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Semarang, 31 July 2022
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Dr. Sukma Nur Ardini, S.S., M.Pd.

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Table of Content

Using SQ4R to Improve Students' Reading Comprehension in Vocational High School
Puput Jianggi Mahastu, Rida Fahas, Rizqi Husaini, Dedy Richy R. (72-78)

Verbal Humor in Louis C.K.'S Stand-Up Comedy Concert "Oh My God": The Pragmatic Strategies
Uda Makiyya Syauqillah, Nina Setyaningsih (79-95)

Conversation Analysis: Turn-Taking Analysis on Boy William Podcast Episode 06 in Collaboration with Cinta Laura
Novita Kusumaning Tyas, Febi Gilang Pratama (96-104)

An Analysis of Phrases in Technology Brands Slogan and its Contribution in Teaching English Grammar
Ifan Nur Rizal, Listyaning Sumardiyani, Maria Yosephin W.L. (105-113)

Women Oppression as A Result of Male Domination Represented in Malladi's Novel The Mango Season
Ratna Dwi Asturi, Mohamad Ikhwan Rosyidi (114-123)

Living in My Voice and Choice: A Poetry-Based Mindfulness in EFL Classroom
Kadek Sonia Piscayanti (124-132)

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Using SQ4R to Improve Students' Reading Comprehension in Vocational High School

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ABSTRACT

This study intends to enhance the first semester comprehension skills of Class X TKJ students at SMK Nagara Kedunggalar using the SQ4R approach. Action research in the classroom is used in the study. Only one cycle of three sessions was used for the research. Participants in the study include the author, an English teacher, and 26 TKJ students in the tenth grade from SMK Nagara Kedunggalar. Both qualitative and quantitative data are present in this study. The qualitative information was gathered through student and English teacher interviews, as well as observation of the teaching and learning process. The results of the pre- and post-tests for reading comprehension are used to generate the quantitative statistics. The three action research methodologies are used to conduct the study in a methodical manner. They include preparation, execution, observation, and reflection. The pupils must meet five benchmarks, including the ability to identify the main concept of a narrative work, identify references and vocabulary, and create a conclusion or summary. Additionally, the students' interest and participation can be increased by using the SQ4R approach. The majority of students are able to get past whatever issues they may have with the signs. According to the advancement of the mean value of the students' pre-test and post-test scores, the implementation of the SQ4R approach can improve the students' reading ability. Their post-test scores had a mean value of 83 while their pre-test scores had a mean value of 39. This accomplishment demonstrates how the SQ4R approach can help pupils' reading comprehension skills.

Keywords: Improving; Reading Comprehension; SQ4R method

INTRODUCTION

Students' moral principles, critical thinking skills, and creativity can all be enhanced by reading proficiency. This demonstrates the significance of reading comprehension as one of the language proficiency standards that must be met at every educational level. Reading comprehension is the cornerstone of teaching other disciplines as well as Indonesian. The ultimate purpose of reading is to comprehend the subject matter. Reading comprehension, according to Dalman (2013:87), is cognitive reading (reading for understanding).

Gaining understanding is the primary goal of reading comprehension (Somadayo, 2011:11; Domingo & Aguillon, 2021). Reading comprehension is the process of understanding what you have read by: 1) being able to understand the words and expressions the author uses, 2)

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being able to understand both the explicit and implied meaning, and 3) being able to draw inferences.

SQ4R is a technique created specifically for use with narrative and explanatory texts (Epcacan, 2009; 2016). It started out as the SQ3R approach. After Applegate et al. added the reflect step, it became SQ4R. (1994). This technique consists of six steps, with survey being the first. The learner initially looks at the text heading, the author, and the publication date during the Survey step. then quickly scans the headline, subheadings, graphics, bold, and italicized text. The pupils then read the opening and closing sentences of each paragraph. The next is a question. The learner now prepares inquiries that the text can respond to. The "who, what, where, why, and how" questions are used to prepare the questions (Gozniczak, 2007:48). Read the third. The pupil reads the text slowly at this point. During the reading stage, the student may highlight the passages that contain answers or provide vocal or nonverbal responses to the questions posed (Gozniczak, 2007:48; Epcacan, 2009:216). Reflect is the fourth step. The learner now summarizes the book and provides written or verbal responses to questions posed following the reading stage. When answering the questions, care should be taken to avoid using the textbook (Epcacan, 2009:261). Recite is fifth. At this point, the student assesses their comprehension of the material they have read and rereads the text, pausing at each question to review and correct their conceptualization of the material. The student is compelled to take part in the recital process first-hand during this stage (Carter, 2011:13). The sixth is a review. After completing the aforementioned procedures, the student summarizes the reading material, provides answers to any questions they had trouble understanding or remembering, and goes over the reading text once more (Epcacan, 2009:261). For the reader to learn, this step compels them to engage in the repetition and recital process (Carter, 2011:13).

In order to understand and describe the implementation of teaching reading to class X students at senior high school of SMK Nagara Kedunggalar in the 2018/2019 academic year, the researchers were interested in watching the activities of the teaching process. The purpose of teaching English, the curriculum and syllabus, the classroom activities, the teacher's role, the student's role, the role of instructional materials, the classroom procedure, and the kind and procedures of tests are some of the topics that were studied in this research. The researchers were interested in picking the study's topic based on the backdrop described above entitled “SQ4R Classroom Action Research Improving Students' Reading Comprehension in Vocational High School”.

