data of this study were collected from the students' scores of Computer II course and TOEIC international test. The Computer II scores were the final scores of Computer II course comprised of examination and assignment scores. The TOEIC scores were the scores of TOEIC International test with the institutional schedule, which was obligatory for the students to take after the third semester of their study. Both the scores of Computer II course and TOEIC used for this study were the students' first scores, not the scores of retaken tests.

After the data were collected from the final scores of Computer II course and the scores of TOEIC test, means of the scores were calculated. The sets of data were then analyzed using SPSS Statistics program to see whether there was a significant correlation between them.

## FINDINGS AND DISCUSSION

The mean scores of the TOEIC test and Computer II course are shown in Table 1 and Table 2 below. Table 1 indicated that, from the TOEIC score range of 10-990, the lowest score was 190 and the highest score was 825. This showed that the subjects of this study had a very wide range of difference in their English proficiency, with the mean score of 536. The mean score reflected that in average the subjects' English proficiency can be mapped on CEFR B1 Level, or the threshold or intermediate level (Educational Testing Service, 2015), and slightly over the target score (500) as required by the institution.

TABLE 1. Means of TOEIC Scores

	<b>N</b>	<b>Minimum</b>	<b>Maximum</b>	<b>Mean</b>	<b>Std. Deviation</b>
<b>TOEIC Scores</b>	67	190	825	536.04	126.481
<b>Valid N (listwise)</b>	67				

Table 2 also indicated a wide range of score difference for the computer subject, with the mean score of 63.

TABLE 2. Means of Computer Scores

	<b>N</b>	<b>Minimum</b>	<b>Maximum</b>	<b>Mean</b>	<b>Std. Deviation</b>
Computer Scores	67	19	91	63.01	15.556
<b>Valid N (listwise)</b>	67				

As seen in Table 3, the Pearson correlation between the TOEIC scores and the Computer scores indicated a strong degree of correlation (0.794). The scatter plot showed that almost all subjects who scored higher in Computer also scored higher in TOEIC test.

TABLE 3. Correlation of TOEIC and Computer Scores

		TOEIC Scores	Computer Scores
TOEIC Scores	Pearson Correlation	1	.794**
	Sig. (2-tailed)		.000
	N	67	67
Computer Scores	Pearson Correlation	.794**	1
	Sig. (2-tailed)	.000	
	N	67	67

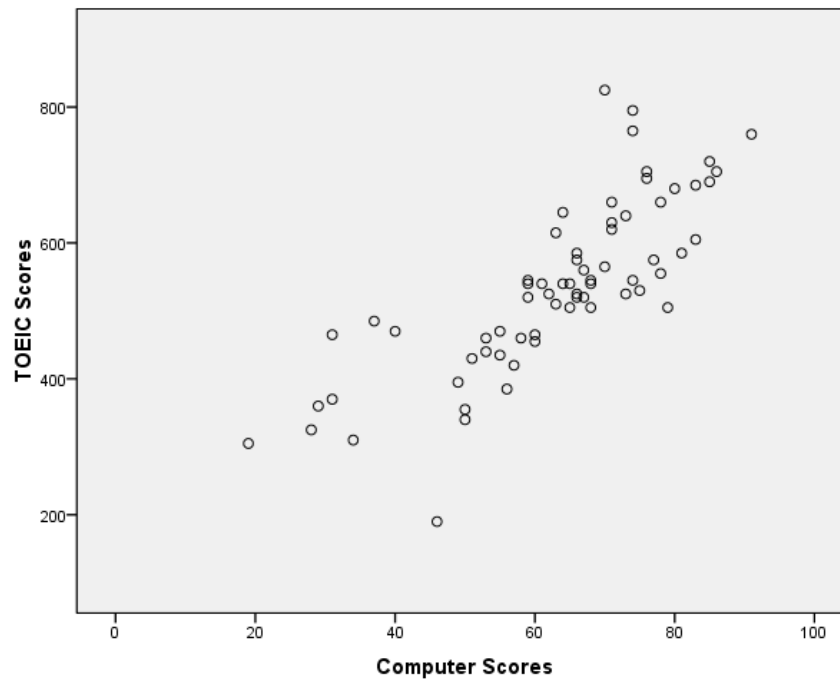


FIGURE 1. Scatter Plot of Pearson Correlation of TOEIC and Computer Scores

Based on the results of the data analysis it could be concluded that the students' English proficiency correlated significantly with their academic performance in computer. The students with better logical thinking as indicated by their Computer II final scores significantly performed better in English as shown by their TOEIC scores.

## CONCLUSION AND RECOMMENDATION

The findings of the present study indicated that the students' English proficiency correlated significantly with their academic performance in computer. In other words, it can be concluded that students with better logical thinking ability seem to be more successful in learning English as a foreign language. This could be due to that people with strong logical thinking can more easily understand and master the rules of the English language. As a result, they are more capable of using the language for communication.

This study made use of the final scores of Computer II subject to indicate the students' logical thinking ability. The scores are the results of achievement tests, namely the mid-semester and final-semester tests, as well as assignment grades of Computer II subject. The nature of an achievement test is obviously different from that of proficiency test. Therefore, it is suggested that future research in the similar field is done using proficiency tests for both the English proficiency and the logical thinking ability. In addition, it is necessary to take into account that this study has the following particular features: (1) the study is tightly embedded in the research setting and its unique educational contexts, and (2) the subjects are students of Secretarial major with English and Computer as the core subjects. Given these limitations, the findings and interpretations should be carefully generalized to other research contexts. The experiences and attitudes of these students might be different from those of other non-English majors students at other institutions. The

research results might also be influenced by such factors as individual differences in students' personal traits, learning styles and the learning environment. These factors need to be considered in any similar future research.

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## Portrayals of Power in Suzanne Collins' *The Hunger Games* and Veronica Roth's *Divergent* Novels: A Comparative Study

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### ABSTRACT

**Abstract.** This research aims to compare power aspects portrayed by the main character in *The Hunger Games* and *Divergent* novels and see the similarities and differences between those two novels. The object of this research is Suzanne Collins' *The Hunger Games* and Veronica Roth's *Divergent* Novels. The researchers use descriptive qualitative as the method of the study. The researchers used Karlberg's (2005) theory to conduct this research. The researchers classified the characteristic of power into Power as Domination (there are 5 types) and Power as Capacity (there are 4 types) to get the data. The other elements that help the researchers easier to collect the data that can be compared are using the novel's intrinsic elements. The result shows Katniss (*The Hunger Games*) and Tris (*Divergent*) as the main character, they have power on some points. Some points of the power from those novels have similar portrayals such as Power as Domination in Position, Power as Domination in Knowledge, Power as Domination in Experience, Power as Domination in Gender, Power as Capacity in Anger, Power as Capacity in Bravery, and Power as Capacity in Disappointed. Few points show if those two books have different portrayals, such as the point of Power as Domination in Age and Power as Capacity in Worrying. So, based on the research and the result shown, *The Hunger Games* and *Divergent* are thought of as the same novels because some power portrayals from those novels are similar.

**Keywords:** *Comparative Study, Divergent, Domination, The Hunger Games, Power*

### INTRODUCTION

Many social issues like feminism, gender discrimination, rebellion, different ideologies were raised into a story. Not forgetting that the issue of power is also raised in the story. One social issue called "power" gives impacts on many things, either in our minds, our perspective, or our life. According to Robert A. Dahl's definition, power defined in terms of a relationship between people and is expressed in simple symbolic notation (Lukes, 2015). From that definition was developing a statement of power comparability or the relative degree of power held by two or more persons. There is also Friedrich Nietzsche, one of the most significant figures in early theories of

power who introduced “The Concept of The Will to Power, or the ambition to achieve one’s desires” (Soll, 2015). Those was a few ways to describes power.

Hancock (2006) defines literature as written work, it can be of fiction and non-fiction in which the progress and compositional excellence in the art of writing are higher priorities than are considerations of profit or commercial attraction. Like the social issues mentioned above are mostly raised into a story either through songs, films, or literature. In this research, the researchers will discuss the issue called power raised in literature. Literature has a definition as a body of written works. This name used to describe “the imaginative works of poetry and prose distinguished by the intentions of their authors and the excellence of their execution” (Encyclopedia Britannica, Micropedia). Meanwhile, in most cases, Klarer (2004) said literature called as a representation of the whole, “written expression, with the restriction that not every written document can be categorized as literature in the more exact sense of the word.” (Klarer, 2004)

The researchers use the novel as the object of research. The novel is a narrative text of prose with a long shape that including some figures and fictional events. There are intrinsic elements of a novel such as a theme, setting, characterization, plot, point of view, etc (Nurgiyantoro, 2015). Meanwhile, Encyclopedia Britannica defines a novel as” an invented prose narrative of a great length and a particular complexity that imaginatively relates to human experience, usually, the event delivers through a connected sequence of events involving a group of persons in a specific setting.” (2021)

For this research, the researchers choose two novels. The first novel is a novel written by American writer Suzanne Collins’ *The Hunger Games*. Based on Wikipedia, *The Hunger Games* is a 2008 dystopian novel and this is the first book of the trilogy novels. The first published of the book in hardcover in the United States on September 14, 2008, by Scholastic, featuring a cover designed by Tim O’Brien. This novel is narrated by a 16 years old girl that lives in the future, post-apocalyptic nation of Panem in North America, named Katniss Everdeen. *The Hunger Games* has been translated into 26 languages, and publishing rights have been sold in 38 territories. This novel is the first in *The Hunger Games* trilogy, followed by *Catching Fire* (Collins, 2009) and *Mockingjay* (Collins, 2010). This novel won many awards, which includes the California Young Reader Medal. Because of many achievements, this novel named one of Publishers Weekly's "Best Books of the Year" in 2008.

The other book that used by the researchers entitled *Divergent*. This book was written by the novelist named Veronica Roth as her debut novel. It published by Harper Collins Children's Books in 2011. Based on Wikipedia, this novel is the first of the *Divergent* trilogy followed by *Insurgent* (Roth, 2012) as the second book, and the last is *Allegiant* (Roth, 2013). The *Divergent* is a series of young adult dystopian novels set in a Divergent Universe. This novel portrays a post-apocalyptic version of Chicago. As the first book of Veronica Roth’s, it has been sold more than 32 million copies worldwide. This novel also won as the Favorite Book and Best Young Adult Fantasy & Science Fiction Book in Goodreads Choice Awards 2011.

Using those two books, the researchers will use a comparative approach to analyze the problem of the study. Based on D’haen, Domínguez, & Thomsen (2012: 57), *comparative literature is a field of academics dealing with the literature of two or more different linguistic, cultural, or nation groups* (Sangia, 2018). However Remak (Wahyudi, 2008) states that "Comparative literature is a literary study that gets through the boundaries of a country as well as the relationship between literature and the field of other knowledge and beliefs". *In simply way to conclude the meaning of comparative literature is the comparison between one literary work*

with other literary works (regardless of whether the comparable literary works are world literature, general literature, and universal literature) which aimed to search for differences, similarities, or unity between one literary work and other literary works (Budiman & Listyarini, 2017). By using the approach, the researchers will compare the power aspect portrayed in Suzanne Collins' *The Hunger Games* and Veronica Roth's *Divergent* novels.

The researchers chose those books because both books have the same genre that is a young adult and dystopian book. By seeing the story inside the book, the researchers interested in that story. Each novel has the author's own style of the story even though they are in the same genre. After reading it, the researchers found one thing that could be compare because it is rather similar, that is power. In Suzanne Collins' *The Hunger Games*, the power aspect was portrayed well inside the novel, in Veronica Roth's *Divergent* the power also portrayed well. The researchers using a comparative approach to compare that. To know more about that thing, the researchers will discuss it in this research. So, the researchers decide those books and defines the power as an aspect that would be compared between those two books.

## LITERATURE REVIEW

In literature review, the researchers provide an explanation of the previous research has been done by the other researcher. As the researchers know, there is no research that use Comparative Approach to *The Hunger Games* and *Divergent* novels like the researchers used in this research. Even though *The Hunger Games* and *Divergent* novels are mostly used as the object of research but implement the Comparative Approach in those two novels it would be the first time. In this part, the researchers will show the previous research that published.

The first previous research by Ismail Tahir (2017) from Malang State University entitled "*The Concept of Power In Suzanne Collins' The Hunger Games*". Ismail's thesis discussed "How the power in Suzanne Collins' *The Hunger Games*" is and aimed to identify the meaning of each power characteristic found in that novel. He used Marxist criticism as an approach to seek how the concept of power is categorized based on Karlberg's theory of the characteristic of power called the power as domination and power as capacity. As the result of the thesis, it shows if Marx's perspective through the concept of power capacity is caused by power domination. Then Marx's perspective about power domination not only occurs between upper and lower class but it also occurs among the lower class.

Literature has many kinds of works. So, it is undeniable that there will be similarities or differences in work. Even if in a work appear the similarities with another work, we still can search what is the differences between that work with another work. From that thing, we can do a comparison to see either the similarities or differences in the one and other works. However, according to Sahin (2016), comparative literature today embraces 'comparative cultural studies' that have borrowed some elements (theories and methods) from comparative literature as the argument of Totosy de Zepetnek in his article "From Comparative Literature Today Toward Comparative Cultural Studies".

He describes "Comparative Cultural Studies" as an approach with three areas of theoretical content, "1. To study literature (text and/or literary system) with and in the context of culture and the discipline of cultural studies; 2. In cultural studies itself to study literature with borrowed elements (theories and methods) from comparative literature; and 3. To study culture and its composite parts and aspects in the mode of the proposed "comparative cultural studies" approach instead of the currently reigning single-language approach dealing with a topic with regard to

its nature and problematics in one culture only. This research will compare based on the portrayals of the ideas, the portrayal of how the character response to the condition that faced by them in the story, and the character's act under several circumstances.”

## METHODOLOGY

This study applies descriptive qualitative research method with the one unit of analysis on this research that is power aspects to get the similarities or differences between Suzanne Collins' *The Hunger Games* and Veronica Roth's *Divergent* novels. Using the power aspects that are portrayed in the novel which deliver how the main character in the story are fights to achieve their goals and keep alive under the government control, the researchers collected the data about power aspect. The technique to do data collection by reading the text of the novel by close reading and sees the idea related to the problem investigated. Then giving more attention to the data such as the sentences, words, that describe or show the power, the action in the novel was written. After reading more in detail, the researchers analyze and categorizes what kinds of power that portrayed by the main character in Suzanne Collins' *The Hunger Games* and Veronica Roth's *Divergent* novels.

Tahir (2017) has a concept of power by using the theory from Karlberg (2005) about the characteristic of power that consists of power as domination and power as capacity, then he used the Marxist Criticism towards the domination and capacity power. Then here is the concept of power by Tahir that used by the researchers. The power divided into like this:

A. Power as Domination.

There are 5 types of Power as Domination:

1. Power as Domination in Position
2. Power as Domination in Knowledge
3. Power as Domination in Experience
4. Power as Domination in Gender
5. Power as Domination in Age

B. Power as Capacity

There are 4 types of Power as Capacity:

1. Power as Capacity in Worrying
2. Power as Capacity in Anger
3. Power as Capacity in Bravery
4. Power as Capacity in Disappointed

After collect the data that had been found from Suzanne Collins' *The Hunger Games* and Veronica Roth's *Divergent* novels, then filter which data would be used to be compared. Next, compare the power aspect that had been found and selected from both novels to get the results if the novels from Suzanne Collins' *The Hunger Games* and Veronica Roth's *Divergent* are similar or not in the portrayals.

## FINDINGS AND DISCUSSION

This part provides the comparison results of the power portrayals between Suzanne Collins' *The Hunger Games* and Veronica Roth's *Divergent* novels. Below is the overall result after comparing the data from those novels.

NO	Power	Result
1.1	Power as Domination in Position	<b><i>The Hunger Games</i> and <i>Divergent</i> have similar portrayals, both protagonists have power in this point.</b>
1.2	Power as Domination in Knowledge	<b>The protagonists from <i>The Hunger Games</i> and <i>Divergent</i> novels have power in this point. Both novels have similar portrayals about this point.</b>
1.3	Power as Domination in Experience	<b>Power as Domination in Experience, both protagonists have power on this point and those novels have similar portrayals.</b>
1.4	Power as Domination in Gender	<b>Power as Domination in Gender point, both protagonists have no power on it and the portrayals of that point are similar.</b>
1.5	Power as Domination in Age	<b><i>The Hunger Games</i> and <i>Divergent</i> novels have different portrayals of this point. Katniss has power at Power as domination in age, but Tris not.</b>
2.1	Power as Capacity in Worrying	<b>Both protagonists have power on point Power as Capacity in Worrying but from these two novels have different portrayals.</b>
2.2	Power as Capacity in Anger	<b><i>The Hunger Games</i> and <i>Divergent</i> novels, both protagonists have similar portrayals and they have power in Power as Capacity in Anger.</b>
2.3	Power as Capacity in Bravery	<b>Protagonists from <i>The Hunger Games</i> and <i>Divergent</i> has power of Power as Capacity in Bravery and those both novels have similar portrayals.</b>
2.4	Power as Capacity in Disappointed	<b>In this point, both protagonists have power. <i>The Hunger Games</i> and <i>Divergent</i> novels have a similar disappointment portrayal.</b>

The result of this research is the novel has many portrayals about the life aspects. For example, *The Hunger Games* and *Divergent* novels that can show many powers can affect their life, even in social aspect or maybe political aspect. Like in the novel, it shows someone's position can affect in how they act to others around her or even how other will acts towards them. Then, someone's age. Someone ages can affects how they treat others around them, how they are looking at people around them, and many more that can makes someone's age has a power. The other thing that makes someone feels more powerful is gender. Gender differences greatly affect how people act towards the opposite sex. Mostly the male will feel more powerful than female. So, they mostly think if they underestimating the opposite sex is a common thing and nothing wrong by doing that thing. That proven in this discussion part of this research. There is other thing can give someone's power is knowledge. That also can make someone have power if they have a good knowledge.

Experience also works like that. If someone's got more experience, they will be expert in certain things. It can make them know how to act well in certain condition. Another point of power besides domination is capacity. Someone's capacity also relates to someone's act in socializing, it has a correlation. This research mentioned capacity in worrying, bravery, anger, and disappointment. Each capacity has a different impact on someone's mind, heart, and living. Those are called power. Power takes many forms and impacts someone's life in different ways. As the theory from Karlberg (2005) that analyzed the characteristic of power which consists of power as domination and power as capacity. Below is the more explanation about the terms of overall data above. The researchers will explain the data one by one into the description below.

## 1. Power as Domination

Power as Domination describes the domination in several things that mostly focused on social and political theory.

### 1.1 Power as Domination in Position

As the researchers mentioned before, the protagonist of *The Hunger Games* novel is Katniss because Katniss is the main character who is so brave and powerful that wants to protect her sister. On the reaping day for *The Hunger Games* festival, Katniss's sister name, Prim was chosen. Katniss cannot believe from many names inside the glass ball, her sister was chosen. As the researchers mentioned before about the rules of The Hunger Games, every district must send a boy and a girl that chosen to be the tributes. So, as a big sister who wants to look after her little sister from a dangerous thing, Katniss sacrifices herself replacing her little sister to be the tributes from District 12. Below is the quotation from when Katniss volunteered herself before letting her sister be taken to the stage. After she said that, the escort of District 12 letting her come to the stage.

"I volunteer!" I gasp. "I volunteer as tribute!" (Collins, 2008: 22)

From the quotation above, we can see that Katniss has power over how she dominates the reaping event. She became the main focus of the event.

As the researchers mentioned before, District 12 is the poorest district where the protagonist lives, and the poorer people more possible to be the tribute for the Hunger Games that held by The Capitol. Then, when the Hunger Games begin, Katniss was looked for by the other tributes. They want to kill Katniss because she is a tough rival and they feel threatened by her existence. So, if they can kill Katniss, they have more possibility to be the winner of the Hunger Games. Below is the quotation when the other tributes found Katniss. Katniss seems hopeless because she had been found by the other tributes but they cannot kill Katniss because she was on the high tree. They cannot climb a high tree as Katniss did. Katniss saw a murderous aura appear on their faces.

"This could be it, I think. What chance do I have against them? All six are there, the five Careers and Peeta, and my only consolation is they're pretty beat-up, too. Even so, look at their weapons. Look at their faces, grinning and snarling at me, a sure kill above them. It seems pretty hopeless. But then something else registers. They're bigger and stronger than I am, no doubt, but they're also heavier." (Collins, 2008: 181)

"Here, take this, Cato," says the girl from District 1, and she offers him the silver bow and sheath of arrows." (Collins, 2008: 182)

Above is the proof of how the other tributes trying to kill Katniss even Katniss stay on the high tree. Initially, Katniss does not know if she was being hunted by a group of tributes. She just runs away in the Hunger Games arena and hiding from the other tributes without killing others. Then she suddenly understands after that group brings Peeta with them as a prisoner. They used Peeta to easier their way to find Katniss. So, after they kill Katniss and she died, they can win easily.

While in the *Divergent* novel, Beatrice or Tris is the protagonist. She is the protagonist because she is the main character of the story that so braves like it is shown in the quotation below. She said that she can't be controlled even though she is a Divergent.

"I am Divergent. And I can't be controlled." (Roth, 2011: 442)

Another portrayal of Tris that dominant is when she joins her new faction, Dauntless. Like the researchers mention in internal conflict of Tris, Tris was moved from the Abnegation into Dauntless and she must work so hard to be the member. As a new initiate, she did her best in many training that held by the Dauntless leader to makes her become the Dauntless member by having a good rank. But the other initiates feel threatened by her good ability that makes her got the high ranks than others. Like the quotation below shows how Peter feels threatened by Tris that has a higher rank than him. He is upset if he was outranked by Tris.

"Peter turns slowly, every limb infused with tension. A glare would have been less threatening than the look he gives me—a look of pure hatred. He walks toward his bunk, but at the last second, he whips around and shoves me against a wall, a hand on each of my shoulders."

"I will not be outranked by a Stiff," he hisses, his face so close to mine I can smell his stale breath. "How did you do it, huh? How the hell did you do it?" (Roth, 2011:267)

From the explanation above, the classification as the Power as Domination in Position shows the data from *The Hunger Games* and *Divergent* have similar portrayals, both protagonists have power in that point. Actually, the position is the thing that shows how someone will act in society also as a thing to see how someone's role in society. So, we can conclude if everyone can be dominant everywhere. It not just by having a higher position to be dominant but their position in a group can also be the dominant one. Like Katniss and Tris. Even they do not have a higher position, their existence with a good ability and their strength can make others worried, threatened, and afraid with their existence around them.

## 1.2 Power as Domination in Knowledge

Next, a classification Power as Domination in Knowledge. Knowledge can affect someone's act. It means, if someone has more knowledge or better education, it will affect how they will act, or maybe it would be a chance for them to give orders.

In *The Hunger Games* novel, Katniss knows some things about Hunger Games event and all inside the arena because she already sees the Hunger Games event before in the television. The Hunger Games event was airing every year. As someone with that knowledge, Katniss warns herself to understand the situation and be careful with the environment around the arena. Based on Katniss's knowledge, after she understands the situation, she won't act recklessly. Below is the proof on how understands Katniss with the Hunger Games event. There must be many bizarre animals like it is shown in the quotation below and the explanation about the Hunger Games arena before.



“But these are the Hunger Games, and ordinary isn’t the norm. More likely they will be one of the Capitol’s mutations, tracker jackers. Like the jabberjays, these killer wasps were spawned in a lab and strategically placed, like land mines, around the districts during the war. Larger than regular wasps, they have a distinctive solid gold body and a sting that raises a lump the size of a plum on contact. Most people can’t tolerate more than a few stings. Some die at once. If you live, the hallucinations brought on by the venom have actually driven people to madness.” (Collins, 2008: 185)

The other portrayals of how knowledgeable Katniss in the story is when she helps Peeta (The male tribute from District 12) that injured. Before the games begin, Katniss worried if she would be killed by Peeta. But in the middle of the Hunger Games, the Game makers changes the rule and said if the game can be win by the tributes from the same district that standings together until the end of the game. So, the tributes who are still alive in the arena can fight together until the game over with their partner from the same districts. That is why Katniss looking for Peeta around the arena to stand together. Then she meets Peeta with injured condition like that. Below is the quotation when Katniss lets Peeta wash himself to know which part of him that injured. So, she can treat Peeta’s injury based on her knowledge.

“Let’s get you in the stream, wash you off so I can see what kind of wounds you’ve got,” I say. (Collins, 2008: 253)

From the explanations about the point of Power as Domination in Knowledge in The Hunger Games novel, we can see if Katniss has power in that point. She has good knowledge that can make her can survive when she was in the Hunger Games arena. Even she can help her partner from the same tributes when the rules of the Hunger Games changes.

Then about *Divergent*. Tris from *Divergent* novel has good knowledge. She knows what she will do in an urgent situation. Like the researchers mentions in the external conflict before if Jeanine plans a war towards the Abnegation. Jeanine used the orange serum that injected to the Dauntless members. After the serum injected, she controls their brain to follow what she ordered which means attacking the Abnegation. At that moment, all the Dauntless already sleepwalking because of that serum but the serum does not work for Tris and Four because they are Divergent. So, Tris with Four trying to help Tris’ parents from that war. But in the way they were helping Tris’ parents, Eric found if they were not affected by the serum. Eric arrests Tris and Four. Then Jeanine knows that thing and Four arrested to be her specimens for the special Divergent serum. Meanwhile, Tris was saved by his mother and they escaped from there. On the way they were escaping, Tris’ mother was killed, and then she runs alone to the safe place. In the safe place, there are her father and brother, also Marcus Eaton (Four’s father). Tris thinking about how to fix the mess. Then she leads them to escapes from the city and makes a strategy to end the war. Tris brings her father, her brother, and Marcus Eaton to the Dauntless’ place because she believes with Jeanine’s statement that she will bring Four into the control room. Then she goes to the control room to destroy the data. Below is the quotation that shows how Tris realized Jeanine’s plans, then she goes to the control room and destroys that.

“It’s...” I frown. Jeanine. Jeanine was talking about something important when Tobias and I came into her office, important enough to hang up on someone. You can’t just leave it undefended. And then, when she was sending Tobias away: Send him to the control room. The control room where Tobias used to work. With the Dauntless security monitors. And the Dauntless computers. “It’s at Dauntless headquarters,” I say. “It makes sense. That’s where all the data about the Dauntless is stored, so why not control them from there?” (Roth, 2011: 453)

After knowing that, Tris, her father, her brother, and Marcus goes to the Dauntless headquarters. She is the one who knows all about Dauntless. So, she can lead and ordered others to follow her plans. Below is the proof on how Tris leads them because of her knowledge about Dauntless place.

““Dad, you go,” I say, stepping back so he can stand by the edge. If he and Marcus go first, I can time it so they have to jump the shortest distance. Hopefully Caleb and I can jump far enough to make it, because we’re younger. It’s a chance I have to take.”

“The train tracks curve, and when they line up with the edge of the roof, I shout, “Jump!” My father bends his knees and launches himself forward. I don’t wait to see if he makes it. I shove Marcus forward and shout, “Jump!”” (Roth, 2011:458)

The explanation above shows Tris has a good knowledge that can make her has power to leads other people. The more knowledgeable someone, the more suggestions or advice they are giving to others. Although sometimes their advice sounds like an order. So, based on the data from *The Hunger Games* and *Divergent* novels, both have similar portrayals about the point of Power as Domination in Knowledge. The protagonist has power in this point.

### 1.3 Power as Domination in Experience

Third, classification Power as Domination in Experience. Experience is a part of someone’s life because it was a thing that happened in someone’s life. Everyone will have different experiences, it would be the various experiences.

In *The Hunger Games* story, Katniss has more experience in how to protect her little sister than her mother. Katniss is a protective sister that always does everything to keep her sister safe. So, Katniss told her mother to help her by protecting her little sister and never leaves her because she can’t do that when she joined the Hunger Games event. Below is the quotation that shows Katniss reminded his mother to not leave Prim (Katniss’s little sister). They must protect themselves and they must endure difficult circumstances when there was no Katniss with them. They have to get through that time. Even that also a hard time for Katniss until her voice sounds into a shout when she talked to her mother for the last time before she left District 12.

““Well, you have to help it this time. You can’t clock out and leave Prim on her own. There’s no me now to keep you both alive. It doesn’t matter what happens. Whatever you see on the screen. You have to promise me you’ll fight through it!” My voice has risen to a shout. In it is all the anger, all the fear I felt at her abandonment.” (Collins, 2008: 35)

There is also a quotation show how Katniss full of experience in hunting in the forest. Like Katniss did in District 12, she did hunt to fulfill her life with her family. In the Hunger Games arena, she also needs to hunt in the forest. She hunts to get the animal to eat. Below is the proof of how Katniss hunting and warns Peeta to move quietly so the rabbit can be caught.

““You’ve got to move more quietly,” I say. “Forget about Cato, you’re chasing off every rabbit in a ten-mile radius.” “ (Collins, 2008: 314)

Unlike in *Divergent*, someone who has experience is more likely to tell it to other people, so that person knows and is able to learn from his experience. Because that experience is very useful for the safety of other people's lives or maybe someone's future. Like Four (Dauntless Instructure) that has more experience about *Divergent*. He told Tris anything about being *Divergent*. Instead of being a dominant one because he knows more about *Divergent*, four just explained that thing to Tris to make sure after Tris knows that information, it can make her more careful with her act and

everyone around her. Tris being a dominant one because she has experience with using the gun in the moment of Erudite using the Dauntless to attack the Abnegation. Tris is the only one who can use the gun well when she helps her father, her brother, and Marcus Eaton to escape from the attack moment. So, she lets others follow her after she killed the enemy near there. Below is the proof of how Tris's experience can help her life and others.

"I look like I have experienced something powerful." (Roth, 2011: 225)

From Tris's experience, she has power on the point of Power as Domination in Experience. She can lead others to follow her instruction and her experience can help others to keep alive. So, the point of Power as Domination in Experience, both protagonists have power on that point and those novels have similar portrayals on how their power can let others act like they were ordered.

#### 1.4 Power as Domination in Gender

Gender differentiates the existing rules. Like women and men have different rules and privileges. Like the quotation from *The Hunger Games* novel shows how Peeta (male) responds toward Katniss (female) to not be superior. It shows the contradiction if women better to not be superior. In this point, Katniss has no power domination. It shows by the quotation below when Peeta responds like that to Tris after she said: "It's lovely if only Peeta could frost someone to death".

"Don't be so superior. You can never tell what you'll find in the arena". (Collins, 2008:96)

From quotation above, it shows how female gender seems has no power domination in front of a man. A man will feel they have more power than woman.

Meanwhile *Divergent* quotation shows that Peter (male) underestimating Tris (female). Even he stated he will go easy on Tris if she is cry. It shows how harsh a male underestimating the opposite sex. Below is the quotation when Peter (The new initiate that hates Tris), underestimating Tris.

"You okay there, stiff? You look like you're about to cry. I might go easy on you if you cry." (Roth, 2011: 109)

From the explanation above, both data show responses from the opposite sex and both indicate that someone of the male gender felt superior and ultimately underestimated the opposite sex. As if it would be better for her not to behave strangely and or better show her weak side. By doing so it means that a woman is weak, a woman does not deserve to be strong and masculine because it is felt that only men are worthy of that. So, in Power as Domination in Gender point, both protagonists have no power on it and the portrayals of that point are similar. That is the female gender has no power and the male gender is the dominant one who feels only them that have power instead of female.

#### 1.5 Power as Domination in Age

Age can influence someone's roles and acts in society. The older someone, the more acted like a senior they are. Like in *The Hunger Games* novel, Katniss is older than her little sister. Katniss let Prim go from the reaping ceremony because she doesn't want her little sister being the tributes of District 12. It means as an older person, she orders someone to do her command. She feels okay to command her sister to let go because she is older than her. Below is the quotation on how Katniss

let Prim go from there because she wants to protect her sister and she can't let Prim being the tributes for The Hunger Games. Then Katniss sacrifices herself and she doesn't want to cry.

““Prim, let go,” I say harshly, because this is upsetting me and I don't want to cry”  
“A warning bell goes off in my head. Don't be so stupid. Peeta is planning how to kill you, I remind myself. He is luring you in to make you easy prey. The more likable he is, the more deadly he is.  
“(Collins,2008:72)

On the other hand, *Divergent* shows that Tris's anxiety for her family made her even more courageous to do everything for her family. Although actually that act also endangered herself, she thinks more about her family than her own self. Below is the quotation when Tris monologues to herself that she is trying to warn her family, but she doesn't know how to do that because she can't easily go from Dauntless to the Abnegation though.

“I have to warn my family about the war the Erudite are planning, but I don't know how. I will find a way, but not today.” (Roth, 2011:379)

Tris cannot avoid the war that happened to the Abnegation. Like the researchers explain before in the intrinsic elements about faction, people who left their last faction can't go back to that faction. The relationship between her recent faction and their last faction made them can't easily going anywhere to the other faction place. That is the rules that everyone must obey.

From the explanation above, we can see the person's capacity for anxiety is different, some are worried about themselves and some are more worried about others, especially their families. So, both protagonists have power on point Power as Capacity in Worrying but from these two novels have different portrayals.

## 1.6 Power as Capacity in Anger

About the category of Power as Capacity in Anger. The context of anger here is when someone gets angry about something, this means that someone has a strong feeling which makes him/her want to hurt others. It has the same meaning as someone will be angry when they are asked about something hurtful or unfair that happened to them (Tahir, 2017). Those two novels have similar portrayals at this point. The protagonist has power in this point.

Like the data from *The Hunger Games* novel. Katniss is angry when others ask about her past because she thought her past was matter. So, no one deserved to know about that precious memory from Katniss. That happened when Katniss asked by Caesar (The Hunger Games' host). When she was in danger or threatened, she wouldn't say anything easily. Below is the proof on how hard Katniss keep her story hide from others, it is hard for Katniss let other know about her story.

“They're already taking my future! They can't have the things that mattered to me in the past!” (Collins, 2008:117)

The other portrayals of Power as Capacity in Anger from the Hunger Games novel are the moment when the President Snow giving the crown to the victory. Like in the external conflict that mentioned by the researchers before, President Snow kept his eye on Katniss until she feels strange with President Snow. She held her anger even she feels uncomfortable with that.

“There’s just one crown, though, and you can hear the crowd’s confusion — whose head will he place it on? — until President Snow gives it a twist and it separates into two halves. He places the first around Peeta’s brow with a smile. He’s still smiling when he settles the second on my head, but his eyes, just inches from mine, are as unforgiving as a snake’s.” (Collins, 2008: 364)

After that moment, Katniss protect herself more from President Snow and from everyone in the Capitol. That is the proof how can someone’s anger can make their self-defense raising.

Meanwhile, the data from *Divergent* novel, Tris angry when her faction was labelled as the most violent, even though it is not the fact. As the researchers mentioned about faction before, Dauntless is the faction that has no fear in many things. They are the soldier of the factions. Quotation below is Tris’s monologue after hearing her brother’s responses. She newly knows how others think about her faction.

“I know exactly what it means. He sees my faction as the cruelest of the five, and nothing more.” (Roth, 2011:352)

The other things that make Tris angry is when she knows how sneaky Eric (The Dauntless Leader) is towards her and other dauntless. It is like the researchers mentioned before in the external conflict. Eric collaborated with Jeanine (The Erudite Leader) to make a liquid that can control others brain. Tris upset with that thing. She can’t avoid when Eric injects her with that liquid. She just keeps her anger itself as it is shown in the quotation below.