LITERATURE REVIEW

READING

One linguistic ability that must be taught in language classes is reading. Either for their careers, their studies, or just for fun, students need to be able to read books in English. The process of learning a language involves reading as well. Some of the language will linger in students' minds as part of the language acquisition process when they are exposed to intelligible linguistic inputs. The acquisition process will go more smoothly if the reading materials are really fascinating and captivating. Students can learn vocabulary, grammar, pronunciation, and even good examples of English writing, such as how sentences, paragraphs, or texts are put together, through reading literature. Reading texts can also present intriguing subjects and encourage conversation. (Fauziati, 2015:113).

READING COMPREHENSION

Regarding reading comprehension, some professionals have made statements. According to Fauziati (2015:117), in order for students to understand and interpret the meanings or ideas presented in the reading text, they must be familiar with the ways in which sentences are used to carry meaning in a discourse and how they are organized into paragraphs through analysis. We can identify the sentences that contain the primary idea and form the body of the paragraph as well as the sentences that serve as a complement to the main idea. These phrases may be used singly or collectively to directly or indirectly support or develop the main topic.

NARRATIVE TEXT

One of the most effective ways to communicate with others, according to Meyers (2005:52), is through narrative. Anderson in Dwi Noviansari's use of graphic organizers to teach narrative literature in senior high school. It must describe a noteworthy occasion for the audience to be interested. We might even imagine our story as a motion picture where the audience can see and hear individuals speaking and acting. As a result, it needs to be clear and precise, with the events listed in an efficient manner. According to the description given above, a narrative text is one that recounts a tale about an intriguing topic with the intention of entertaining the reader or spectator.

According to Widaningsih (2009), the objective of narrative texts can be to reflect, entertain, inform, clarify, or influence. To better illustrate a teacher's argument or the significance of what they are trying to teach, however, anecdotes or narrative material should be used. They claimed that using stories to communicate was more engaging.

SQ4R TECHNIQUE

Using the SQ4R approach is one way to read a textbook more reflectively. Survey, Question, Read, Recite, Reflect, and Review is sometimes known as SQ4R. According to Joseph Agbebire (2012:90), there are six phases that can aid in reading comprehension, reflection, increased retention, and efficient review:

S SURVEY

Before you start reading a chapter, quickly scan it. The topic headings, figure captions, and summaries should be examined first. Try to obtain a general idea of what is coming. This book is divided into manageable sections, so if you'd like, you can just read one section at a time.

Q QUESTION

Make one or more questions out of each topic title as you read. Is there more than one stage of sleep, for instance, if you read the heading "Stages of Sleep"? "What phases of sleep are there?" How do they vary? You can read with purpose by asking questions.

R1 READ

SQ4R's first R stands for read. Look for the solutions to the questions you posed as you read. From one topic heading to the next, read in brief "bites" before pausing. You might only want to read one or two paragraphs at a time when reading challenging content.

R2 RECITE

You should pause after reading a little while and practice your lines aloud. Consider giving your questions a mental response. Better yet, make quick notes about what you just read. Making notes will help you identify your knowledge gaps and what you already know and don't know

(Peverly et al., 2003). If you're having trouble summarizing the key points, skim each section once more. There isn't much purpose in reading more until you can recall what you just read. Turn the following topic heading into questions once you've read a brief "bite" of text. then continue reading the heading below. As you read, keep an eye out for the answers, and before continuing, repeat the passage or make notes. Keep asking yourself, "What is the main theme here?" Continue the sequence of questions, reading, and recitation until you have finished a chapter (or just from one Knowledge Builder to the next, if you want to read shorter units).

R3 REFLECT

Try to think about what you are reading as you read. Connecting new information to information you already know well or to personal experiences is a potent way to do this. Try to connect the concepts you encountered to your own life. You've surely realized that it is particularly simple to recall things that are personally significant. The SQ4R method's final step may be the most crucial. You will learn more if you can engage your reading with more sincere curiosity (Hartlep & Forsyth, 2000).

R4 REVIEW

When you're finished reading, glance back over a chapter or a portion, or peruse your notes. Then repeat the recitation and quiz yourself one more to check your recollection. Make frequent, active review a habitual component of your research.

METHODOLOGY

Qualitative research is a component of this study. To determine the percentage of students at SMK Nagara Kedunggalar who are proficient readers in the eleventh grade, the researchers used the SQ4R method in this study.

SUBJECT OF THE RESEARCH

Students in SMA's class XI make up the study's subjects. There are 20 pupils in the class, 10 of whom are female and 10 of whom are male. They are in their mid-teens or older. During the teaching and learning process, the teacher uses Indonesian as the language of instruction. Because of a few reasons, the authors decide to focus on SMA class XI. First off, the majority of students struggle with English reading comprehension. As a result, their reading scores are below average. They were also more enthusiastic during music lessons, culture lessons, etc.

DATA COLLECTING METHOD

The data is gathered using three different methods: testing, interviews, and observation. These methods were explained in detail as follows:

OBSERVATION

Before, during, and after the motions, the researchers observed the teaching and learning process as it gathered the information. When the researchers used the actions, observation was used to separate everything that occurred during the teaching and learning of the 19 English lessons. Three sections make up the observations. Prior to the study, there was first the observation. The goal is to gather as much information as possible regarding the circumstances surrounding the teaching and learning process in the classroom. It is crucial since the findings from the initial

observation guide the research's course of action. Second, the research-based observation. It is to ensure that the actions are well-implemented and to care for the actions. The authors provide a sheet of observations that required multiple steps to implement the activities and was sent to the collaborator.

INTERVIEW

To increase information which cannot be gotten through observations, the researchers used interview. The dept-interview is the solution in getting the data. Before arranging the interview, the researchers prepared the guidelines. The interviews consisted of the grade X‘s students of SMA, the English teacher, and the head master of SMA.