“I tense up at the sight of it. The orange-brown liquid in the syringe reminds me of what they inject us with before simulations. And I am supposed to be finished with those. “At least you aren’t afraid of needles,” he says. “This will inject you with a tracking device that will be activated only if you are reported missing. Just a precaution.”  
“How often do people go missing?” I ask, frowning.”  
““Not often.” Eric smirks. “This is a new development, courtesy of the Erudite. We have been injecting every Dauntless throughout the day, and I assume all other factions will comply as soon as possible.” “  
“My stomach twists. I can’t let him inject me with anything, especially not anything developed by Erudite— maybe even by Jeanine. But I also can’t refuse. I can’t refuse or he will doubt my loyalty again.” (Roth, 2011: 398)

After Tris knowing about that liquid, she becomes braver to protect herself from being controlled by that serum and protect herself from Jeanine.

Thus, the explanation above shows that a person's anger does affect their emotions as well as their behavior/actions. Someone’s anger can impact how they will act after that. From *The Hunger Games* and *Divergent* novels, both protagonists have similar portrayals and they have power in Power as Capacity in Anger.

## 1.7 Power as Capacity in Bravery

Then the category of Power as Capacity in Bravery. Omar N. Bradley said bravery is a capacity to perform properly even when scared half to death. Someone’s bravery will increase when they feel threatened or feeling forced by the environment around them. At that time, they need to be more courageous in doing something.

In this case, Katniss volunteered herself instead of letting her younger sister as the tribute from District 12. Like the researchers mentioned before in character part. Katniss traits that she becomes braver to be volunteering herself as long as her sister keeps safe. Below is the proof that shows when Katniss volunteering herself instead of letting her little sister to be the tribute of District 12.

“I volunteer!” I gasp. “I volunteer as tribute!” (Collins, 2008:22)

Even when she already in the Hunger Games arena, she feels braver and confident when she has a bow with her, that is her specialty. Quotation below is the proof when she monologues to herself in the middle of her hunting moment. She convinced herself that she is a hunter now.

“Remember, I tell myself. You’re the hunter now, not them. I get a firmer grasp on my bow and go on.” (Collins, 2008: 214)

Moreover, in *Divergent*, Tris who is a new Dauntless tried so hard to act like the real Dauntless. As the researchers explained before in the part about faction, Abnegation and Dauntless has different characteristic of living and behavior. Like Abnegation called as stiff, while the Dauntless as the fearless. Those differences make Tris, a person from different faction should be adapt with the recent environment around her. As a new Dauntless, she needs to be braver to keep living in Dauntless environment. She commands herself to be braver and confident with her new habit. For example, she jumps off from the train to the roof like a real Dauntless. Below is the quotation that shows Tris monologues with herself. She believes on herself if she is already a real Dauntless.

“I open my eyes. No, I was wrong; I didn’t jump off the roof because I wanted to be like the Dauntless. I jumped off because I already was like them, and I wanted to show myself to them.” (Roth, 2011: 263)

Another Tris bravery is when she believes on herself and her Divergent status. Her Divergent status makes her braver and confident that she can’t be controlled by others even though by the Erudite’s serum. Like in the external conflict that mentioned by the researchers. Jeanine from Erudite makes a serum to control people’s mind but it doesn’t work to the Divergent people. Below is the quotation when Tris mad with the condition around her. She can’t be controlled like others and she believes it because she is a Divergent.

“I am *Divergent*. And I can’t be controlled.” (Roth, 2011:442)

The explanation above shows the braver someone, they will be braver to do anything as Katniss and Tris did in the novel. Both protagonists from *The Hunger Games* and *Divergent* has power of Power as Capacity in Bravery and those both novels have similar portrayals.

### 1.8 Power as Capacity in Disappointed

Last point, Power as Capacity in Disappointed. In *The Hunger Games* novel, Katniss felt disappointed because Katniss and Peeta as a team of tributes from District 12 will be locked by the game makers in the Hunger Games arena to kill each other. She is mad with the games that present them as the players of the game that presented for all the Capitol’s citizens. Below is the monologue of Katniss when she is disappointed with the truth that she must be kill each other in the arena even they are from the same district.

“It’s not really fair to present us as a team and then lock us into the arena to kill each other”. (Collins, 2008:71)

The other disappointment felt by Katniss was when the Game makers made many obstacles to kill the tributes such as Katniss and Peeta who are so tough in that game. Until the end of the game, the Game makers made the mutation hunts the last standings such as Cato, Peeta, and Katniss.

Cato, Peeta, and Katniss run as fast as they can then they tried to climb the Cornucopia because they believed that is the safest place. Cornucopia is the main building which support the tributes with many things even weapon like the researchers mention before in the intrinsic elements. Below is the proof on how the Game makers did everything to makes the player give up on that game. Even Katniss tried so hard to save Peeta from the mutts by send an arrow to the mutts.

“Mutations. No question about it. I’ve never seen these mutts, but they’re no natural-born animals. They resemble huge wolves, but what wolf lands and then balances easily on its hind legs? What wolf waves the rest of the pack forward with its front paw as though it had a wrist? These things I can see at a distance. Up close, I’m sure their more menacing attributes will be revealed.”  
“Cato has made a beeline for the Cornucopia, and without question I follow him. If he thinks it’s the safest place, who am I to argue? Besides, even if I could make it to the trees, it would be impossible for Peeta to outrun them on that leg —Peeta! My hands have just landed on the metal at the pointed tail of the Cornucopia when I remember I’m part of a team. “  
“He’s about fifteen yards behind me, hobbling as fast as he can, but the mutts are closing in on him fast. I send an arrow into the pack and one goes down, but there are plenty to take its place.”(Collins, 2008: 331)

From that quotation, Katniss seems disappointed in what happened to her. How hard she tried to be alive and how hard the Game makers keep makes the tributes pass many hard obstacles when they were in the Hunger Games arena. They have no option to give up, they just must alive till the end of the game.

While in *Divergent*, Tris is disappointed with the situation that forced her to war against her family faction, Abnegation. As the researchers mentioned before in the part of internal conflict faced by Tris, Tris can’t let herself join the war, especially toward the Abnegation. Abnegation is Tris’s parents’ faction. She chooses rather die than join the war toward the Abnegation. Below is the quotation shows about that.

“I can’t wage war against Abnegation, against my family. I would rather die.” (Roth, 2011:418)

The quotation above shows how someone feeling disappointed that have no other choice to face a condition. Feeling disappointed makes someone unable to move or unable to fight the situation because they have no other choice. The two novels have in common that they can only feel their disappointment, but they cannot avoid the bad thing that will happen. That is why the data for point of Power as Capacity in Disappointed, both protagonists have power on that point and *The Hunger Games* and *Divergent* novels have a similar disappointment portrayal.

## CONCLUSION AND RECOMMENDATION

The result shows some points that has similar portrayal between *The Hunger Games* and *Divergent* novels are the point of Power as Domination in Position, Power as Domination in Knowledge, Power as Domination in Experience, Power as Domination in Gender, Power as Capacity in Anger, Power as Capacity in Bravery, and Power as Capacity in Disappointed. There are also few points that shows if those two books have different portrayals, such as the point of Power as Domination in Age, Power as Capacity in Worrying.

The researchers conclude the power aspect in Suzanne Collins’s *The Hunger Games* and Veronica Roth’s *Divergent* novels are similar, both main characters have power in some points. Only a few points of power aspect are different. But mostly they are the same. Because of the



similar portrayals of power in points Power as Domination in Position, Power as Domination in Knowledge, Power as Domination in Experience, Power as Domination in Gender, Power as Capacity in Anger, Power as Capacity in Bravery, and Power as Capacity in Disappointed, *The Hunger Games* and *Divergent* are thought as the same novels.

The researchers would give suggestion for the other English Literature student who likes to read any novels, you can compare one novel and another to see the thing that makes those novels similar, or why several aspects are commonly used in a novel, you can also seek what things in the novels that make some people said if some of the novels are similar. The researchers hope this research can be used as a reference because the researchers know there are only a few people doing the comparative study.

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## The Figurative Language Used in Ayu Meutia’s Poetry Tigress Based on Gibbs & Colston’s Theory

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### ABSTRACT

*The purpose of this article is to find the truth of Gibbs & Colston theory in Meutia’s poetry and to find out the types of figurative language and the most dominant kind of figurative language in Meutia’s poetry. The study focused figurative language in Meutia’s poetry Tigress. The study used descriptive qualitative method and Gibbs & Colston’s theory (2012) is used for identifying the figurative language. The writers chose six poetries randomly. There are Moonset, Migration, Materialism, Your City, What Your Heart is Not, and Awkward Silence. Gibbs & Colston theory (2012) conducted about evaluating the use of metaphors, metonymy, irony, idioms, and proverbs. Gibbs & Colston (2012, p.19) state that special feature of figurative language may have much to do with their meaning products as with the cognitive processes used to create those meaning. The result of the study is idiom 1 data, irony 5 data, metaphor 133 data, and metonymy 2 data. Proverbs are not found in this study. Figurative language is found metaphor, metonymy, idiom, and irony. The most dominant figurative language in Poetry Tigress is metaphor. Figurative language in poetry gives sense and beauty to the poem. It helps people to expression, description of something, to make easy people to reference of something, to give inspiration and motivation.*

*Keywords: Figurative Language, Poetry, Poetry Tigress*

### INTRODUCTION

Poetry is one of literary that has existed since the past until now. In the course of time, it changes according to the changing times. The writing poetry in the past was a conventional, while nowadays it is a modern style. Although poetry undergoes many changes that are influenced by many things, poetry still contains figurative language.

The style of writing in the past was a conventional style, while nowadays it is a modern style. Contemporary poetry is dominated by young people. The existence of poetry proves that poetry is important part of life. The young people create the poetry with their style. The existing political and cultural situation does not affect for the young people to express themselves in poetry. Whatever the style of writing poetry, figurative language is still an important thing that is used in

poetry. Figurative language is the basis for knowing what message will be conveyed to the reader through the poem.

The rules in modern poetry are not the basis for modern people to create poetry. They are motivated to explore experiences and express the depth of sense they have so that the process and the result are something new. It is interesting for the reader to read and encounter what is happening in the poem. Ayu Meutia's Poetry *Tigress* is one of the modern poetries. Ayu Meutia is a young creator of poet.

Alexandra Pitsis (2014, p. 5), state that poetics is typically defined in terms of its literary basis. Poetry is one of tools to giving information, suggestion, opinion, and affection. The beauty in poetry deserves to be presented so that readers are interested in exploring the poem. The beauty in poetry is presented in figurative language.

Poetry seems to speak the reader by figurative language. The reality of life is given by the author and it is described within figurative language. It makes the reader ability to see the detail of what is happened in poetry. Poetry is more easily to understand by readers who analyze or search the meaning of words or sentences in their mind. It is clear that the reader get value or something new of the poetry.

Figurative language helps writers and readers understand what is being speech. According to Gibbs & Colston (2012, p.1), figurative language generally refers to the speech of speakers means something other than what they say. The message conveyed by the speaker is more easily accepted through figurative language.

Figurative language makes words simply to produce and understand the discourse given the present context and the joint communicative goals speakers mutually shared by Jr, Gibbs & Colston, L. (2012, p.7). Figurative language can be found in many texts such as newspaper, advertising, poems, drama, novel, essays, news and other text.

Herbert L. Colston (2015, p. XV) state that figurative language contains of language production, comprehension, structure, underpinning, and change, for figurative and indirect but additionally all language, need to align with current understandings of not only human cognitive phenomena but also social, emotional, motivational, physical, and other human and animal. Figurative language is found in communication so that information or message expressed can be received by the recipient properly, connected and to minimize misunderstanding. Every kind of figurative language has a function.

The figurative language can be using in several ways (Herbert L. Colston, 2015, p. 118). One way is to look separately at broad versus narrow explanation. For instance, one word can be used in a figurative sense. Exaggerate food. Food can be interpreted broadly in a figurative sense and in a narrow sense in the form of asking question about food, such as the type, shape, material and other form of question. One could next detail how a person accomplishes each of those things. A person makes a breakdown of an existing statement to complete an existing one for example someone detailing statement from food. The one combine ingredients in certain ways. The third way to answer the question is more subtle. A question focuses on the agent and an object of the

statement. For example, “How do you use the hammer?” The question directs the listener to perform an action in general or a specific step using an agent to perform an action on an object.

The purpose of this article is to combine Gibbs & Colston theory (2012) and modern poetry style of Meutia’s poetry. Gibbs & Colston theory (2012) is based on the evaluation of several theories about figurative language to find the right definition of the figurative language by conducting research using experimental methods for 15 years. While Meutia’s poetry was published in 2018. Finding figurative language in modern poetry by using a new theory is expected to provide a new perspective on how to find types of figurative language.

The writer study of Meutia’s poetry to analyzes metaphor, metonymy, idioms, proverbs and irony which in Ayu Meutia’s Poetry based on Gibbs & Colston theory (2012). The reader will understand this poetry after the writer analysis figurative language of Poetry *Tigress*. Analysis figurative language of Meutia’s Poetry is important to make the reader imagine what happens in the poetry and the dominant of kind of figurative language, it can help the reader easily understands this Poetry, the writer wants to show up that Indonesian writer has good poetry for the reader nor Indonesian but other countries, because this book one of the good books, the poetry influences to give sense for everyone who reads it, and the writer wants people expressing their self in poetry to improve language skill.

Related to the previous study, this research analyze of kind of figurative language is used and the most dominant kind of figurative language in poetry. The analysis kind of figurative language are metaphor, metonymy, irony, idiom, and proverbs. The average sample of previous study is taken from Western poetry. This study takes Asian poetry. There is different culture.

## LITERATURE REVIEW

### FIGURATIVE LANGUAGE

Figurative language is the ways of process and products of language. Colston (2015, p. 7) state that the system of interact is in complex ways to affect processes and products of language comprehension and production. Moreover, this social aspect of language accords many more concerns for researchers wishing to explain figurative language use and comprehension because talk between people is not just a means of information exchange between interlocutors.

Gibbs & Colston (2012, p. 19) state that there is a lack of an explicit definition of the difference between literal language and figurative language. This is because the experimental interpretation of figurative language finds many problems. The problem is related to the background, situation, culture, education of a person, different context of conversation, so as to produce different meaning product. Gibbs (2012, p. 127) state the difficulty in figurative language research is the ambiguity of what it really means. Figurative language requires extra think activity. It requires the involvement of philosophers, linguists, psycholinguists, and neuroscientists to test ideas about the interpretation of figurative language.

According to Gibbs & Colston (2012, p. 20), figurative language cannot be separated from literal language. In general, individual research compares metaphoric vs literal language meaning,

ironic vs literal meaning, idiomatic vs literal meaning, metonymic vs literal meaning, and so on. The assumption that learns the same literal meaning in every study and the type of figurative language associated with metaphors, idioms, ironies, and so on are equivalent across different studies.

Figurative language has various depend of the point of view. There are two aspects namely language aspect and non-language aspect. This study is figurative language for language aspect. Focused with Herbert Colston (2012, p. 20) theory which is analyzes metaphor, metonymy, idioms, proverbs, and irony.

While according to Barbara and Eve (2014, p. 1) state that the function of figurative language in poetry as a way are figurative language improves the poetry can be associations and expectations which is can be satisfy, modify or subvert, figurative language gives special esthetic value for poetry, and figurative language makes poetry meaningful and powerful to rise thinking up and solve the problems in society.

#### KIND OF FIGURATIVE LANGUAGE

This study uses Gibbs & Colston (2012, p. 20) theory which is analyzes metaphor, metonymy, idioms, proverbs, and irony. First is metaphor. Metaphor has long been considered to have several special characteristics that make it ideal for many communicative purposes (Gibbs & Colston, 2012, p. 225). Several special characteristics are the product of its meaning as well as the cognitive processes used to create meaning in unsolvable literal meaning problems (Gibbs & Colston, 2012, p. 19), understanding the psychological processes that occur, make the reader to higher dimension (Gibbs & Colston, 2012, p. 30), a metaphorical word or phrase in a context has a source domain and a target domain (Gibbs & Colston, 2012, p. 47). There are two mappings, metaphorical mapping and iconic mapping. Metaphorical mapping in the form of a concrete source domain manifested into an abstract target domain. Iconic mapping in the form of a concrete domain to a linguistic domain. And takes longer process than literal speech (Gibbs & Colston, 2012, p. 66). Second is metonymy. Metonymic language has the ability to activate a wide range of stereotypical beliefs and attitudes that evoke complex rhetorical effects (Gibbs & Colston, 2012, p. 236). Third is idioms. Idioms emphasize identical meanings produced more blends than did pairs with different meanings and need to understanding as holistic units rather than through compositional analysis. Fourth is proverbs. Proverbs have specific rhetorical effects that are largely attributable to their relatively fixed forms an appeal to common wisdom (Gibbs & Colston, 2012, p. 242). And the last one is irony. Irony as a persuasive tool is frequently used for ideological purposes as in political satire (Gibbs & Colston, 2012, p. 257). Irony is an opposite statement of what the speaker intends to communicate.

#### METHODOLOGY

This study uses qualitative method to analyze of figurative language in poetry. The main of the qualitative research design are collecting data from case study and concern about figurative language on that Meutia's poetry and dominant of figurative language on this poetry. The kind of the figurative language are metaphor, irony, metonymy, proverbs, and idiom. The study classifies

those sentences into the kinds of figurative language. Reading poetries repeatedly can help the writer to analysis words or phrases that is used. After reading repeatedly, classify those sentences into the kinds of figurative language how many kinds of figurative language that are used in poetries, makes list for the types of figurative language and make conclusion from the data collected. Process of analysis data explains that things happen in the poetry.

In this study, the data is taken from the Meutia's Poetry *Tigress* book. There are fifty-two poems. The writer took six poems randomly that have kinds of figurative language. There are *Moonset*, *Migration*, *Materialism*, *Your City*, *What Your Heart Is Not*, and *Awkward Silence*. The writer searches the data from the book store. It is *Tigress Poems* by Ayu Meutia. The poetry was published in 2018. In this study the writer used some steps to collect the data. They are as follow; first, the writer chooses one of the poems. It is Meutia's Ayu Poetry in book of *Tigress*. Second, the writer identifies *Tigress*, and third the writer found figurative language in *Tigress*. The writer analyzing data follow some steps analysis data are; first, classifying the poem, second, Analysis, and the last one conclusion. The writer classifies those sentences into the kinds of figurative language, how many kinds of figurative language that are used in poetries. In this analysis, the writer reading poetries repeatedly to find the meaning. Reading poetries repeatedly can help the writer to analysis words or phrases that is used. After reading repeatedly, the writer makes list for the types of figurative language. The writer takes into the list of words or phrase that is found. The major type of figurative language that is used in poetry can be find from that list. The writer make conclusion from the data collected. Process of analysis data explains that things happen in the poetry. The types of figurative language and the dominant the types can find from the analyzing process and steps.

## FINDINGS AND DISCUSSION

The writer research of Meutia's Poetry *Tigress*. There are fifty-two poets in a book of *Tigress*. The writer chooses six poetries randomly. There are *Moonset*, *Migration*, *Materialism*, *Your City*, *What Your Heart is Not*, and *Awkward Silence*. Each poem is classified based on the type of figurative language. The data has been classified, written in table to make easier to find the mount of each type of figurative language and calculated in percentages. The writer would like present each figurative language is in descriptive analysis.

### A. Metaphor

The neural theory of metaphor offers additional motivation for embodied motivation by showing detailed manner how metaphor is a natural development of the way the neural system work with recurring mappings, predictable inference patterns, and emergent properties. (Gibbs & Colston, 2012, p. 119-120).

Metaphor has long been considered to have several special characteristics that make it ideal for many communicative purposes (Gibbs & Colston, 2012, p. 225). Several special characteristics are the product of its meaning as well as the cognitive processes used to create meaning in unsolvable literal meaning problems (Gibbs & Colston, 2012, p. 19), understanding the psychological processes that occur, make the reader to higher dimension (Gibbs & Colston, 2012, p. 30), a metaphorical word or phrase in a context has a source domain and a target domain (Gibbs & Colston, 2012, p. 47). There are two mappings, metaphorical mapping and iconic mapping. Metaphorical mapping in the form of a concrete source domain manifested into an abstract target



domain. Iconic mapping in the form of a concrete domain to a linguistic domain. And takes longer process than literal speech (Gibbs & Colston, 2012, p. 66).

### **05 Moonset**

Datum 1

- In the absence of The Sun

In datum 1, source domain is The Sun and target domain is absence. The sun concept is juxtaposed with absence concept. The concept of absence refers to present. The concept of absence refers to existence. The image formed in this metaphorical expression is the image of existence.

### **11 Migration**

Datum 13

- Every word is recollection of home

In datum 13, source domain is word and target domain is recollection. The concept of word juxtaposed with the concept of recollection. The concept of recollection shows the activity of collecting something that has been made, done, and happened in the past. The concept of recollection refers to recalling. So that the image formed is an image of memorizing.

### **50 Awkward Silence**

Datum 36

- I hope we can all be beautiful like poetry

In datum 36, source domain is we and target domain is beautiful. The concept of we refer to I (the author) and poetry. The concept of we are juxtaposed with the concept of beautiful. The concept of beautiful is in a woman who is beautiful and attractive. This is also attached to poetry which is the written of a woman. The concept of beautiful refers to identity. So that the image formed is an identity image.

### **B. Metonymy**

Metonymic language has the ability to activate a wide range of stereotypical beliefs and attitudes that evoke complex rhetorical effects (Gibbs & Colston, 2012, p. 236).

### **11 Migration**

Datum 1

- multiplying the red and white stripes
- of our flag adding a golden crescent
- moon and starlights on our tongues

In datum 1, there are three lines because these refer to one object. This is datum 1 line 3 to line 5. It is one of the regions or countries. In the previous line the author uses literal language about past events. This is in line 1 and line 2. The three lines above refer to a country that has flag characteristic as described those three lines. In the next line, line 6 and line 7 refer to a worker. Line 8 and line 10 described with metaphorical language about the peace that is obtained only in words. On line 11 to line 20 with metaphorical language describing the political situation and state system adopted in the country. Line 21 and line 22 are statements with literal language.

### **20 Materialism**

Datum 2

- Found penny inside your jeans

In datum 2, penny refers to money.

### **C. Idiom**

Idioms emphasize identical meanings produced more blends than did pairs with different meanings and need to understanding as holistic units rather than through compositional analysis. Idioms are

very useful tools for quickly communicating varied complex meaning (Gibbs & Colston 2012, p. 239)

### **05 Moonset**

Datum 1

- into the blue, midnight sky

In datum 1, into the blue is a sadness and midnight sky refer to on the night. This line still related with the previous line 'They promise to put colors' in line 5. A promise that will always give happiness in the sadness at night.

### **D. Irony**

Irony as a persuasive tool is frequently used for ideological purposes as in political satire (Colston. 2012: p.257). Irony is an opposite statement of what the speaker intends to communicate.

### **05 Moonset**

Datum 1

- Who tend to pretend that their bodies are
- Made out of unbreakable bones
- and undying nerves.

In datum 1, there are three lines. The first line, tend to pretend refer to has an appearance that does not match the real situation. Pretending to display a healthy and strong body when it is not. The opposite statements are emphasized in the second and the third line. The second and the third lines are described of the real situation.

Datum 2

- But still, it is a scary neighbour with friendly

In datum 2, a scary is the opposite situation. The previous line states that 'The city reveals a kinder face' but in this datum states a scary

### **20 Materialism**

Datum 3

- But still, we are

In datum 3, there is contradictory statement, contradictory situation. Although we (baby, my friends and I) always get convenience and luxurious gifts, but in fact we have to do something.

Datum 4

- We are students, who never learn.

In datum 4, students refer to live actor and life is like school. We learn to live, but fact we cannot learn from life.

Datum 5

- educated to be greedy.

In datum 5, education makes people can be good people but, in this statement educated make people to be greedy, do not care, and get more from other.

### **E. Proverbs**

Proverbs have specific rhetorical effects that are largely attributable to their relatively fixed forms an appeal to common wisdom (Gibbs & Colston, 2012, p. 242).

### **05 Moonset**

No proverbs

### **11 Migration**

No proverbs

### **20 Materialism**

No proverbs

**33 *Your City***

No proverbs

**41 *What Your Heart is Not***

No proverbs

**50 *Awkward Silence***

No proverbs

The use of metaphor is used in every poem except in *Your City*. Metaphor is not. Metonymy is used in *Migration* and in *Materialism*. Irony is used in *Moonset* and *Materialism*. The kinds of figurative language are used in the six of Meutia's poetry are idiom 1 data, irony 6 data, metaphor 36 data and metonymy 2 data.

Metaphor is widely used in Meutia's poetry. The writer finds metaphor 36 data. The ability of metaphor attached to every event in poetry and helps provide clarity of the author mental that cannot explained by literal language. Metaphor become a bridge between the process and the word so the person responses quickly. The events that occur in the poem give a feeling of sadness and excitement at the same time. The description of uncomfortable feeling with its details, including room, place, and feeling.

The ability of metaphor that can describe something abstract into words make it easier to combine with irony. The use of metaphor as well as irony in 'educated to be greedy' in *Materialism* line 16. Educated in metaphor refers to informal education system that occurs in the environment and situation. Educated to be greedy in irony refer to education fosters learners to become human beings who have good character but in this poem they become greedy.

Proverb is not found in the Meutia's poetry. Proverbs require a deep understanding and take longer to understand the context of language and the meaning of the message conveyed in the poem. Of course, as a writer, Meutia expects a quick response from readers about her poetry. The use of proverbs is usually used for matters relating to wisdom.

The result of the study above answer of the problem that kind of figurative language and the most dominant of figurative language in Meutia's Poetry. The detail line of poetry can find of kind of figurative language exactly and the high percentage one of the kinds of figurative language is the most dominant figurative language.

## CONCLUSION AND RECOMMENDATION

The kinds of figurative language are used in the six of Meutia's poetry are idiom, irony, metaphor, and metonymy. The most dominant of figurative language is metaphor. Almost every poem uses metaphor. The figurative language used has some functions in Meutia's poetry. The functions are emphasizing of meaning, create meaning in unsolvable literal meaning problems, expressive and adds to the beauty poetry and has important role in supporting Meutia's poetry. The language used in Meutia's poetry is not difficult for young learners. The students can learner several figurative languages and can express their experience by poetry. The difference this research and previous figurative language research is the combination of Gibbs & Colston Theory (2012) with Meutia's Poetry which was first published in 2018. The combination of new figurative language theory with modern poetry. The difference in the results of the latest idea test is expected to provide a new perspective of figurative language. The use of figurative language is increasingly being used event in product promotion, not limited to poetry or novels. Young people are increasingly familiar with

figurative language in various purposes and various media. Poetry has changed with the development of science and technology. The changes that occur make researchers, writers, and readers have broad and complementary insight. Of course, research does not stop at this point, but young researchers of figurative language are still on going to find the right interpretation of the characteristic of figurative language. While Meutia's poetry can be one of the poems use for learning the introduction of figurative language in Senior High School. Vocabularies and the contents of the poem are easily to understand by students.

Based on the research analysis of figurative language in Ayu Meutia's poetry, the writer gives suggestion to; first to the reader, Ayu Meutia's poetry book can be used as a reference to increase knowledge of the types of figurative language. The figurative language used has some functions in Meutia's poetry. The functions are emphasizing of meaning, create meaning in unsolvable literal meaning problems, expressive and adds to the beauty poetry and has important role in supporting Meutia's poetry. It makes the reader sure of the feelings and the situation that is happening. Figurative language provides an impressive description and attracts the reader to understand what is happening in the poem. Second to the students, poetry is one of materials are given for students in Senior High School. It is contained in the syllabus which has a target that students must know the kind of figurative language in poetry. It means that students introduce the types of figurative language. The language used in Meutia's poetry is not difficult for young learners. It can also be used to study vocabulary that is close to young learners. Third to the teachers, the writer finds that Ayu Meutia's poems can be used as an example in introducing kind of figurative language in Senior High School. The language used in Ayu Meutia's poetry is easy to understand for students. The contribution for teaching poetry, introducing figurative language in Senior High School. The students can learner several figurative languages and can express their experience by poetry.

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## When Traditional and Modern Culture Collide: Analysis of "Lathi" Song

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### ABSTRACT

*A fusion of traditional and modern culture can produce a new mood in entertainment. One of the entertainments can be heard in music. As we all know, music is a form of expression that may introduce a culture. The research is carried out to look at the Indonesian cultural elements in Weird Genius's song "Lathi" from various perspectives. The song "Lathi" was picked as its widespread popularity in Indonesia, particularly on Tik Tok and Instagram. It was featured in a cover video and the Lathi Challenge, making it one of the most searched songs in 2020. Research results, a descriptive qualitative approach using content analysis and semiotic theory, was employed to examine each component of the data from this song. The study's main focus was the visual, verbal, and instrumental analyses. The study's outcomes revealed a variety of cultural components in the song "Lathi" that demonstrated the song's meaning or message, especially in terms of Javanese culture.*

*Keywords: Javanese culture; content analysis: modern; semiotics; song*

### INTRODUCTION

A cultural revolution in literature and art has swept the globe. Modernism becomes the basis of a movement in art. Art is considered as a reflection of how something is perceived or experienced. It might be an emotion based on anguish, rage, or abandoned thoughts utilized to arouse people's interest. Modernism is the reality of human evolution and how society views the culture that surrounds us at any given period. Modernism is documented history (Rochetti, 2016). The culture of Indonesian society can be divided into three layers: regional or local culture, national culture, and international or global culture. There were different conflicts, disputes, and modifications of foreign culture with local, national, or vice versa with the arrival of international culture into Indonesian society (Yuliaswir & Abdullah, 2019). The three layers can blend in the arts called music.

Music is extremely important in a person's existence since it has the ability to access a person's inner world (Keray Dinçel, 2017). Music undoubtedly plays an important role in man's

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daily existence with its attraction to hear. Music is now regarded as a ubiquitous media and is thought to be universal today. Even individuals who do not listen to music are exposed to it through radio and television shows and commercials that use appealing melodies to market various products and services.

Weird Genius is a songwriter best known for the song "*Lathi*," which is now trending. "*Lathi*" means "speaking" in the old Javanese language. The song's chorus portrays the story of a toxic relationship ruled by falsehoods and vanity. The song is a hybrid of contemporary music and English lyrics, with traditional Javanese instruments providing traditional components (Antika et al., 2020). This study aims to look at the Javanese cultural elements in Weird Genius' song "Lathi." The data is then analyzed using a quantitative way to analyze this song.

## LITERATURE REVIEW

From the nineteenth century until the present, modern literature reflects a period of time (Rochetti, 2016). Art is an essential component of the human civilization system, constantly evolving due to culture, technology, and science advances. As part of the arts, music can communicate with others. One of the goals of music is to communicate.

Some scholars analyzed music through semiotics, Tarasti, E. (2012). The book entitled "Myth and music: A semiotic approach to the aesthetics of myth in music, especially that of Wagner, Sibelius, and Stravinsky," tried to investigate the relationship between myth and semiotics. Although his research may have a specific anthropological basis, its emphasis is on the Western art music tradition. Moreover, the conclusion was that myth and music open new perspectives.

Skeide (2021), in "Music to My Ears: A Material-semiotic Analysis of Fetal Heart Sounds in Midwifery Prenatal Care," analyzed that three orchestrations are compared based on ethnographic experiences. In which three different instruments assist audiences in listening to what becomes fetal heartbeat music and qualifying fetal and pregnant life in connection to one another. The audible heartbeat music indicates a youngster needing parental love and care to listen in the Doppler-based orchestration. The Pinard horn creates esoteric fetal music that can be enjoyed by the midwife alone as a talented instrumentalist and aids in the enactment of a kid hidden in the belly.

Antika et al. (2020) in "*Analisis Makna Denotasi, Konotasi, Mitos pada Lagu "Lathi" Karya Weird Genius*" reveal the denotation, connotation, and myth in Lathi Song. This research had the same object of this research. The different things are about the semiotics that is chosen to analyze. Antika et al. (2020) used Roland Barthes's theory, and this research used content analysis and Saussure's dyadic.

According to all previous studies, were already mentioned that music and semiotic analysis able to create new perspectives, to get something new. So, it is time to stand Saussure's Dyadic semiotics and content analysis to analyze "*Lathi*" song, a masterpiece from Indonesian musician to know the reason and meaning of particulars symbols of Javanese culture which blended with modern music.

## METHODOLOGY

Integrating the many components of research projects cohesively and coherently is referred to as research design. In general, there are a few different types of study designs. The qualitative technique was utilized to collect data for this study, which was based on the study's purpose. The observation was used to collect the data in this study. In the “*Lathi*” song, semiotics was employed to reveal the significance of each symbol.

The data used in this study were collected from a music video entitled “*Lathi*” and song lyrics by Weird Genius, which has a 3.06-minute music video duration. This song was released on 27 February 2020. The lyrics of this song were written by Weird Genius and Sara Fajria. In collecting data, searching the original or official music video and lyrics is a must. There are several steps in analyzing the data resources as follows:

1. Gathering the data

Find the original or official video music on YouTube. The supporting data is also the important information from the open-access journal and website.

2. Identifying the data

Begin by analyzing the music video's cultural aspects (verbal, visual, and instrumental). Semiotic type is also decided to reveal the meaning of the symbols.

3. Analysis and classifying the data

The following stage analyzes and categorizes the data resources by cultural element (verbal, visual, and instrumental).

4. Inferring the data

Based on the previous analysis, the researchers will conclude.

Content analysis was the data analysis technique employed by the researchers. One of the most prevalent qualitative research approaches is content analysis. According to Cohen et al., 2002, the content analysis focuses on language and linguistic aspects, meaning in context, and is methodical and verifiable. Stemler (2015) mentions the content analysis that has become the most powerful tool in the researcher's kit. There are three focuses in analyzing the content of the resources data, as follows:

- a. Visual Analysis

This study's resource data conveys the visual analysis through the music video. It consists of facial expression, physical appearance, clothing, the color of the background, and video shooting technique. The music video can be accessed.

- b. Verbal Analysis

The lyrics of this song become the source of this study. The verbal analysis of this study relies on Halliday's theory of transitivity (1978). The lyrics with cultural aspects will be chosen to analyze.

- c. Instrument Analysis

Instrumental analysis is generally focused on its music based on dense instrumentation and sparse instrumentation that affects the hearer's emotions, and other instruments affect the hearer's subconscious.



## FINDINGS AND DISCUSSION

Weird Genius choreographed this song with an Indonesian, incredibly modern and Javanese traditional feel. This is demonstrated in the video clip, which depicts several Javanese cultures below in Table 1. The song's culture was investigated in this study. Using content analysis, the researcher carried out three types of research. This research is primarily concerned with verbal, visual, and instrumental analyses. Researchers discovered multiple civilizations in the song as a result of their research.

Table 1. Contents in "Lathi" Song

Sources	Time (s)	Kinds of Source (contents)
Karawitan Music	0:00-0:06	Instrument
Singer Start	0:07	Verbal
Sad Expression	0:07	Visual
Modern Dancer	0:18	Visual
Male model seduces the singer	0:30	Visual
Suffering from chain iron and bleeding	0:45	Visual
Suffering from chain iron and Black smoke	0:54	Visual
Change into demon	0:58	Verbal and Visual
Singing with black smoke background	1:02	Verbal and Visual
Dalang	1:03	Visual
Traditional Dancer	1:09	Visual
Kuda Lumping	1:18	Visual
Fire attraction	1:22	Instrument and Visual
Shards attraction	1:30	Instrument and Visual
Violence act by male model	2:06	Instrument and Visual
Take vengeance	2:18	Instrument and Visual
Crying	2:30	Visual
Closing. Singer and Male Model in the rain	3:00-3:06	Instrument and Visual

### Visual Analysis

The distribution of visual data is depicted in the first table below. Four different sorts of cultural arts in the song were discovered. The song features shadow puppet (*wayang kulit*) art, dalang, leathered horse (*kuda lumping / jelathin*), and traditional dance (gambyong dance) cultures. The three arts are featured in the "Lathi" song clip. Almost every video scenario features all three of them. As a result, the materials combine a current style to make the song seem content.