CONDUCTING THE THESIS

The author used interviews to supplement information that could not be obtained through observations. The method for gathering the data is the departmental interview. The researchers prepared the criteria before setting up the interview. The grade X students from SMA, the English instructor, and the headmaster of SMA participated in the interviews.

TECHNIQUE OF ANALYZING DATA

The types of data that are studied are qualitative and quantitative data. Four stages of investigation were done on the qualitative data. Fauzi (2015) explains that a qualitative data study can be completed in multiple stages, including data collection, data reduction, data display, and conclusions (drawing and verifying). All the information, including the interview texts and outlines, were gathered in the first step. Data minimization is the next phase. The researchers have outlined and paraphrased the interview's text. Data display comes in third. The compressed data had been organized and compressed. Texts, outlines, and interview text are the different types of data display. Then, the fourth is making assumptions (illustration and confirmation) (illustration and confirmation). Based on the results of the students' reading acts, outlines, and interview material, the inference was drawn. The authors had collaborated to produce the efficient outcomes when composing the inference. Analysis had been done on the quantitative data.

TIME OF RESEARCH

TABLE 1. The Schedules of Research

No.	Activities	April				May				June			
		1	2	3	4	1	2	3	4	1	2	3	4
1	Making the title	V											
2	Visiting the school			V									
3	Consulting with teacher of school				V								
4	Collecting the data					V	V	V					
5	Analyzing the data								V	V			
6	Conclusion										V		

FINDINGS AND DISCUSSION

One cycle makes up the research. After realizing the action, the researchers administered the test to determine the state of the pupils' reading comprehension. the completion of research done in collaboration with SMK Nagara 2 Kedunggalar's English instructor. The pre-test for this study is now available. Planning, action, observation, and reflection are some of the processes the researchers must do when conducting a classroom action research project. The results of the pretest, which was administered before the first meeting, revealed that the pupils had poor reading comprehension. Only two out of the 26 pupils achieved the minimum standard score, and the remaining 24 students failed. The kids struggle to understand the questions, determine the goal of the narrative text, and derive the primary idea from it. They also have a limited vocabulary.

Three meetings are held in cycle 1 from July 22 through July 24, 2019. The researchers prepared some lesson material (using SQ4R), a lesson plan, and documentation properties during the planning phase. The researchers can then put the action into practice using the three learning process steps of opening, main activity, and closing. In meetings two and three, it is put into practice. The pupils shown an interest in learning English throughout the first through third meetings as a consequence of the observation phase. Additionally, the pupils are attentive to what they are studying and ask the teacher probing questions. The third meeting's post-test, which was provided, revealed some development and a higher score than the pretest. Last but not least, the researchers evaluated the teaching and learning process during the phase of reflection. The outcome of the observation revealed that the children had made some progress as a result of the intervention.

It is clear from the table above that students' reading comprehension has improved. Passing KKM students from a pre-test score rise of 7% to a post-test score increase of 84% The test's outcomes demonstrated the pupils' growth in their ability to comprehend narrative texts. The difference in mean scores between the pre-test and post-test demonstrates that the post-test has a higher mean score than the pre-test. One could almost say that their scores have improved. It occurs when the students pay closer attention to the researchers' explanation and work harder in their studies. The application of the SQ4R method also aids pupils in improving their reading comprehension, particularly when it comes to topic narrative texts.

Based on the information obtained from the pre- and post-tests, the researchers came to a number of conclusions that address the issue raised in the research's problem statement in chapter one, which is the success of the students in reading comprehension when employing the SQ4R technique. The researchers were able to pinpoint some of the reasons why TKJ pupils' reading comprehension is so low during this process. The kids experience several obstacles, such as a lack of vocabulary due to their lack of reading habits. The teacher did not then provide the students with a detailed explanation. Additionally, the teacher doesn't use a variety of teaching techniques that would encourage student participation in the learning process. The final factor is a lack of resources for teaching and learning, such as learning facilities or media.

CONCLUSION AND RECOMMENDATION

Based on the result and discussion, using SQ4R method to teach student's reading comprehension at the Tenth Grade of SMK Nagara Kedunggalar in the Academic Year of

2019/2020 can be concluded that the result of mean value of the pre-test in the X TKJ class before the treatment is 39. It means that the score did not reach KKM (75). It means that they were below the minimum mastery criteria KKM (75). While, the students' pos-test score after treatment is 83. So, there is significant improvement before and after treatment by using SQ4R method.

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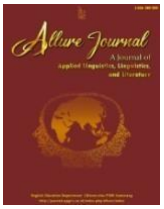

Verbal Humor in Louis C.K.'S Stand-Up Comedy Concert "Oh My God": The Pragmatic Strategies

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ABSTRACT

A stand-up comedy performance is not only about amusing the audiences with the joke, but it also has other functions. This research analyzes the pragmatic strategies and function of Louis C.K.'s stand-up comedy concert "Oh My God". Raskin and Attardo's (1992) General Theory of Verbal Humor (GTVH) and Grice's (1975) maxims of cooperative principle were employed as the framework of the analysis. A descriptive qualitative method was also used to analyze the data. The result reveals that Louis C.K.'s jokes in this concert mostly violate the maxim of quantity to generate laughter through exaggeration and faulty reason. Furthermore, Louis C.K.'s stand-up comedy is not only a way to entertain but it also has another function, that is, to deliver certain messages to the audience. Louis C.K.'s joke is also a form of giving a narrative to the audiences to understand the reality that people face in another point of view.