Table 2 Distribution of Visual Culture

Type	Origin
Shadow puppet (wayang kulit)	Central java
Dalang	Central Java
Leathered horse (kuda lumping/jelathin)	Central and East java
Traditional dance (tari gambyong)	Central Java

## Verbal Analysis

The lyrics of the "Lathi" song describe what a person says might be used to determine his or her attitude. Weird Genius simply uses the aphorism from the first point of "*Ajining diri ana ing lathi*" in the song. The words come twice in the song, at 00:58-01:08 and 02:18:02:29 minutes, respectively.

Table 3. Distribution of Verbal Analysis

Type (Javanese Language)	Time (s)
<i>Kowe rak iso mlayu soko kesalahan</i>	00:58 - 01:08
<i>Ajining diri ono ing lathi</i>	02:18-02:29

The song's lyrics demonstrate that self-respect is contingent on what is uttered. Speech is a promise that will turn into an obligation, and speech is a person's image. Others will judge us based on how we communicate what we say with our lips. The lyrics are inspired by the Javanese proverb "*Ajining diri ana ing lathi, Ajining raga ana ing busono.*" The complete lyric is as follows:

### "Lathi," Lyric

I was born a fool  
Broken all the rules  
Seeing all null  
Denying all of the truth

Everything has changed  
It all happened for a reason  
Down from the first stage  
It isn't something we fought for

Never wanted this kind of pain  
Turned myself so cold and heartless  
But one thing you should know

***'Kowe ra iso mlayu saka kesalahan  
Ajining diri ana ing lathi'***

Pushing through the countless pain

And all I know that this love's a bless and  
curse

Everything has changed  
It all happened for a reason  
Down from the first stage  
It isn't something we fought for

Never wanted this kind of pain  
Turned myself so cold and heartless  
But one thing you should know

*'Kowe ra iso mlayu saka kesalahan  
Ajining diri ana ing lathi'*

Source: <https://hot.detik.com/music/d-5028805/lirik-lagu-lathi-dan-terjemahannya-kolaborasi-weird-genius-dan-sara-fajira>

## Instrument Analysis

Based on the study, the researchers discovered that the song *Weird Genius* included gamelan instruments, based on the study's focus on the instrumental portion of music. Almost the entire song is spent listening to the gamelan's variety of sounds. Then gamelan is mixed with current music that still includes gamelan music. Modern music blended with gamelan instruments can bring the audiences' imagination to the women's world full of love and anger. Gamelan instruments also gave the mystics atmosphere, and it is epic with traditional and modern dancers to reflect the woman's act.

Table 4. Distribution of Instrument Analysis

Javanese Instrument	Time (s)
Gamelan	00:01 - 00:30
	00:53 - 01:03
	01:08 - 01:36
	01:38 - 01:52
	02:14 - 02:23
	02:29 - 02:56

## Semiotics Analysis

This study used Saussure semiotics to reveal the real meaning of each symbol in the song. According to Saussure quotes by Sobur in his book *Semiotics Communication*, semiotics or semiology is a science that examines the life of signs in society (Sobur, 2009, p. 12). Video music is a kind of moving image. A film or moving image should be judged artistically and semiotically, not rationally. If it is rationally judged, a film or moving image may be worthless because it has no specific purpose and meaning (Mudjiono, 2020). According to Saussure, a sign cannot be delivered without a marker. The sign or marked sign includes its sign and is thus a linguistic factor. The process of a sign or marker will produce an external reality or sign. Language signs always have two facets: signifiers and signs (signified). Signification is a relationship between these two, and the value of any sign is determined by its relationship with other signs in the system (Chandler 2002). According to the Saussure model, the signifier and the signified are inseparable components of a sign, and the relationship between them is the signification. Linguistic sign, according to Saussure, unites a notion with a sound, image, or gesture rather than an object and a name (Saussure, 2011). The figure of Saussure's dyadic is as follow:

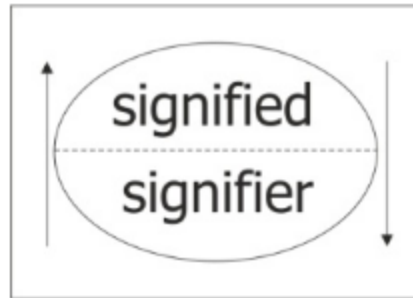


Figure 1. Saussure's Dyadic

Several Javanese traditions have chosen to meet the song's meaning, dance, and music; of course, it has its purpose. The song becomes symbols or signs to show the hearers or audiences' sadness, hate, anger, disappointment, and regret.

Table 5. Semiotic Analysis of Content

Signifier	Signified
Lathi (word)	Every single creature has its tongue to speak and communicate. It has become a symbol of communication or words or promises given to other people.
Sad expression	The song's opening shows sad expressions, and it is an introduction and clue about the song's story.
Modern Dancer	active movement depicts the fast movement of time.
Male model seduces the singer.	It describes the behavior of a man who loves a woman but finally hurts her.
Suffering from the iron chain on her neck and bleeding	The chain around the neck is interpreted as a snare of love that shackles an innocent woman. Love that even makes the woman feel shackled and hurt and bleed over the shackles of love.
Suffering from the iron chain and Black smoke	The sadness and pain. Black smoke gives the impression of a state that turns dark or evil, synonymous with death and the mystery behind its power.
Change into demon	The side of a woman's face that has let her down portrays anger; turning herself into a cold-hearted, heartless, hurtful person can turn a shackled innocent character into someone strong to repay the heartache received.
Sing with the black smoke background.	Expressing the dark feeling changes to reach the peak of emotion.
Dalang	The meaning of dalang is that life looks like a play. Many characters play and take part in our lives. As a puppet, we have to face the possibility of our life.
Traditional Dancer	It means that a woman with a feminine character, The tenderness of a woman, and faith.

Leathered horse (kuda lumping/jelathin)	The dynamics of the kuda lumping dance describe the strength, emotion, pain, and looks of how a man whips his riding horse. Power over a girl is represented by a kuda lumping which a dancer ride.
Fire attraction	It shows the emotions of a relationship that explode, especially in a love relationship.
Shard's attraction, a woman with a bit of smile	The representation of a man treats a woman full of love and passion. It is expressed with a bit of a smile, although it is just for a while.
Violence act by male model	The image of a man casually treats a woman. He hurt her easily and broke her heart.
Take vengeance	A wave of great anger takes over the woman's hurt, emotion, disappointment, and sadness—the peak of anger.
Crying	It illustrates the relief of having ended all of it.
Closing, Singer and Male Model in the rain	Rain means clean up. The vengeance in the end.

Saussure's theoretical approach helps know the sign system and how it works in this music video. This poster's verbal and nonverbal signs represent a meaning or referent or external reality. The "Lathi" song is a song that talks about toxic relationships. This work tells about the inner side of a woman in love—a woman born innocent breaks all rules because everything is seen as empty and denies all truth. Everything has changed, and the change happens for a reason. Love that is lived describes the situation of a woman who is shackled by chains with a bloody body. Even though the purpose of love is to get happiness, it is precisely love that turns her into a cold heart and heartless. A person's self-esteem is on his tongue or words; *Lathi* here symbolizes it. However, because *Lathi* finally made an innocent woman shackled by love change him from an innocent woman to like a vengeful demon. Most of the song lyrics directly express women's feelings.

## CONCLUSION AND RECOMMENDATION

Various Indonesian cultural traits in the "Lathi" song were discovered during the research. The song's choreography includes a dalang, leathered horse (*kuda lumping*), traditional dance (*Tari gambyong*), and shadow puppets (*wayang kulit*) employed as the proper symbols of life. In addition, this "Lathi" song contains elements of gamelan instruments and Javanese phrases. The song is contemporary, combining local culture with contemporary elements. To put it another way, this song with a current premise blends art and culture. It is hoped that many young generations and communities should be aware of the value of cultural ethics. The chosen Javanese culture was epic to present and blend with modern music and love stories. Dalang shows that life looks like a play. Many characters play and take part in our lives. As a puppet, we have to face the possibility of our life. "Lathi" itself has a dept meaning of the importance to keep our promise and say the good things to communicate with the others.

Moreover, the diversity of cultures contributes to our country's cultural richness, serving as a significant capital for developing a national culture that is both personable and conscious of its surroundings (Wijatmaka, 2012). Indonesia's cultural and natural wealth must be handled for the country to flourish and develop by utilizing the potential of the surrounding community through a public development model. Local cultural values and expertise, which have long been established, may always be preserved and promoted as an essential development resource. Javanese culture and Nusantara culture can also be incredible if blended with modern and suitable.

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## An Attitudinal Analysis of Student-Teacher Talk on Online Classroom Interaction

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### ABSTRACT

*This study is conducted to find out the attitudinal resources used by a student-teacher talk on online classroom interaction through appraisal framework (Martin & White, 2005). This research used a qualitative approach with adopted critical discourse analysis (CDA) research design. The subjects of this research were students in the fifth semester and teachers in Universitas Majalengka. The findings show that the dominant type of attitudinal system of student and teacher talk on online classroom interaction; The dominant attitude device found by students is Judgment which constitutes 23,33%, followed by Appreciation (16,67%), and Affect (13,33%). The dominant attitude device found by the teacher is Affect which constitutes 31,14%, followed by Appreciation (21,31%), and Judgement (11,47%). Students can use this kind of analysis a develop speaking skills based on character education that can provide basic rules for life and practice behaviors that reflect values. The way teachers and students express their emotional reactions shows their aspects and their relationships through the choice of language. The contribution of student and teacher talk in terms of appraisal analysis are; a sense of curiosity, sense of communicative, sense of responsibility, sense of respect for achievement, sense of honesty, and sense of independent.*

*Keyword: Student - teacher talk, online classroom interaction, attitudinal analysis*

### INTRODUCTION

Along with the development of science and technology, the learning system also grows with technology, one of them is online learning. According to (Carliner, 2004) online learning is instructional content or learning experiences delivered or enabled by electronic technology. It means that online learning is a system that can facilitate students to learn more broadly, more, and varied. The system's facilities enable students to open access to education to anybody, anywhere, and at any time, regardless of distance, space, or time constraints. The learning materials being investigated are increasingly diverse, not only in terms of linguistic content, but also in terms of visual, audio, and motion content.

Online classroom interactions are usually associated with student and teacher levels of achievement. It is possible to do this when students and teachers interact in an online classroom. Classroom interaction is a situation in which the teacher and students engage in a reciprocal action in which the teacher's actions are influenced by the students' responses (Dagarin, 2004).

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To support learning and foster communicative contact, one of the most significant success criteria in an online classroom is the quality of student and instructor interaction, which is referred to commonly as student talk and teacher talk. (Yanita et al., 2016). Teachers as facilitators can design specific building knowledge strategies to make connections with existing knowledge by reminding students of shared experiences (Sharpe, 2001). The opportunities for teachers and students to express their thoughts, opinions, and attitudes from communicating can reflect the value system of their personalities, building a positive atmosphere, maintaining the interlocutors' relationships, and organizing the discourse (Hunston & Thompson, 2000). It means that the relationship between teachers and students in the classroom is going well, which can be proven by teaching and learning interactions.

In the online classroom, teacher and student did not realize that what they conveying represents their character, and students also have their own meaning when viewed in terms of appraisal analysis. The purpose of the appraisal analysis is to investigate or express all attitudes conveyed by teachers and students. This research can prove the existence of new ideas, it turns out that this analysis can lead to an investigation of the character of an appropriate student and teacher. This appraisal system, the dimension of the attitude helps students to understand their language in the online classroom and how students and teachers can use appraisal resources to assist them to achieve a teaching and learning process.

This study uses critical discourse analysis (CDA) to explain the stereotypical value of a person's perception based on attitude analysis in online classroom interactions. CDA is an interdisciplinary study of discourse that looks at language in social practice. (Fairclough, 2001). CDA uncovers how this ideological system is (re)shaped by texts, spoken, and social practices that marginalize or privilege particular values in society (de Los Heros 2009) To study such ideologies, the Martin and White (2005) systemic functional linguistics (SFL) interpersonal metafunction of Halliday can supply a usable and practical tool through an Attitude analysis.

In addition, most of the previous research using theoretical appraisal focused on news text, writing, leader's speech, teacher talk, articles, etc. (e.g., (Chalimah et al., 2018) utilized it to Evaluating Attitudes in News Text; (Pribydy, 2018) Used the Appraisal theory of the Teacher's Talk to Enhance Students' Critical Thinking Skills through Narrative Text; (Pasaribu, 2020) used this theory to analyze on Performing Of Mice and Men; (Rahayu et al., 2020) focus on analyzing the dominant type of attitudinal system that expressed by the teacher; (Haristyanti, 2015) used it to analyze Obama's speech. This research conducted through appraisal theory to analyze how students talk and teachers talk on online classroom interactions during the teaching and learning process. Therefore, this research is conducted with the objective as below:

1. What is the dominant type of attitudinal system of student and teacher talk on the online classroom interaction?
2. What is the contribution of student and teacher talk in terms of appraisal analysis?

## LITERATURE REVIEW

### CRITICAL DISCOURSE ANALYSIS (CDA) AND SYSTEMIC FUNCTIONAL LINGUISTICS (SFL)

Critical Discourse Analysis is a new method in social and cultural sciences research. It is used for research in the field of media and social, cultural, and political issues, especially to uncover



forms of domination, injustice, discrimination, or impunity. Discourse as a social praxis reflects people's lives which are colored by rhetoric, manipulation, and misdirection

Critical Discourse Analysis (CDA) helps understand the language in its use. Language turns out to be not just a means of communication but is also used as an instrument to do something or a means to implement a strategy of power. Through language, people produce meaning in social life. (Fairclough, 2001) argues that CDA is an interdisciplinary discourse study that considers language phenomena to be social practices. In the sense that whenever people speak or listen or write or read, they do so in socially determined ways and also have social effects. At the same time, the sociolinguistic phenomenon occurs because the language used in a social context does not only reflect or express social conditions and practices, but the language used is part of the social condition itself.

Our tools for analyzing the transcribed interview data from the three groups as well as our key informants consisted of Critical Discourse Analysis (CDA) and Appraisal Theory. (Wodak, 2001) defines that "The term CDA refers to a critical linguistic approach used by researchers who believe that the broader discursive unit of text (spoken or written) is the fundamental unit of communication" and states that CDA is particularly concerned with the relations between language and power. The discursive practice causes the interactions to negotiate attitudes in certain fields, especially in the teaching and learning phase where students and teachers interact with each other (Herdiawan et al., 2020)

SFL is a language approach that is used to analyze how language is used in various contexts that exist in everyday social interactions, both in spoken and written form. In this definition, systemic is defined as the whole, while functional is something that can be used or applied in various scientific fields. Meanwhile, Halliday cited in (Fauziati, 2016) states that the importance of context in language education is based on the unique role played by language in the learning process. Language functions as substance, instrument, and object for all fields of knowledge and to all educational levels. It can be used to learn about grammar, genres, registers, word formation, etc.

SFL plays a key role in every activity. SFL can help us in explaining and analyzing every action we take. Even pictures or writings that we meet at every step of the activity. SFL can help increase a teacher's creativity in processing learning in his or her class. Furthermore, SFL might teach youngsters to think critically and to analyze the issue facing them.

SFL can be categorized as a multifunctional overall analysis of discourse in spoken and written form. In SFL, 3 metafunctions form the basis for conducting analysis, namely 1. Ideational (related to knowledge about the discourse to be analyzed), 2. Interpersonal (related to interpersonal relationships or people around the discourse to be analyzed), and 3. Textual (related to how the discourse is structured and forms meaning in spoken or written form). Below is a chart of parts of Systemic Functional Linguistic (SFL):

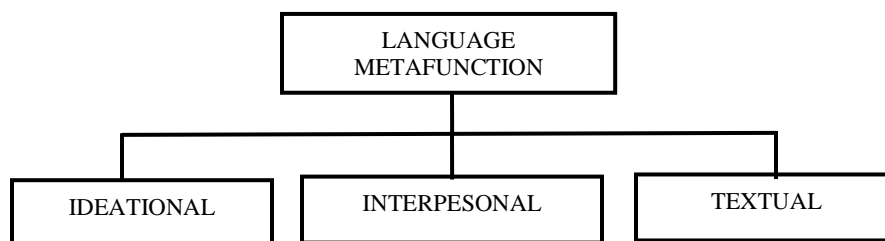


FIGURE 2.1.1. The types of language metafunction

### APPRAISAL THEORY

(White, 2015) states that appraisal is a study of how people use language to evaluate, adopt stances and construct textual personas, and manage interpersonal positionings and relationships. From the statement above it can be explained that, appraisal describes how people feel strongly about other people or things. Appraisal enquires into how discursive productions of writers and speakers are a reflection of the way they pass judgement on other people, events, material objects, and in general, the way they see the world. The appraisal is organized into three simultaneous subsystems each of which consists of Attitude, Engagement, and Graduation (Martin & White, 2005). Attitude is one type of Appraisal. The Attitude type of appraisal theory is used to describe the stereotypical value of the assumptions or perceptions in their opinion. Furthermore, related to the discussion of the types of attitudes will be illustrated and described as follows

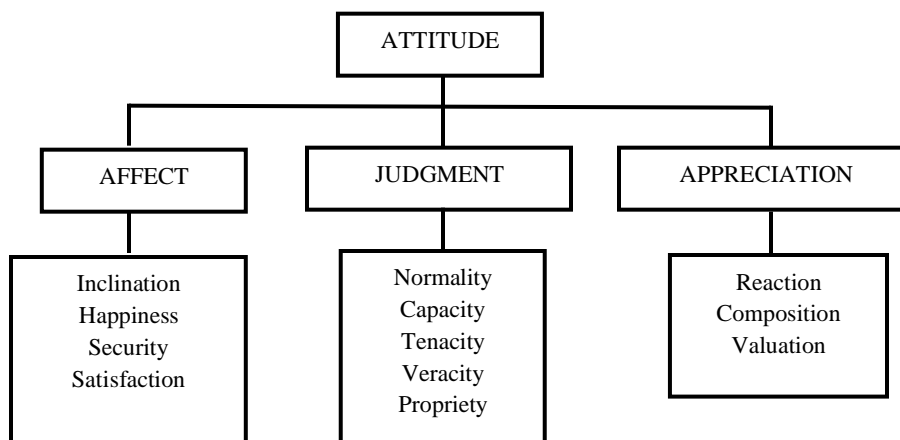


FIGURE 2.1.2 The types of Attitudinal System

Appraisal describes how people feel strongly about other people or things. Attitude is one type of appraisal. The Attitude type of appraisal theory is used to describe the stereotypical value of the assumptions or perceptions in their opinion. In other word attitude describe the way students and teachers talk in online classrooms and evaluates the value of these things and how they are portrayed positively or negatively (Martin & White, 2005). In details, Martin & White, (2005) divided the attitudes into three subsystems namely:

The first is affect (person's feelings it can be positive and negative). Affect can be achieved with affective adjectives, affective verbs, affective adverbs, etc. In terms of the classifications, several factors can be applied, including positive and negative affect, dis/inclination, un/happiness, in/security, and dis/satisfaction. The inclination indicates the feelings of desire for the phenomenon from the author (hopes, want, miss, and wary). Happiness can be a feeling of happiness or sadness and like or dislike phenomena (love, cheerful, hate, sadness). Security covers a feeling of peace and anxiety related to an environment (confident, comfortable, frightened, and uneasy). Satisfaction deals with goals and feelings of frustration with activities in which people engage (enjoy, busy, bored, and angry).

The second is Judgement (people behavior or character). It involves whether the attitudinal evaluation is negatively or positively assessed concerning one's behavior. Judgement resources are divided into two broad categories: social esteem and social sanction. Social esteem has to do with (normality, capacity, and tenacity). Normality involves the evaluation of how unusual/special someone is in his/her behavior (familiar, lucky, old-fashioned, and odd). Capacity is concerned with judgement of a person's ability to act (powerful, competent, weak, and unproductive). Tenacity covers how reliably someone can do something, (adaptable, brave, unreliable, and impatient). While Social sanctions have to do with (veracity and propriety). Veracity includes how a person's behavior is measured by truthful (honest, tactful, deceitful, and manipulative). The last, Propriety is the evaluation of how an ethical person will do something (good, polite, arrogant, and greedy).

The last is appreciation (evaluation of objects or things). It is divided into three parts: reaction, composition, and valuation. The term "reaction" refers to the process of evaluating the impact and quality of something (good, bad, exciting, and predictable). The composition includes the appreciation of things toward the balance and complexity toward the phenomena (easy, consistent, difficult, and contradictory). Valuation is the evaluation of the assessment of the social significance of the product and performance (creative, real, genuine, and insignificant).

#### STUDENT AND TEACHER TALK

Student and teacher engagement is considered the most essential part of the teaching and learning process (Herdiawan et al., 2020). The teacher talk is a kind of language used mostly in the classroom (face to face or online) by teachers to provide direction, explain activities, evaluate learning and give many characteristics to students. (Yanfen & Yuqin, 2010) defines Teacher talk as the kind of language used by the teacher for instruction in the context of the classroom. From this definition, it can be seen that teacher talk is considered as one of the biggest factors of all information that students acquire in English language teaching and learning.

The learning interactions carried out by students are manifested in the form of student talk. Student talk is one of the most essential parts of the teaching and learning process for educational purposes Britton cited in (Boyd & Rubin, 2002). Interaction refers to the classroom language used by teachers and students during the learning process. In this process, interaction occurs between teachers and students in the form of asking questions, answering questions, explaining, giving instructions, and other learning activities that are spoken orally (Brown, 2007). Given the importance of the existence of language as a means of interaction between teachers and students in the learning process, the teacher needs to identify the language chosen as a medium for conveying information. The choice of language used by the teacher also determines the success or failure of the learning process carried out. It can be concluded that

teachers as educators must identify language when conveying information to their students as a means of interaction. In this case, the teacher has a role as a medium for delivering information.

### ONLINE CLASSROOM INTERACTION

Interaction occurs because there are two components, namely student and teacher. According to (Dagarin, 2004) state that interaction is a type of action that occurs when teachers and students can influence each other. The online classroom is a product of the central process of globalization that is separated by vast spaces located in different time zones, teachers and students can interact across the boundaries of their physical location through printed texts and electronic signals (Havwini, 2019).

The online classroom makes possible new combinations and recombination between old and new social conventions and categories. Teaching and learning activities that occur in the online realm are accessed remotely through a device such as a tablet or mobile phone on a website or application. To create a good interaction, there needs to be communication. (Alawamleh et al., 2020) defines Communication as the key to this mode because students have the opportunity to ask questions and clarify information to fulfill the purpose or intent in the best possible way. (Rofi'i & Nurhidayat, 2019) state that success in communication can be seen from the understanding between the messenger and the receiver of the message. It also the element of feedback becomes quite important. How the messenger and the receiver of the information can alternate roles because of feedback problems.

### METHODOLOGY

This research used a qualitative approach. The qualitative approach was used to disclose attitudes resources that were realized in classroom interaction talk. It is descriptive in the sense that this study is intended to describe the realization of interpersonal meaning in the talk based on the Appraisal system as suggested by (Martin & White, 2005). The present study adopted critical discourse analysis (CDA) to describe the stereotypical value of the assumptions or perceptions in their opinion based on an attitudinal analysis of online classroom interaction. As for research sampling, this study involved an English lecturer and students in the 5th semester in Universitas Majalengka. Data is taken during 2 hours of the learning process for 3 weeks. This sample is selected by using the technique of purposive sampling, where the sample is chosen based on a number of criteria which are: 1) The English lecturer is a professional lecturer who has a long track record of experience in teaching English particularly in Universitas Majalengka; 2) The students are the fifth semester who take Quantitative research in language education subject who considered having a high interaction in the classroom.

This is a technique used in data collection in research is observation and documentation. To collect data, the researcher performed several steps following the procedure from (Creswell, 2012). First collects data by conducting the recording process. In data collection, researchers used a special voice recorder or digital voice recorder to facilitate the recording process. Then, these data were transcribed into field notes as an excerpt. After that, the data were analyzed through attitudes (affect, judgement, and appreciation) by Martin and white 2005. The last, data has been analyzed according to the group, then the data is calculated to determine the dominant

type of the attitude system and classify the contribution of student and teacher talk that can produce an education character in the online classroom.

## FINDINGS AND DISCUSSION

### FINDINGS

The writer has found attitude devices in a student-teacher talk on online classroom interaction which consists of affect, judgment, and appreciation. In this case, the writer shows the number of attitude devices in the table below:

TABLE 4.1 Table of attitude finding

No	PARTICIPANT	ATTITUDE					
		Affect		Judgement		Appreciation	
		Positive	Negative	Positive	Negative	Positive	Negative
1	STUDENT	4	4	7	6	5	4
	TOTAL	13,33%	13,33%	23,33%	20%	16,67%	13,33%
No	PARTICIPANT	ATTITUDE					
		Affect		Judgement		Appreciation	
		Positive	Negative	Positive	Negative	Positive	Negative
2	TEACHER	19	5	7	12	13	5
	TOTAL	31,14%	8,19%	11,47%	19,67%	21,31 %	8,19%

The table above describes the percentages of all types of attitude systems, this is expressed by the conversations of students and teachers. The findings show that students using the attitude system there are 13.33% affect, 23.33% judgment, and 16.67% appreciation. And also for teachers, there are 31.14% affect, 11.47% judgment, and 21.31% appreciation from the attitude.

As a realization of the attitude device, researchers have analyzed it based on the student's talk and the teacher's talk in the form of conversations, you can see in the discussion section below.

### DISCUSSION

#### ATTITUDINAL RESOURCES IN STUDENTS TALK

From the figure above, it can be seen that the attitude device from online class interactions, including the dominant attitude device found by students is Judgment. It found the point of percentage 23,33% with a total of 7 instances. It indicates that students interact in the learning process is because they are influenced by habits and willingness or desire to express what they think and feel directly. As indicated by students reflecting on their Judgment after studying an article. Students use Judgment resources to monitor capacity, veracity. Students' understanding is highlighted so that students become creative so that they are easy to think about and have the ability to think critically in assessing something. It is in line with what (Leicester & Taylor, 2010) state that critical thinkers need to think about trying to figure out how to act in the right way, or trying to solve a moral dilemma, or doing critical reflection on it.

The examples below illustrate the analysis of the affect category on student talk in a positive way.

POSITIVE AFFECT

TABLE 1. Positive Affect of Student Talk

Clause	Speaker	Excerpt	Aff
11b	S	<i>Ya Pak terimakasih Pak</i> (Yes Sir, <b>thank you</b> sir)	+ <b>Satisfaction</b>
2c	S	<i>Kalau salah tolong dikoreksi Pak</i> (If I'm <b>wrong, please correct</b> me Sir)	+ <b>Inclination</b>
27c	S	<i>Sharing masalah kehidupan boleh nggak Pak?</i> ( <b>laughing</b> ) <i>sharing percintaan gitu</i> (Sharing about life's problems, is it okay, sir?) ( <b>laughing</b> ) Like sharing love.)	+ <b>Happiness</b>

The first clause (11b) shows that students express their feelings to the teacher for their achievements during the learning process. The second clause (2c) states that students seem to ask the teacher to be directed if their presentation is not appropriate so that with this achievement students can overcome difficulties. The last clause in positive affect (27c) shows that students' nonverbal reactions [laughing] always occur in classrooms that exhibit a positive environment and are coded as happiness. This shows that a sense of humor in the classroom is more effective in teaching and learning, on one hand, the subject matter is quickly captured by students, can melt the atmosphere so that it is not tense, and students are not bored in the classroom. (Lighthart cited in (Ritonga et al., 2018) state that a teacher should have laughter and enjoy allowing his students to laugh. Teachers should create a joyful atmosphere in the classroom, so students can laugh at the correct time together.

POSITIVE JUDGEMENT

TABLE 2. Positive Judgement of Student Talk

Clause	Speaker	Excerpt	Judg.
26a	S	<i>Iya pak, soalnya tiktok booming tahun 2020</i> (Yes sir, because tiktok is <b>booming</b> in 2020)	+ <b>Capacity</b>
51a	S	when view the result of study <b>was successful</b> and I <b>agree with this research</b> , because using picture can be affective media for vocabulary learning English. <i>Udah pak</i> (enough, Sir)	+ <b>Capacity</b>
16c	S	<i>saya sih not yet.</i> (I'm not yet)	+ <b>Veracity</b>
18c	S	<i>masih belum Pak masih bingung</i> (not yet Sir, <b>still confused</b> )	+ <b>Veracity</b>
19c	S	<i>baru mau direncanain</i> ( <b>just about to plan</b> )	+ <b>Veracity</b>
25c	S	:Oke Pak Iya Pak emang butuh waktu diskusi (Ok sir, it <b>takes time for discussion</b> )	+ <b>Capacity</b>

In clause 26a, 51a is a student's assessment of an article being discussed, students express their thoughts after studying an article. Here students' understanding is highlighted so that students become creative so that they are easy to think and have critical thinking skills. It is in line with what (Leicester & Taylor, 2010) state that critical thinkers need to think about trying to figure out how to act in the right way, or trying to solve a moral dilemma, or doing critical reflection on it. In addition, the rest of the clauses 16c,18c,19c indicate that the students stated

what they were (honestly) regarding project assignments in other courses. Clause 25c Students try to complete an unrealized task by discussing it at the teacher's request.

### NEGATIVE JUDGEMENT

TABLE 3. Negative Judgement of Student Talk

Clause	Speaker	Excerpt	Judg.
20a	S	... First, the sample data is <b>not large enough</b>	- Capacity
82a	S	From the language is <b>not to easy understand</b> . <i>Sudah pak. (Enough, Sir)</i>	- Capacity
15b:	S	<i>Tapi rata rata artikel di Indonesia seperti itu pak (But</i> <b>the average article in Indonesia is like that</b> , Sir)	- Propriety
21b	S	<i>menurut saya di jurnal jarang ada "I" (I think, in</i> <b>journals rarely use the word "I"</b> )	- Tenacity
12c	S	<i>Si autornya tidak menjelaskan antara gap artikel dia dengan artikel sebelumnya (The author</i> <b>didn't explain</b> the gap between his article and the previous article)	- Capacity

Based on the first quotation (20a, 82a, 12c) Students express their feelings to evaluate an article being discussed. He mentioned some of the shortcomings of the articles that he had studied. This was intended to evaluate in the future if they wanted to make articles that were better than some of the examples that had been studied. In clauses, 15b, 21b, students have an opinion regarding articles in Indonesia that rarely use the word "I" in their discussion.

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### POSITIVE APPRECIATION

TABLE 4. Positive Appreciation of Student Talk

Clause	Speaker	Excerpt	Appr
88a	S	<i>Ok pak udah mengerti (ok Sir, I understand)</i>	+ Composition
85b	S	<i>Paham pak (Understand, Sir)</i>	+ Composition
96b		<i>yang gampang aja Pak. ( Whatever is easiest)</i>	+ Composition

From quotes 88a, 85b students express their evaluation in terms of understanding after the teacher explains something. This purpose means to inform the teacher that what has been explained by the teacher is clear. This purpose is intended to inform the teacher that what has been explained by the teacher is clear. It is in line with (Martin & White, 2005) who state that a positive appreciation of Composition can be in the form of understanding. As for the last clause (96b) Students negotiate with the teacher regarding assignments for UAS, here students offer easy assignments.

In the next section, students describe negative evaluations as exemplified in the excerpt below:

ATTITUDINAL RESOURCES IN TEACHER TALK

The dominant attitude device found by the teacher is Affect. The way teachers and students express their emotional reactions shows their aspects and their relationships through the choice of language.

The examples below illustrate the analysis of affect category on teacher talk in positive way.

POSITIVE AFFECT

TABLE 5. Positive Affect of Teacher Talk

Clause	Speaker	Excerpt	Aff
31a	T	<i>oke good. jadi kalian harus banyak menanya</i> (Ok good. so you <b>have to ask a lot</b> )	+ <b>Inclination</b>
32a	T	Any question so far? <i>Apa ada yang ingin ditanyakan. Ayo aktif</i> (Is there anything to ask. <b>Let's be active</b> )	+ <b>Inclination</b>
83a	T	<i>ini hanya referensi saja fazri tidak usah bingung menggunakan ini</i> (This is just a reference, Fazri <b>doesn't need to be confused</b> about using this)	+ <b>Inclination</b>
1b	T	<i>sesuatu yang eye-catching tapi sesuatu yang kita rasakan kita pahami</i> (something eye-catching but something <b>we feel we understand</b> )	+ <b>Happiness</b>
1b	T	<i>Jadi kalau research itu tidak perlu sesuatu yang teks yang bombastis</i> (So if the research does not need something <b>bombastic</b> text)	+ <b>Inclination</b>
36b	T	<i>Makanya Kita itu penting berpikir kritis seriously</i> (That's why it's important for us <b>to think critically seriously</b> )	+ <b>Inclination</b>
52b	T	<i>itu teori saja, jangan khawatir. Ini kalau misalkan skripsi itu untuk orang. bab 4 bab 3 bab 2 itu sama-sama kalau kita itu bisa menulis bisa focus</i> (That's just a theory, <b>don't worry</b> . The script is for people. Chapter 4, chapter 3 and chapter 2 it's the same if we can write and we can focus)	+ <b>Inclination</b>
91b	T	<i>yaudah kalo bingung tinggal tanyakan, Yang mana bingungnya?</i> ( <b>okay, if you're confused, just ask, which one is confused?</b> )	+ <b>Inclination</b>

From the example above, it can be seen that the teacher always tries to build a good atmosphere through positive interactions to foster learning motivation, provoke students' encouragement in asking questions, encourage students to be active and also think critically. In clauses 31a,32a the teacher encourages students to be active by asking questions so that there is a warm interaction and an active class atmosphere. It is in line with what (C & Lockhart, 2007) state that Feedback is an important aspect of the teaching and learning process, it is used to let students know how well they have performed to increase student motivation and to build a supportive classroom atmosphere. In addition, in clauses 83a, 91b the teacher advises students not to be confused by offering to ask questions to get away from problems in class. In addition, in the rest of the clauses 1b,1b,52b,36b the teacher is encouraging how to do easy research. He tries to convey to his students that doing research is not difficult and tries to encourage them to think critically. It is in line with what (Yanfen & Yuqin, 2010) who stated that Teacher Talk plays a crucial part in classroom interaction, as it can enable students to better understand and motivate them to be more active during a course of learning.



### NEGATIVE JUDGEMENT

TABLE 6. Negative Judgemnt of Teacher Talk

Clause	Speaker	Excerpt	Judg.
9a	T	<i>Jadi bukan berarti kita nyomot atau ngambi atau copy paste dari google</i> (So it doesn't mean <b>we copy and paste from google</b> )	- Veracity
11a	T	<i>Kalo misalkan bahasanya kurang dimengerti kita kurang baca ya</i> (For example, if the language is <b>not understood, it means that we are not reading enough</b> )	- Capacity
105b	T	<i>Kurang jelas, kurang jelas suaranya, kecil.</i> (the voice is not clear,)	- Normality

In addition, the teacher also showed a negative assessment of student behavior when delivering material, not demeaning students' personalities but an effort to straighten out their intentions and provide understanding. Clauses 9a, 11a show that the teacher criticizes the students when expressing their opinion, which according to the teacher is not appropriate. In clause 105b, it shows that the teacher criticizes students when they ask questions because their voices are not audible (disjointed). It is in line with what (Gharbavi & Iravani, 2014) state that when they criticize their students, teachers should be careful to make comments and not to damage their feelings or hurt their behavior.