Keywords: Cooperative Principle; GTVH; Knowledge Resource; Pragmatics; Stand-up Comedy

INTRODUCTION

In society, people communicate with the other to deliver message one to another. In communicating, people use language as the media to deliver the message. This media can be used through two ways either directly or indirectly. Direct way means no mediator is involved between the users; it is usually called spoken language. Spoken language is also a means of form of communication which is produced by human voice and released through the mouth to produce a series of word arranged systematically, called utterance. The common example of spoken language is conversation between people. On the other hand, indirect communication is a communication which comes through the other communication bridge called communication device. This kind of communication usually called written language. Several examples, not limited to, to interpret the device is, letter, newspaper, and short message service (SMS). Social media becomes the newest media in indirect communication and mostly used by millennial language user. The study of Domingo and Aguillon's (2021) results that most of students perceive social media as contributory and effective application for enhancement language as its accessibility and its role in lowering communication anxiety.

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Nevertheless, the representation of those direct and indirect phenomena can be seen from an activity called public speaking.

Public speaking, as literally viewed, can be divided into two words, public and speaking. Public means in mass and which deals with a lot of people while speaking means talk or say about something and as one of communication method. Thus, public-speaking is generally described as communication between one person to other people in a mass scale. Public speaking is now become necessity because it is one of an effective way to share idea to a massive scale of people. There are many situations which use public speaking as the media of communication such as presidential speech and sermon of some religions. However, public speaking is not only limited to formal occasion, but also an informal one such as a stand-up comedy performance.

Stand-up comedy is the term for special genre of comedy in which a performer called stand-up comedian stands on the stage and speaks directly to the audiences. What makes stand-up comedy different from other public speaking is this individual intends to deliver jokes to the audiences. Stand-up comedy has already been famous since the Renaissance era where it was performed by the clown to entertain the king (Schwarz, 2010). However, the essence of stand-up comedy is to entertain people in general, not limited to certain group of people.

Stand-up comedians usually tell jokes in front of the audiences to amuse the audiences. According to Raskin (1994) the joke carrying text should be opposed to the other script. Moreover, the opposing scripts result in jokes that violate Grice's maxim. The maxim violations are caused by the opposing script which is intentionally created by the comedian to make the joke work. This violation of maxim is caused by the untrue statement which is delivered to the audience in the performance. In addition, joke involves fantasies, hyperbole, fiction, etc. in which the audience know the intention of the performer.

An illustration of a stand-up comedy is given below. The joke is delivered by Louis C.K, an American stand-up comedian, in his show entitled "Oh My God" on February 2013 in Phoenix, Arizona.

> *I live in New York. I always— like, there's this old lady in my neighborhood, and she's always walking her dog. She's always just—she's very old. She just stands there just being old, and the dog just fights gravity every day, just—The two of them, it's really—The dog's got a cloudy eye, and she's got a cloudy eye, and they just stand there looking at the street in two dimensions together, and—and she's always wearing, like, this old sweater dress. I guess it was a sweater when she was, like, 5'10", but now it's just, like, this sweater and her legs are—her legs are awful. I saw a guy with no legs wheeling by, and he was like, "yecch, no thank you. I do not want those. I'd rather just have air down here like I have than to look down at that shit."* (Louis C.K. – Oh My God)

In the example above, Louis C.K. gives too much information about the oldness of the lady in his neighborhood. According to the cooperative principle, the message should be as concise as possible and straight to the point. Louis C.K. describes the oldness of the lady by giving more information than the audience need. The audience who receive an unusual description of the lady and the dog and the leg, somehow, laugh as the reaction.

Furthermore, stand-up comedy performance can be categorized into two. First, stand-up comedy gigs routine. This category means the stand-up comedian is invited by some corporation to entertain and amuse the audiences. In gigs routine, the stand-up comedians, mostly, do not have a general topic that the comedian focuses. They prefer to deliver the funniest material of theirs. Second, stand-up comedy concert. In this category, the stand-up comedians mostly initiate to conduct their own routine. Usually, the stand-up comedians deliver their jokes in a big topic. Stand-up comedians distinguish the joke from their routine gigs with the concert, so the concert can be felt more personal than corporate gigs routine. The example of stand-up concert is one performed by Louis C.K. as can be seen above.

This research focuses on the characteristics of the jokes which are delivered by Louis C.K. on his stand-up comedy concert "Oh My God". This research is aimed at exploring the pragmatic strategies used by Louis C.K. in his stand-up comedy concert entitled "Oh My God" and to find out the functions of the joke in the concert. The problems were analyzed by using the frameworks the Knowledge Resources of General Theory of Verbal Humors (GTVH) and Grice's maxim violation especially in the Language element of the Knowledge Resources. In addition, the study is limited only on the verbal joke excluding the performance aspects such as gesture, tone, etc.

LITERATURE REVIEW

The previous studies related to humor study have been done by some researchers. Ghafourisaleh & Modarresi (2013) conduct research on the humor study. That research analyzes Persian joke to prove whether the GTVH approach from Attardo is applicable into other joke than English. The research is conducted by analyzing one hundred of Persian jokes taken from the websites. The result of the research shows that GTVH is appropriate for analyzing Persian jokes.

On another study of humor, Lamuño (2014) conducts the research from some scenes of the situation comedy "The Big Bang Theory". The theory also used GTVH as the approach for the data. The data of the research are from three chosen scenes of the sitcom. The episodes are chosen randomly. The main goal of the study is to analyze the humorous texts according to the GTVH and provide how the opposing script that makes the text funny could be given to the audiences. The result of this study is the hypothesis succeeded to analyze the linguistic humor of some texts from the sitcom and concluded that it is possible for the viewer to be the one adding the opposing script to some of the humorous dialogue.