### POSITIVE APPRECIATION

TABLE 7. Positive Appreciation of Teacher Talk

Clause	Speaker	Excerpt	Appr.
23a	T	<i>Ok good, Ada pertanyaan yang lain?</i> (Any question?)	+ reaction
32a	T	<i>Ok good</i>	+ reaction
71a	T	<i>Ok thank you izan.</i>	+ reaction
99a	T	<i>Itu lumayan filmnya bagus, kalo ada free time silahkan tonton itu di kelas entreupeneur</i> (It's a <b>pretty good film</b> , if you have free time, please watch it in the entrepreneur class)	+ reaction
99a	T	<b>this is the real entreupeneur di film ini (this is the real entreupeneur in this film)</b>	+ Valuation
1b	T	<i>kalau orang-orang Jepang itu setiap hari melakukan riset, orang Cina itu melakukan riset</i> (the Japanese do research every day and the Chinese do research too)	+ Valuation
6b	T	<i>itu pemikiran di Jepang di Cina di luar negeri itu selalu dilakukan research</i> (that's the thinking in Japan and China. Abroad, research is always done)	+ Valuation
6b	T	<i>Saya suka sekali melihat, orang-orang Indonesia akan menciptakan sesuatu contohnya alat tes covid</i> (I love seeing Indonesian people create something, for example a covid test kit)	+ reaction
6b	T	<i>Biayanya murah cuman Rp20.000 sekali test.</i> (The cost is cheap, only Rp. 20,000 per test.)	+ reaction
86b	T	<i>Oke bagus,(Ok, good)</i>	+ reaction

The teacher also demonstrated a good ability to provide meaningful feedback to students by praising their efforts in completing assignments and praising others to motivate students. In clauses 23a, 32a, 86b, Appreciation is manifested through the adjective 'good'. The sentence implies that the teacher responds to the students' answers correctly. It is used to confirm the truth by stating that the teacher likes the answer. According to (Cowie, 2005) state the use of oral feedback can have a positive and negative influence on the feelings of the pupils. Ran and Danli (2016) state that positive feedback is crucial because it supports the student and inspires the student to continue, especially for praise by saying “good, excellent, yes, and ok”. In addition, in clauses (99a,99a,1b,6b) the teacher often expresses value evaluation words in his view. This strategy often occurs in the classroom because the teacher must encourage and encourage them so that they can be motivated in the future.

#### NEGATIVE APPRECIATION

TABLE 8. Negative Appreciation of Teacher Talk

Clause	Speaker	Excerpt	Appr
83a	T	<i>karena dulu itu flashdisk mahal</i> (because in the past it was flashdisk is <b>expensive</b> )	- Reaction
22b	T	<i>Nah itu orang Indonesia paling. nggak pede berarti.</i> (Well, means that Indonesians <b>are the least confident.</b> )	- Reaction
32b	T	<i>“I” aja udah, kalau the reseacher itu berarti kita nggak pede.</i> (“I” is enough, if the researcher means that we <b>are not confident.</b> )	- Reaction

In addition, the teacher also uses negative conversations for several emotional reactions (comparisons) in conversations in online classes which can be seen in clauses 83a, 22b, 32b. Through this, the teacher compares a quality to an item such as the use of genose as a tool for checking covid-19 which is cheap with an antigen that is expensive, this shows an emotional reaction that evaluates the quality of an item.

#### THE CONTRIBUTION OF STUDENT AND TEACHER TALK IN TERMS OF APPRAISAL ANALYSIS

In a process of character education, the environment has an important role in the formation of students. A good environment is likely to have an impact on students both by what they see, feel, and participate in. Such an attitude will make someone articulate because they always take the opportunity to speak in every activity, such as discussions or other activities. In the learning process, there are several interactions, both interactions between students and teachers, interactions between students and students, interactions between students and learning materials, as well as interactions between students and learning media intended to shape speaking behavior and develop speaking skills based on character values. (Character Education). The emergence of these character values can also be found when students are in school as a result of character planting by the teacher. There are several findings that the researchers found, namely: a sense of curiosity, sense of communicative, sense of responsibility, sense of respect for achievement, sense of honesty, and sense of independent.

Excerpts from interactions during the learning process can be seen below:

### Excerpt 1

2 c. S : . *Kalau salah tolong dikoreksi Pak [Positive Affect: Inclination] jadi ada kalimat disini seperti ini.....* If I'm wrong, please correct it sir **[Positive Affect: Inclination]** so there is a sentence here like this...

The Excerpt above shows that in this core learning activity there are several kinds of student interactions, both interactions with teachers, interactions with fellow students, and interactions with learning materials. In this interaction, students' words that reflect character values during this core learning activity, such as Students in clause 2c students ask the teacher to correct if there are errors during presentations, this shows that students reflect the character values of curiosity. It is in line with what (Handoyo & Suparno, 2018) state that when someone is curious about something, he will find a way to obtain the information he seeks. For the pupils who are learning, this inquiring nature is crucial.

### Excerpt 2

90 a S : *ok pak udah mengerti [Positive Appreciation: Composition]* (ok sir, I understand **[Positive Appreciation: Composition]**)

Excerpts of interactions that occur in the above activities are referred to in clause no. 90a above is in the form of understanding. Some students began to look confused regarding the format in the background study, some even asked questions. After the teacher explained again, the students began to understand. Students also seriously pay attention to the teacher's explanation so that he immediately understands. The researcher considered that there was progress in the process of student interaction in learning. This shows the reflection of the character values of self-confidence, curiosity or love of knowledge, responsibility, and reasoning.

### Excerpt 3

115 b S : *Ya Pak terima kasih Pak [Positive Affect: Happiness],Yes,Sir. Thank you* **[Positive Affect: Happiness]**

In clause 114b students ask questions because they feel it is not clear, then the teacher gives answers related to questions. In clause 115b, students appreciate the teacher for giving clear answers, so students show an attitude (curiosity, respect for achievement). This is in line with (Muhtar & Dallyono, 2020) Teachers fulfill their responsibilities through assisting in the development of some pupils' characteristics (psychomotor, cognitive, and affective).

### Excerpt 4

16 c S : *saya sih not yet. [Positive Judgement: Veracity]* **(I haven't worked [Positive Judgement: Veracity])**

25 c S : *Oke Pak Iya Pak emang butuh waktu diskusi [Positive Judgement: Capacity]* (Okay sir, it takes time for discussion **[Positive Judgment: Capacity]**)

26 c T : *Iya, dong. Harus diskusi. [Positive Judgement: Propriety]* *Ada lagi nggak nih? Siapa nih yang belum Lia, Adinda silakan yang mau sharing?* (Of course, yes. Must have a discussion. **[Positive Judgment: Propriety]** Is there anything else? Who hasn't Lia, Adinda, please sharing?)

The Excerpts above can be stated that there are several kinds of student interactions that occur during the preliminary activities, namely interactions with teachers and interactions with fellow

students. The interaction includes student words that reflect character values, such as in clauses 16c, 18c and 19c students try to reveal the answers as they are when asked by the teacher regarding their project assignments in entrepreneurship courses (confidence values and honest values), and in clause 24c the teacher asks all students to be given time for discussion in the entrepreneurship class and students obey to discuss even without the presence of the teacher this is included in (the value of being responsible and independent). It is in line with what (Murphy et al., 2009) state that Discussion approaches give prominence to interrogating the speech in search of the underlying arguments, assumptions, world views, or beliefs.

## CONCLUSION

Based on the findings above, it can be concluded that the most dominant type of attitude system in online classroom interactions used by students is Judgment. Meanwhile, the most frequently used source of attitude by teachers is Affect. It shows that the way teachers and students express their emotional reactions shows their aspects and their relationships through the choice of language. Therefore, opportunities for teachers to express thoughts, opinions, and attitudes from communicating can reflect their personality value systems, build a positive atmosphere, maintain interlocutor relationships, and regulate discourse in the online classroom. This study relates that students and teachers interact that creates a reciprocal relationship that can represent the character of education in terms of assessment analysis. It is very important for students and teachers to understand every word that is expressed that contains meaning in every conversation.

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## Ability to Write Clinical Writing for Sixth Semester College Students of the English Department PGRI Semarang with Inside the Instructional Field

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### ABSTRACT

*This study examines the educational writing capabilities of PGRI Semarang University English Department sixth semester students. The fundamental reason of this study is to discover educational writing abilities for college students in the sixth semester of the English Department at PGRI Semarang University in grades 2021 and 2022. The writer used the descriptive quantitative method. The whole number of the sixth semester ordinary students is 283 students, so the total variety of the population is 283 thesis proposals. Methodology is a set of strategies used in a precise place of activities (Hornby, 1995, p. 734). Methodology of the research here means a set of methods used to investigate the objectives of the study. There are seven most important components mentioned in this chapter. These are the type of survey, the problem of the survey, the capability of the survey, the method of information collection, and the method of information analysis. Scores of 70.2 range from 66-79, which is viewed good. From this, we can conclude that the academic writing ability of PGRI Semarang University English Department 6th semester college students from 2021 to 2022 is good.*

*Keywords: ability, compose, academic writing*

### INTRODUCTION

Nowadays, the global era shows information as ‘king’ in which it has emerged from many dimensions of change in lives. Information is not only a need, but also a power. In other words, technology of information becomes an important tool to manipulate, and as a control. Romli (2000: iii) said ‘who controls information is the almighty in future’. It means that the new source of power is not money in the hand of view, but information in the hand of many. In the past, few people may get power if they have a lot of money, but now information in many people can be a new source of power. In fact, information is always haunted to get the destination. People will be absolutely sure when they get a lot of information to do or talk about something. Indonesia is also developing which responds to the global environment so that English begins to be taught from elementary school to a higher education. It has been taught since kindergarten. PGRI Semarang University as one of the institutes of teacher education and education in Indonesia also helps the application with the evidence via opening an English Department. In the PGRI Semarang University curriculum, English offers with 4 English skills. They are listening, speaking, reading, and writing. Therefore, English Department students should achieve four English skills. In the study the writer will be concerned with writing,

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especially academic writing. Although writing has been taught since the first semester, in the writer's opinion the result is not satisfying. Many students have troubles when they should express their ideas and create their opinion in written form. Hence, it is important for the writer to know Ability of PGRI Semarang University English Department 6th semester students to create academic writing.

### LANGUAGE LEARNING

Language definition. A man is a social person who needs friends in his life. Also, it is not difficult to imagine living alone without a companion. So, it is true that ancient Greek scholars said that one does not care who has to live in the community (Ramelan, 1992, p.7). It means that it is impossible to live without any communication. Both human beings and animals always need community in order to facilitate their efforts to provide their necessities of life. On the other hand, they have to cooperate with each other which can only be carried out in a community. For instance, when someone needs rice for his daily food, he does not need to grow it himself. It will be enough for farmers to do it, while he can get rice by buying it from farmers. He may have a special ability to create tools such as hoe and plow. He can sell it to the farmers who need it to cultivate the land. Therefore, it is clear that members of the community need to work together for their own benefit (Ramelan, 1992, p.7). Second, the community itself needs a means of communication to create itself

### LEARNING PROCESS

In the learning process, teacher and student should know learning theory because they have to handle it as well. At least, they need to understand the definition of theory and try to apply it in real condition. Purwanto (1991, p. 85) said that (a) Learning is behavior's change, (b) Learning is behavior's change that needs practices and experiences, (c) Its change is relatively constant. Therefore, the learning process should create three aspects as above, especially for the English learning process in which it needs many practices done by students continuously. Because it is actually '*practice makes perfect*'. Student, the individual learner is the center of the learning process. Moreover, she/he has to express her/his language as much as possible. All the resources in the school or community are made available to serve her/his theory defined as having an insight process. It is commonly called cognitive theory (Dahar, 1989, p. 20). But Ausable in Seumahu (1980, p. 1) classified the learning process into two dimensions in the classroom as follows: 1) The first dimension is reviewed by the learning process divided into *reception learning* and *discovery learning*. It is related to the way of subject matter given. 2.) The second dimension is divided into rote learning and meaningful learning. It is related to how students can take information in cognitive structure. In the same time, Rusyan (1989, pp. 24-25) stated that some factors which influence the learning process are; activities, practices, experiences, association, appreciation, readiness, and physiology. Finnochiaro (1974, pp. 13-15) mentioned three crucial factors in the learning process. They are; students, school and community, teachers and the use of English teaching methods.

### LEARNING ACHIEVEMENT

Successful learning discourse is the next step after the learning process takes place in the classroom. This capacity that the result of the studying procedure is the student's mastering performance. Learning process is the knowledge achievement level or student's skills to reach the goal, which has been determined in every subject matter in contain time (Arikunto, 1986, p. 269). Besides that, students also have to know about some factors which influence the learning process so that they understand what to do. Santoso divided some factors that influence the process of learning achievement into two:

### INTERNAL FACTORS

Factors, which are coming from a student's inner self consisting of a). Intelligence; This factor plays an important role in academic success as it can help solve problems quickly. b) Talent; By having practices, one who has a proper talent will be more capable of doing something. c) Willingness; This factor is related to feelings. If students have it to learn English, they will be more cheerful in the learning process. d) Motivation; One who has a high motivation to learn English; he has the effort to do maximally. e) Attitude; This factor is concerned with doing something. One who has a real attitude in learning English, so he will get a good learning achievement. f). Maturation; Teaching the subject



matter, which is according to the student's maturation level, will influence his learning achievement. So, material should be suitable with a student's maturation level.

#### EXTERNAL FACTOR

Factors, which are coming from outer's students involving environment, curriculum, subject program, facility, teacher, and other instruments in the learning process (1988, pp. 8-19) So, English learning achievement is a student's level to achieve the purpose of English teaching in a certain time. It is symbolized with the score and mark.

#### WRITING

Definition of Writing. In principle, writing capacity making an attempt to create written messages. Before we write, we want to find out what to write, what meaningful content material wants to be conveyed. In order to deliver our message successfully, we adopt quite a few writing strategies as outlined by means of Bram: To deliver our message successfully, writers practice a range of non-talent-focused writing strategies. Any (ambitious) creator can study them and apply them to his writing. Each learner is then influenced to continue the practice. Certainly we improve our writing in general through writing ourselves (1995, p.7). Writing is actually nothing when it deals with a child who concentrates on shaping individual letters. It will be quite different when we watch a college student sitting quietly in front of his table and trying hard to express his ideas, experiences, thoughts and feelings which may be purposeful in the form of written language. In this case, writing does no longer only imply forming letters and then inserting them together to form phrases and phrases into sentences, but also a challenge how to make a right sentence, so that the reader is familiar with exactly what the creator tries to convey through his writing. Meanwhile, Byrne (1993, p. 1) cited When we write, we use photo symbols: that is, letters or combos of letters that are related to the sounds we make when we speak. Thus, to some extent, we can say that writing is the act of forming these symbols: making marks on any flat surface. But writing is more than just developing graphical symbols, more like speech than making sounds. Furthermore, Byrne explains that symbols must be arranged, in accordance to sure conventions, to form words, and phrases ought to be organized to shape sentences, although once more we may additionally be given is "write" if we simply list words, such as an inventory category, such as a shopping list. Tarigan (1986) stated that writing skill can be started with composing words into sentences so that the writer's messages can be understood by the reader. According to Bereton in Yuni (2005, p. 14), all writing is always someone (writer) saying something (text/sentence) to someone else (reader). Like speech, which is considered the main means of communication, writing is additionally a potential of communication where the written form is used to categorical the writer's purpose. Gere in Yuni (2005, p. 14) pointed out that writing is communication. Communication means imparting knowledge or information about a certain subject. In fact, from a language teaching point of view, the pressure is often more to write than to speak correctly. According to an explanation of the writing style that a writer acquires in college, writing consists of choosing, writing a sentence, writing a paragraph, writing an essay, and writing a thesis proposal.

#### WRITING AS ONE OF LANGUAGE

Writing Process; It has been defined that writing is the mixture of the physical and psychological aspect. A creator who wishes to produce a piece of writing have to assume how to make those factors work together in the writing process due to the fact of the central action of writing in it. On the different hand, it can be said that no writing without a method of writing. There are three degrees of writing, they are: prewriting, writing, and revising. (Blanchard and Root, 2003, pp. 41-44).

Prewriting. Prewriting is the thinking, talking, reading, and writing you do about your theme earlier than you write a first draft. Prewriting is a way of warming up your Genius before you write, just as you warm up your body before you exercise. There are a number of ways to heat up earlier than you write: a) Brainstorming; Brainstorming is a rapid way to generate a lot of ideas on a subject. The motive is to make a list of as many as possible besides traumatic about how you will use them. Your list can consist of words, phrases, sentences, or even questions. To brainstorm, follow these steps: Begin with a broad topic, Write down as many thoughts about the subject as you can in 5 minutes. Add more gadgets to your listing by using answering the questions what, how, when, where, why, and who. Group similar objects on the listing together. Cross out gadgets that do not belong.

Clustering. Clustering is every other prewriting technique. It is a visible way of showing how your thoughts are related the use of circles and lines. When you cluster, you draw a layout of your ideas. To cluster, comply with these steps: Write your topic in the core of a blank piece of paper and draw a circle around it. Write any thoughts that come into your thought about the subject matter in circles around the fundamental circle. Connect these ideas to the core phrase with a line. Think about each of your new ideas, and then connect them. Repeat this process until you run out of ideas.

Write. After spending some time questioning about your subject matter and taking the vital pre-writing steps, you're prepared for the subsequent step in the writing process: writing your paragraph. When you write the first draft of your paragraph, use the ideas you generated throughout the previous writing method as a guide. As you write, remember: Start with topic sentence declaring the main idea, which includes various sentences that assist the foremost idea. Stick to the topic, don't consist of data that would not at once aid the main idea. Arrange the sentences so that the order of thoughts makes sense. Use sign phrases to help the reader apprehend how the ideas in your paragraph are related. Review. It is nearly not possible to write a best paragraph the first time. The first attempt is known as the first draft. After completing your first draft, you have to work on improving it. This step is known as review. When revising your paragraph, you can do the following: Add new thoughts to aid the topic. Cross out the sentences that do no longer correspond to the subject. Change the order of sentences. Use the following checklist to revise your paragraphs.