This research has different aims from those two previous studies. This study uses stand-up comedy performance which is only limited to the utterance of the performer without considering the gesture, tone, etc. Compare to the previous studies, this research is an attempt to analyze the GTVH and maxim violation as the linguistic parameter of the joke.

General theory of Verbal humor (GTVH) is the revised and developed theory of Raskin's SSTH (Semantic Script Theory of Humor). This theory has more specific approach to humor, specifically verbal humor. SSTH hypothesis reveals that the joke carrying text is when it has overlapping script oppositeness. GTVH has expanded the description of it. GTVH also originated from five level-model of Attardo (1989), completed into six dimensions which also incorporates which script oppositeness from SSTH is the most important of these dimensions. These are referred to as Knowledge Resources (KRs) (Raskin, Hempelmann, & Taylor, 2009). These Knowledge Resources are presented hierarchically as follows.

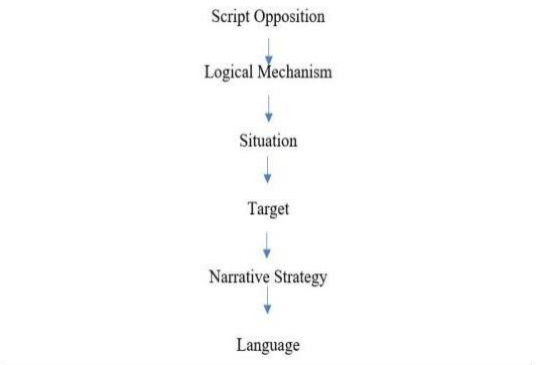

FIGURE 1. List of known LMs

This hierarchy of the joke presents itself as a mechanism capable of generating infinite number of jokes by combining the various values that each parameter can take. Various considerations of interdependence and/or independence among the knowledge resources have allowed the determination of the hierarchical organization. Each Knowledge Resource is elaborated below.

SCRIPT OPPOSITION (SO)

This KR deals with the script oppositeness presented in SSTH by Raskin. It should be noted that SO is the most abstract of all KRs. However, this is, still, the most important aspect of the KRs because humor can be reflected because of the oppositeness of the script. This script is, basically, relay on the main hypothesis from Raskin (1985) that a joke should overlaps and/or opposites the other script partially or fully. An example of script opposition is provided below:

> *How many pole does it take to screw a light bulb? Five. One to take his shoe of, get on the table, and screw in the light bulb and four to wave the air deodorant to kill his foot odor*
>
> (Raskin, 1992:90).

In this example, the joke has two scripts that overlap. In the first script, the joke is questioning the number of pole needed to screw a light bulb. In the second script, the joke partially overlaps because the second script answers the first script.

LOGICAL MECHANISM (LM)

The idea is that the LM of a joke embodies the logic of that particular joke. Not every joke has to have its own specific 'alien' form of logic, so the LM is an optional parameter in the GTVH.

Role-reversals	Role exchanges	Potency mappings
Vacuous reversal	Juxtaposition	Chiasmus
Garden-path	Figure-ground reversal	Faulty reasoning
Almost situations	Analogy	Self-undermining
Inferring consequences	Reason From false premise	Missing link
Coincidence	Parallelism	Implicit parallel
Proportion	Ignoring the obvious	False analogy
Exaggeration	Field restriction	Cratylism
Meta-humor	Vicious circle	Referential ambiguity

FIGURE 2. List of known LMs

An example of logical mechanism can be seen in this joke:

> *How many pole does it take to screw in a light bulb. Five. One to hold the light bulb and four to look for the right screwdriver.*

Here, the joke teller uses faulty reason as the logical mechanism to generate laughter. Faulty reason means wrong statement to make a point. On the punch-line of the joke, the joke teller gives the reason why five poles are needed to screw in a light bulb, but the reason is not logically acceptable.

SITUATION (SI)

Basically, a joke must have some situation to be explained, thus the joke can be transferred better into the audiences. Roughly, SI can refer to the place, the participants, and the background where the joke happens. For example:

"Can you write shorthand?"
"Yes, but it takes me longer"

(Attardo & Raskin, 2001:24)

The joke presupposes stenography. It takes the situation of the joke that the writing in shorter way, but the second script makes the situation about the matter of the speed of writing.

TARGET (TA)

This is also known as the "butt" of the joke. As stated by Attardo, a joke has person or object that is directed as the target. It can be seen in the following example:

How many Irishmen does it take to screw in a light bulb? Five. One to hold the light bulb and four to the table he's standing on.

(Raskin, 1992:90)

In this joke, the target of the joke is Irishmen. The hearer would interpret the Irishmen as stupid people because they even need four people to hold for one person screwing in the light bulb.

NARRATIVE STRATEGY (NS)

The information in this KR accounts that any joke has to be cast in some form of narrative organization, either as a simple narrative, as dialogue, or combination of two ways. This KR is also known as the genre of the joke. An example is given below:

It takes five poles to screw in a light bulb: one to hold the light bulb and four to turn the table he's standing on.

(Raskin, 1992:90).

The joke is presented in a narrative way. This strategy is mostly used in stand-up comedy performances.

LANGUAGE (LA)

This KR contains all the information necessary for the verbalization of a text. It is responsible for exact wording of the text and for the placement of the functional elements that constitute it. This KR gives the information for the verbalization of a text and determines how it should be said in order to be functional; for example, a joke like the following:

How many pole does it takes to screw the light bulb? Five, one to hold light bulb and four to turn the table

It can be paraphrased as:

The number of Pollacks needed to screw in a light bulb? Five – one to hold the bulb and four to turn the table.

(Raskin, 1992:90)

In this KR, the exact wording of the punch line is extremely important because it is necessary for the linguistic element to be ambiguous and to connect the two opposed senses in the text.

On the recent study of humor, Raskin stated that humor as the non-bona fide (NBF) communication which also the most cooperative communication (Raskin, 1992). When hard-pressed for real-life example of Grice's true bona-fide (BF) mode of communication, one realizes that BF is often lightened up by brief humorous diversions. Unlike BF mode of communication, humor is most committed to the truth of what it said. Jokes involve fictions, fantasies, hyperbole, or different kinds of figurative language. Gibbs & Colston in Rejeki et al (2022) explained figurative language is used in communication so that information or message expressed can be received properly, connected and to minimize misunderstanding. Nevertheless, humor is a very cooperative mode of communication, and it is used for productive and efficient discourse when both sides of the speaker and the hearer operate in the same mode.

Meanwhile, Grice argued that the information given by the speaker should be mattered as the cooperative principle where the cooperation between the speaker and the hearer are mutual. This argument led to the cooperative principle which consisted four maxim proposed by Grice (1975). These maxims are maxim of quality, maxim of quantity, maxim of relation, and maxim of manner. Grice (as cited in Jafari, 2013) argues that people basically try to cooperate to convey their intention on construct meaningful conversation.

METHODOLOGY

This research describes the characteristics of the verbal humor from stand-up comedy concert by Louis C.K. Therefore, the research is not only on collecting and organizing the data, but also describing and analyzing the data. The research is also qualitative. It means the research is not be presented in statistic procedure. The data were obtained from the video of Louis C.K.'s stand-up comedy concert "Oh My God" and its transcription. The data only involved verbal humor, and jokes involving slapsticks were not considered. The unit of analysis of this research is the utterance from the transcription of the stand-up comedy solo concert by Louis C.K. titled "Oh My God". The analysis focused only on the joke utterances, not on the performance of the stand-up comedy such as gesture and tone.

The transcription of the video was obtained from www.tvsubtitle.com, downloaded in March, 2016. The steps of data analysis consist of: (1) sorting the utterance containing maxim violation. The analysis only focused on utterances which contain maxim violation and acknowledge as the joke from the laugh of the audiences; (2) classifying the maxim violation. After sorting all the utterances containing maxim violation, the data were classified. They were classified into the categories of Grice's maxims; (3) analyzing the joke. The utterances which were classified as the joke and contain maxim violations were analyzed. The analysis focused on the KRs of GTVH and the maxim violations of the jokes; (4) analyzing the function of the joke. In this step, the whole topics were analyzed to draw the conclusion of the functions of the stand-up comedy concert. This is elaborated from the analyses of the GTVH and maxim violations in the jokes previously mentioned.

FINDINGS AND DISCUSSION

This section provides the finding and the analysis of the data. The analysis focuses on the pragmatic strategies (the maxim violations) and their relation to other verbal humor parameters (the knowledge resources) in General Theory of Verbal Humor.

FINDINGS

Table 1 shows that the characteristic of the joke can be identified by analyzing six Knowledge Resources (KR) from General Theory of Verbal Humor (GTVH). The table shows that the script oppositeness is not always between one and another jokes. The joke may carry different type of script oppositeness, but it always has the script oppositeness. On the other hand, the logical mechanism of the joke may vary, depending on how the performer to make the joke incongruent of the audiences.

Nine different types of logical mechanism were found in Louis C.K. show "Oh My God". The most frequent logical mechanism used in this joke is faulty reasoning and exaggeration (15 occurrences respectively). Furthermore, 17 different situations were used in the joke. The situation that is mostly used is on Louis C.K.'s old life (10 occurrences). Moreover, there are five different categories of joke target. The target of the joke is supposed to make the audiences feel superior. Louis C.K. uses other people (29 occurrences) as the party who become the target of the joke. The narrative strategy of the joke is mostly description (34 occurrences). The last knowledge resource is language. This element is primarily concerned on the cooperative principal violation based on Grice (1975) as the basis of language aspect of the joke. In delivering his joke, Louis C.K. mostly violates maxim of quantity (18 occurrences).

TABLE 1. Pragmatic Strategies of Louis C.K.'s "Oh My God"

Parameter	Description	Frequency
Script Oppositeness	Nice/bad	10
	Walk/stand	1
	Legs/no leg	1
	In/out	2
	Die/live	6
	Care/do not care	1
	Being eaten/eating	1
	Smart/stupid	2
	Poor/rich	1
	Presentable/unpresentable	1
	Come/leave	1
	True/false	1
	Healthy/not-so-healthy	1
	Early/later	1
	Old/young	2
	Move/stay	1
	Ineffectual/effectual	1
	Sitting/standing	2
	Hard/easy	1
	Threat/opportunity	1
	Granted/rejected	1
	Divorce/married	1
	Responsible/reckless	1
	Blocking/directly see	1
	Compassionate/reckless	1
	Say/silent	1
	Legal/illegal	1
	Differently/same	1
	Done with nut allergic/have problem with nut allergic	1
	Build/destroy	1
	Quickly/late	1
	Total	**48**
Logical Mechanism	Missing link	1
	Referential ambiguity	2
	Analogy	3
	Faulty reasoning	15
	Exaggeration	15