#### CHECKLIST FOR REVISION

- Make sure you have a subject matter sentence.
- Cross out sentences that are now not associated to the fundamental idea.
- Check if the sentences are in the right order.
- Add new thoughts if they help the topic sentence.
- Be positive to include sign phrases to guide the reader.
- Check punctuation, spelling and grammar.

(Blanchart and Root, 2003, p. 44)

## METHODOLOGY

Type of the Research In this research, the writer will use the descriptive quantitative method. According to Hornby (1995, p. 314), the word “descriptive” means giving a picture in words or describing something without feeling and judging. It uses natural environment sources data to analyze. There is not any reference from the research to the object or variable data.

## SUBJECTS OF THE STUDY

Population. The population of this study included all thesis proposals by sixth-semester regular students of PGRI Semarang University English Department for the academic year 2021-2022. The total number of sixth-semester regular students was 283 students, So the total population is 283. Taste. In this study, the author will use the random sampling technique because it is convenient to put in force and does now not need to follow tough procedures. Probabilistic sampling is a sampling manner such that all persons in a populace have the equal probability and freedom to be chosen for sampling (Sumanto, 1990, p. 23).

## INSTRUMENT

The records sources will be collected the usage of necessary equipment to attain the lookup objectives. The tools can inform if the search was once successful. In general, there are countless types of search engines, which can be used to retrieve data. That is observation, test, interview, document, etc. Arikunto (1996, p.51) considers that a device is a gadget or capability used via a researcher to collect facts or statistics so that work can be performed easily and outcomes may additionally be better. In this study, the writer will use documents as a device to accumulate data. This will be in the form of thesis proposals from sixth semester students of the Department of English at PGRI University Semarang in the tutorial year 2021-2022

## TECHNIQUE OF DATA COLLECTION

To achieve objectives of this research, the writer will collect the data by explaining the method of collecting data and the procedures of collecting data as follows:

Method of collecting the data. In this research, the writer will choose a research method that is suitable for the subject matter. So, she chooses a documentary method in this study. Documentary method is a method of collecting data in the form of a document, or related information by reading related books, newspapers, journals, magazines, encyclopedias, and the like. In this regard, the documentary method will be applied to get the document of thesis proposals from the lecturers.

Procedures of collecting the data. The writer will assail some steps to collect the data, they are as follows: The writer will ask for permission from the chairman of the English Department of PGRI Semarang University to do the research. The writer will borrow for students' thesis proposals from the lecturer of Seminar on Thesis Proposal class and copy them.

## TECHNIQUE OF DATA ANALYSIS

Since this lookup ambitions to attain the objectives, the facts evaluation is also aimed at accomplishing these goals. Therefore, the data analysis will be conducted as follows: To determine the academic writing ability of the 6th semester students of PGRI Semarang University in the academic year 2021-2022, the author will use the following techniques: Before the data obtained is analyzed, the author should establish rules for how the data is scored. When assigning data points, the writer will use analytical notation. According to Brown (2004, p. 243), assessment of classroom performance is best served by grading analysis, where up to six key elements of writing are scored, thus giving allowing learners to focus on their weaknesses and capitalize on their strengths. In addition, he says that analytic grading may be called analytic assessment more appropriately to capture a closer association with classroom language instruction than with formal testing. Therefore, the author will define aspects using a scoring profile proposed by Jacob in Brown (2004, p. 244), where five slightly different categories are given score values. They are; content, organization, vocabulary, syntax, and mechanics of the student's thesis proposal. The following criteria will be the basis for all ratings; moreover, the writer will present the highest for all criteria. That is:

a.	Content	30
b.	Organization	20
c.	Vocabulary	20
d.	Syntax	25
e.	Mechanics	5
	Total	100

(Jacob in Brown, 2004, p. 246)

Once character scores are obtained, the author will discover the average of all ratings using

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

Following formula:

In which:

$\bar{X}$  = The mean of score

$\sum X$  = The total scores

$N$  = The total sample

(Sudjana, 2002, p. 67)

Once individual scores are obtained, the writer will find the average of all scores using

Level of Mastery	Predicate
80-100	Excellent
66-79	Good
56-65	Fair
40-55	Poor
30-39	Fail

(Arikunto, 2002, p. 245)

Based on the criteria, it will be concluded that the academic writing ability of students in the sixth semester of English department PGRI Semarang University educational 12 months 2021-2022 is excellent, good, good, common or not. To identify problems that the sixth semester students of PGRI Semarang University's English Department may face in the academic year 2021-2022 while writing academic papers, the writer will see the student's overall writing will be focus on the content, organization, vocabulary, syntax and mechanism of the thesis proposal. From the results of data analysis, one can know what errors they may encounter. To achieve the third objective of this study, the author traced several potential sources of students' problems. It uncovers potential sources of clerical errors. It will focus on content, organization, vocabulary, syntax, and mechanics.

## FINDINGS AND DISCUSSION

This study deals with the lookup findings and discussion. The lookup findings have been analyzed primarily based on students' thesis proposals and the dialogue used to be derived from the analysis of the findings.

Students' capacity to compose academic writing. As it mentions in this discovering that the facts used to guide this study is documentation which was once the form of the thesis proposals of the sixth semester college students of the English Department of PGRI Semarang University in the academic yr 2021-2022. The records used to be then analyzed the use of the idea proposed via Jacob in Brown (2004), Sudjana (2002), and Arikunto (2002). It used to be done to provide the applicable reply to the essential lookup query posed in chapter I: To what extent are the sixth semester students of the English Department of UPGRI Semarang in the academic year 2021-2022 capable to compose academic writing? In line with the theoretical proposed – to discover out the students' capability in composing academic writing – the author referred to Jacob in Brown (2004), Sudjana (2002), and Arikunto (2002) to be the base of examining the data. In analyzing the data, first, she scored the students' thesis proposals by means of using analytic scoring based on the content, organization, vocabulary, syntax, and mechanics. The following is the result of the students' potential in composing educational writing. There are 30 students' thesis proposals as a pattern in this study. Besides that, the table also describes the rankings of the college students in academic writing. So, from the records of the table, the writer finds out the capability to compose academic writing of the sixth semester college students of the English Department of PGRI Semarang University in the educational 12 months 2021-2022. The creator calculates the complete score of the students' thesis proposal into the mean. In calculating the mean, the creator used the following formula:

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

In which:

$\bar{X}$  = the mean of the score

$\sum X$  = the sum of all the score

$N$  = the total number of the students or the sample

Sudjana (2002, p.67)

In this case, there are 30 students' thesis proposals (N) as the sample in this research, whereas the sum of all of the ratings of the college students (X) is 2107. From the data, the writer inserts it into the system:

$$\begin{aligned}\bar{X} &= \frac{\sum X}{N} \\ &= \frac{2107}{30} \\ &= 70,2\end{aligned}$$

The mean of all the scores in composing academic writing is 70,2. After finding out the mean of all the scores, the result was concluded based on the following criteria:

Level of Mastery	Predicate
80 – 100	Excellent
66 – 79	Good
55 – 65	Fair
40 – 55	Poor
30 – 39	Fail

Arikunto (2002, p. 245)

The figure of 70,2 is in the range of 66 – 79 which is labeled into good. Therefore, it can be concluded that the ability of the sixth semester students of the English Department of PGRI Semarang University in the educational 12 months 2021-2022 in composing educational writing is good. Problems may be confronted by the sixth semester college students in composing educational writing. From the calculation of the suggest above, the students' capability in composing tutorial writing is good, however, from the desk of the students' score, there are various students with the rating below the average. So, it capability that there are a number of college students that faced some issues in composing tutorial writing. To discover out the problems might be faced with the aid of the college students in composing tutorial writing, the writer saw from the standard of the students' writing which was once centered on the content, organization, vocabulary, syntax, and mechanics. They are as follows:

## CONTENT

Content. It worries the development of ideas. A correct thesis inspiration addresses the assigned topic; the ideas are concrete and fully developed; no extraneous material. The issues confronted by the college students in composing tutorial writing related to the content are: Their writing may additionally tackle the troubles but omit some points. Ideas could be extra completely developed however some extraneous cloth is present. The development of ideas is now not whole and the paragraphs are now not divided exactly right. Their thesis proposals do no longer mirror careful wondering or were hurriedly written. Some student thesis proposals do no longer replicate college-level work; there is no apparent try to examine the problem carefully. Lack of aiding proof or references. Organization. This ability the shape of the thesis

proposal. Well arrange the writing of scholarly articles with right titles, high-quality introductory paragraphs, stated topics, and body of the article; transient expression is used; the sketch of the material show plan (may be drafted by way of readers); Supporting proof is given for generalizations. In this study, the creator observed that college students might also encounter some troubles in organizing the thesis proposal. They are as follows: The thesis proposal has an applicable title, introduction, and body, but can also lack some evidence. Some ideas are not absolutely developed and the sequence makes sense, but transitional expressions are missing or misused. Vocabulary. It refers to the decision of structure and lexical gadgets to give a unique tone or flavor to the writing. In this study, the creator discovered that college students use inappropriate vocabulary in writing academic articles. For example in the following sentences:... and this is the group where the problem of this research find out about . The grammar of the above sentence is incorrect and the use of vocabulary is not appropriate. The correct sentence is: ... and this is the organ where the object of this research is carried out... or a tool for expressing ideas, thoughts, views and feelings. According to the above sentence, the underlined word is not appropriate. The exact vocabulary is the vocabulary of thoughts.

### SYNTAX

Syntax is the rules of grammar for arranging words into sentences and sentences into sentences. Syntax is almost exclusively about sentence-level parsing. Therefore, syntax or grammar is the description of the rules that govern the degree of formation of sentences. Good grammar meets certain necessities such as fluency in English grammar, correct use of relative clauses, prepositions, complements, articles, verb varieties and tenses; no run-on paragraphs or phrases. From analyzing the data, the writer found many errors related to the syntax in students' writing such as: Errors in using subject/verb agreement. The following are some students' errors in using subject/verb agreement:

Students' writing: Recounts as a new text type which is introduced to the students has an important role ...Correct sentence: Recounts as a new text type which is introduced to the students have an important role ...Students' writing: Spoken and written language differs in ...Correct sentence: Spoken and written language differ in ...Students' writing: The writer try to find some new ways to teach English, especially to increase the students' ability ... Correct sentence: The writer tries to find some new teaching English especially to increase the students' ability ...

Wrong tenses. The following are some students' errors in using tenses: Students' writing: It will be better for the writer to explain some words ... Correct tense: It will be better for the writer to explain some words ... Students' writing: ... because it can increase their new words. Correct tense: ... because it can increase their new words. Students' writing: It can translate into Indonesia ...Correct tense: It can be translated into Indonesia ...students' writing: The writer wants to choose students' ability ...Correct tense: The writer wants to choose students' ability ...Wrong word order Students' writing: The skill translating is very important and ...Correct word order: The translating skill is very important and ...Students writing: Based on the above discussion, ...Correct word order: Based on the discussion above, ...Students' writing: The students much practices in order to make him accustomed ...Correct word order: The students should practice it much in order to make him accustomed ...Students' writing:... as well as in some cases difficult. Correct word order:... as well as in some difficult cases.

Errors in the use of prepositions. Know the ability to write reports based on spoken narrative text... What are the difficulties that SMA students face... How to overcome difficulties that SMA students face... Discrete sentences and run-on student writing: idiosyncratic of spoken language makes listening skills a bit difficult to acquire. The main focus of teaching English is the ability to speak in short stories, the ability of students to use the language in real-life communication. Explain the communication process. Voiceovers are part of a new genre of teaching English to students.

### MECHANICS

In this study, the creator located that many students encountered many errors associated to the use of machines, such as the use of correct English writing conventions: left and right margins, all fundamental uppercase letters. , paragraph indents, punctuation, and spelling. The following are examples of scholar mistakes in the use of mechanics:

Incorrect spelling. For example: The college students ought to be lively and instructors motivate them in ... The underline phrase above must be written with the word "them". The predominant objective of the study is to check out the potential ...The underline phrase above be written with the word "the ". For the writer ... The underline word above should be written with the phrase "writer"

Incorrect punctuation. For example: To know how the teacher solves the problems. The sentence above should end with a full stop. Through this research it was hoped to be valuable ...The sentence above should be given a comma such as the sentence below: Through this research, it is hoped to be valuable ...

Incorrect capital letter. For example: Recount as genre part in English Teaching which ...The underline letter should be written with the small letter like the following sentence: Recount as a genre part in English teaching which ..... and it does not deliberate. we also learn their language ...The underline letter should be written with the capital letter like the following sentence: ... and it is not deliberate. We also learn their language ...The potential sources of the problems might be faced by the students in composing academic writing.

In finding out the potential sources of the problems, the writer traced some predictions focused on the content, organization, vocabulary, syntax and mechanics.

Content. The potential sources of the problems related to the content are: (1) the students may not master the topic of their thesis proposal so that they face difficulties when they have to state their ideas in written form; (2) lack of reading might also become one of the potential sources of the problems. Therefore, they cannot develop their ideas although actually those ideas are in their thoughts.

Organization. The potential source of the problem might also be faced by the students in composing academic writing related to the organization of thesis proposals. The students may not understand the organization of the thesis proposal well. Therefore, they face difficulties when they have to compose academic writing.

Vocabulary. The potential source of the problems might be faced by the students in composing academic writing related to the vocabulary is because the students may not master the vocabulary related to the topic they choose.

Syntax. Potential sources of syntax-related problems can be faced as pointed out by Brown (2000, p. 224). The causes of grammatical errors are as follows: Transfer between languages Transfer between languages would not be a serious problem if there were no differences or contrasts between the learner's native language and the language. target language. Problems can arise when learners switch their native language system, which is not as parallel as the target language. When they convey their message, it will be perceived as false by native speakers of the target language. Transfer of Intralingua. Transliteration is a foreign language error that is not caused by contrast between the mother tongue and the target language. The early stages of foreign language learning are characterized by the predominance of switching between languages, but once learners begin to absorb parts of the new system and make more internal mistakes. Based on this explanation, intralingua errors are divided into three categories. They are: Coalescence. This means that two elements in the native language merge into a single element in the target language. For example, the words *beras, nasi, gabah* in Indonesia are combined into a single article. Under fragmentation. When two different elements in the mother tongue can be considered identical, since there is no such difference in the mother tongue. For example, some and all are considered the same for Indonesian language learners. They often say; I have no money, conversely, I have no money. Excessive differentiation. This is a new section, with little or no resemblance to the native language section that must be fully learned. So, it can be related to shape and meaning. For example, the sentence that I will always remember about what happened, students mean: *saya akan selalu mecingat kejadian itu*. Should have: I will always remember this accident. Besides these problem sources, students may not understand tenses well, so they make mistakes in writing sentences. Mechanical. A potential source of problems that students may face when writing academic literature related to mechanics is that students may not understand the conventions of English spelling such as left and proper margins, all letters necessary capitalization, paragraph indentation, punctuation and spelling .

## DISCUSSION

From the above calculation, the common rating of college students in writing is 70.2. After finding the average of all the scores, the effects are given based totally on the criteria table. The common score is round 6679. This means that the student's capacity to write academic papers is good. Then, from the consequences of the students' academic writing ability, the writer discovered that some college students scored below the average. This potential that students may have some issues writing an tutorial text. Next, she analyzes potential troubles with academic writing, focusing on content, organization, vocabulary, syntax, and mechanics. Finally, from examining the issues confronted with the aid of students, the author has observed achievable sources of students' issues in tutorial writing. It focuses on content, organization, vocabulary, syntax, and mechanics. Potential sources of problems that college students may additionally face with regards to content material are students' lack of mastery of their chosen difficulty and a lack of studying can additionally end up one of the sources of problems. subject.

Lack of understanding of the organization of thesis proposal may also cause the potential sources of the problems connected to the organization of thesis proposal. From the sight of vocabulary, the potential problem source is caused by lack of mastering vocabulary. In the other hand, the sources of the problems related to the syntax may be

caused by Interlingua and intralingua transfer as Brown stated in the previous discussion. The understanding of tenses may become one of the potential sources of students' the problems in composing academic writing. From the view of mechanics, the sources of the issues are that the college college students may additionally now not apprehend the conference of English writing such as left and proper margins, all needed capitals, paragraph indented, punctuation and spelling

## CONCLUSIONS AND SUGGESTIONS

The role of English is very vital in global communication. Unlimited international communication will bring people to unlimited relationships. This potential that contemporary records systems additionally have an effect on the world via connecting people. It wants first-class human sources and science knowledge. In doing so, all and sundry should be fluent in English as it is an worldwide language used by means of all people in the world. This, of course, has to do with the use of written language in the age of globalization. In other words, the potential to use the splendid written language can have an effect on person-to-person verbal exchange now not only in one area but round the world. Therefore, written language is vital in all areas of life such as politics, society, economy, culture, engineering, science, etc. The foremost goal of this study was once to decide the academic writing ability of the sixth semester students of the English Department of PGRI Semarang University in the educational year 2021-2022 , and the results can be concluded as follows: Academic writing ability Student performance is good, graded from a student GPA of 70.2. Students face problems when writing academic papers. These issues relate to content, organization, vocabulary, syntax, and mechanics. Content-related is because students do not master the topic they have chosen and lack of reading can also become one of the sources of problems. Lack of understanding of the organization proposing the thesis can also be the root of potential sources of problems with the proposing organization. From a vocabulary perspective, the potential source of the problem is a lack of vocabulary mastery. On the other hand, the source of the problems related to syntax can be caused by the transfer between languages and content as Brown pointed out in the previous discussion. Understanding tenses can become one of the potential sources of student problems in academic writing. From a mechanical point of view, the source of problems is that students may not understand English writing conventions such as left and proper margins, all vital capitalization, paragraph indentation, punctuation, and correctness.

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