	Reason from false premise	6
	self-undermining	2
	Juxtaposition	3
	ignoring obvious	1
	Total	**48**
Situation	Phoenix, Philadelphia	2
	Old lady	3
	Animal	2
	Human out of food chain	1
	Predator	1
	Guy in courtyard	4
	Louis C.K. old life	10
	Older, smarter	1
	Getting older	1
	Dating	2
	Touch two women breasts	1
	Divorce	3
	Kids dance event	1
	Life	2
	Different set of value	3
	Legal murder	3
	Bad thought and good thought	8
	Total	**48**
Target	Himself	10
	Animal	5
	People	29
	Place	2
	Situation	2
	Total	**48**
Narrative Strategy	Dialogue	2
	Description	34
	Description and dialogue	12
	Total	**48**
Language	Maxim of quality violation	7
	Maxim of quantity violation	18
	Maxim of relevance violation	17
	Maxim of manner violation	6
	Total	**48**

DISCUSSION

MAXIM OF QUALITY VIOLATION

Maxim of quality is violated when Louis C.K. presents his joke by telling something logically wrong or does not have any proof in the real fact. The joke violates maxim of quality because of the logical mechanism Louis C.K. used in the joke. The joke that violates the maxim of quality has false premise. The following is an example followed by analysis to make comprehensive understanding.

Excerpt 1

(Line 92) I don't think they need to be separate things.
(Line 93) I really don't.
(Line 94) They don't care, and we don't care.
(Line 95) There's, like, three scientists who give a shit what we call all those things.
(Line 96) The scientists could go on TV tomorrow and say, "ok, everybody. From now on, seals and sea lions and walruses, and--you know what?—Penguins are all seals now,"
(Line 97) (laughter)
(Line 98) and we would all be like, "yeah, all right. Fine. Yes. Whatever, man."
(Line 99) (laughter)

Script Oppositeness	Care/do not care
Logical Mechanism	Reason from false premise
Situation	Animals
Target	Animals

Narrative Strategy	Description and dialogue
Language	Maxim of quality violation

Excerpt 1 can be explained as follows. The Script Oppositeness of the joke is care/does not care. The joke talks about the people who care and people who do not care about seals and sea lions. The Logical Mechanism of the joke is reason from false premise. Louis C.K. makes the premise that he thinks seals and sea lions should not be separated. The situation of the joke is on the topic of animal. The target of the joke is animal that been categorized by the scientists as same species with seals. The narrative strategy of the joke is description and dialogue. This is the way to make the audiences understand the situation of the joke. The language aspect of the joke is maxim of quality violation. This joke violates the cooperative principle because Louis C.K. brings the wrong fact about the animals.

The script oppositeness of the joke shows that the joke talks about the people who care and do not care about those animals categorized into. In line 95 and 96, Louis C.K. says that three scientists care about the category of seals, sea lions, walruses, and penguins. On the other hand, in line 98 Louis C.K. shows that the people do not care about what they are called. From the logical mechanism, the premise of the joke is when he thinks that seals and walruses should not be separated and this is wrong because as a matter of fact, those animals have different characteristics; hence they are called differently. Louis C.K. gives the reason that people do not care by making a parody on how people react when those animals are named as same species. This reason creates laughter from the audience because they do not expect the reason of the premise simply because people do not care about what those animals are called. The audience acknowledge these lines as a joke because of the aspect of amusement in the lines.

The situation of the joke is on the topic of animal. This topic talks about Louis C.K's experience when he took his kids to Boston aquarium. In that place, Louis C.K. saw animals. He did not really sure whether the animals were seals or sea lions. From that moment he thought those animals should not have been differentiated. The target of the joke is the animal, precisely seals and sea lions, because people do not care about the animals. It is a form of mockery. This makes people feel superior compared to the animals because they think that their life is not necessary to be considered. The narrative strategy of the joke is description and dialogue. Louis C.K. delivers his thought about seals and sea lions by describing the reason. The dialogues support the reason how people do not really care about seals and sea lions being called by making a parody of scientist who try to convince people that seals and sea lions are one species.

When delivering this topic, Louis C.K. violates maxim of quality. This violation occurs because Louis C.K. presents wrong statement in the joke. It can be seen in line 94. He thinks that these animals should not be distinguished. However, he does not have a decent reason and adequate prove to say that these animals should be on same species. Louis C.K. describes the reason, but, since the premise that he gives is factually wrong, it still cannot be accepted. It relates with the logical mechanism about the false premise that he uses to present his joke to the audiences. Louis C.K. intentionally presents a wrong fact, which according to the cooperative principle, a speaker should not give the message that does not have adequate evidence. This is related to the maxim of quality violation because the reason that he gives is not reliable.

MAXIM OF QUANTITY VIOLATION

Maxim of quantity is violated when Louis C.K. brings the joke that has too much information to be transferred to the audience. This type mostly explains the thought of Louis C.K. to the

audience with more than enough information or just to emphasize the idea to the audience. Here is an instance followed by the explanation.

Excerpt 2

(Line 22) She's always just— she's very old.
(Line 23) She just stands there just being old, and the dog just fights gravity every day, just— The two of them, it's really— The dog's got a cloudy eye, and she's got a cloudy eye, and they just stand there looking at the street In two dimensions together, and— and she's always wearing, like, this old sweater dress.
(Line 24) (laughter)
(Line 25) I guess it was a sweater when she was, like, 5'10", but now it's just, like, this sweater and her legs are— her legs are a nightmare.
(Line 26) They're just white with green streaks and bones sticking out.
(Line 27) (laughter)

Script Oppositeness	Old/young
Logical Mechanism	Exaggeration
Situation	Old lady walking her dog
Target	Old lady.
Narrative Strategy	Description
Language	Maxim of quantity violation

The excerpt above can be explained as follows. The Script Oppositeness of the joke is old/young. This joke talks about the old lady that always walking her dog every morning and how old and awful the old lady is, especially her legs. The Logical Mechanism of the joke is exaggeration. Exaggeration is an explanation that is overwhelmed by the speaker in depicting the situation that he faces. The Situation of the joke is on the topic of old lady walking her dog. This situation talks about the situation that Louis C.K. faced. The target of the joke is the subject of the joke delivered by Louis C.K., in this example, the old lady. The Narrative Strategy of the joke is description. Description is the way Louis C.K. delivers his thought and transfers the message regarding the joke. The Language of the joke is maxim of quantity violation. Maxim of quantity means that the message delivered to the audience should be straight to the point.

From the KRs explanation above, it shows that the joke satisfies all the KRs from GTVH. From the first script, the Script Oppositeness of the joke is old/young. This joke talks about the old lady walking her dog every day. Line 22 and 23 show that the lady is very old, while line 25 talks about the old lady's leg. The explanations of the old lady and her legs are in line 23 and 26. The description of the old lady and her leg is related with the Logical Mechanism of the joke. The Logical Mechanism of the joke is exaggeration. Louis C.K. in intentionally exaggerates the condition of the old lady to make her look very awful and pity at the same time. These two Knowledge Resources make the audience laugh because of the incongruent message that is delivered by Louis C.K. The audience assume that the description of the oldness of the lady is about her appearance that is more on physical look. However, Louis C.K. describes the behavior of this lady that she and her dog are always standing there and being old. The unexpected message triggers the laughter from the audience.

The situation of the joke is when he saw an old lady walking her dog in New York. This situation is related with the Target of the joke which is the old lady. Louis C.K. explains the situation of the old lady that he saw when he was in his neighborhood in New York. The old lady becomes the target of the joke because most of the joke is talking about how old the lady is and how bad her condition is in his point of view. In line 23, Louis C.K. says the old lady "stands there just being old" and in line 26 he describes the old lady's leg by saying "They're just white with green streaks and bones sticking out." These two lines refer to the old lady that he met in New York as the form of insult. The explanation makes the audiences feel more superior to the target. Therefore, it generates laughter from the audiences. The

Narrative strategy of the joke is description. This is the way Louis C.K. transfers the message to the audiences so they can understand the circumstance Louis C.K. faced at that moment.

When delivering this topic, Louis C.K. violates maxim of quantity. This is because Louis C.K. gives too much information about the oldness and the badness of the old lady. According to the cooperative principle, the message should be as concise as possible and straight to the point. Louis C.K. describes the oldness of the old lady with more information than the audience need. The Logical Mechanism of the joke also plays a role in this violation. The way Louis C.K. describes the oldness and the badness in line 23 and 26 is redundant and not straight to the point and it is not necessary for the audience to understand the condition of the old lady. Louis C.K. describes the old lady's life by her standing there and being old and how she and her dog have cloudy eyes. These are actually not necessary for the audience to know about that as he can simply say that the old lady is so terrible. These are also because the script oppositeness of the joke about old/young that Louis C.K. describes in the joke. These elements relate with the maxim of quantity violation because there is too much information about the description of the old lady.

MAXIM OF RELEVANCE VIOLATION

Maxim of relevance is violated because one single joke is not related to another topic or there is sudden change of topic when Louis C.K. delivers the joke. The joke which violates this maxim is mostly because it has faulty reasoning as the logical mechanism. This logical mechanism is an attempt to make reason of one action or statement that can be accepted. However, the reason is not relevant with the action or statement that Louis C.K. said before. Here is the excerpt followed by the analysis.

Excerpt 3
(Line 73) And then my daughter comes home.
(Line 74) "Why did he die, da--"
(Line 75) Come on.
(Line 76) What am I gonna say?
(Line 77) "Why did he die?"
(Line 78) Because who gives a shit?
(Line 79) That's the reason.
(Line 80) (laughter)

Script Oppositeness	Die/live
Logical Mechanism	Faulty reasoning
Situation	Fish's life
Target	Fish
Narrative Strategy	Description and dialogue
Language	Maxim of relevance violation

The excerpt above can be explained as follows. The Script Oppositeness of the joke is die/live. This joke talks about the life of Louis C.K.'s daughter's pet fish and how the fish dies. The logical mechanism of the joke is faulty reasoning. The audience laugh because of the faulty reasoning. The Situation of the joke is the life of the fish. This joke talks about the circumstance Louis C.K. faced when his daughter's fish died. The target of the joke is his daughter's fish because the joke explains the reason why the fish is dead. The Narrative Strategy of the joke is combination of description and dialogue. The way Louis C.K. presents his joke is in form of dialogue and describes his thought about the fish's life. The language aspect of this joke is maxim of relevance violation. The violation occurs because of the lack of relation between one line to another.

The Script Oppositeness of the joke is die/live. The joke mostly talks about the fish's life and the reason why it dies. The joke takes place when Louis C.K. found his daughter's fish dead when she is in school. His daughter leaves the home when the fish is still alive. The

logical mechanism of the joke is faulty reasoning. The faulty reasoning is in line 78. This line answers the question from his daughter about the reason it died in line 74. However, Louis C.K. does not necessarily answer the question about the reason, yet he asks another question as a response. The faulty of Louis C.K. to give the reason creates incongruity because the audience expect the factual reason of the fish's death. Moreover, the unexpected answer creates laughter as the form of amusement from the audience.

The situation of the joke is on the topic of fish's life. Louis C.K. explains that he found his daughter's fish dead when his daughter was on school and did not come home yet. Louis C.K. flushes it in the toilet. When his daughter came home, she found out that the fish was not on the bowl anymore and Louis C.K. tells that the fish is dead and he has flushed it. It makes his daughter ask the reason why her fish is dead. This situation can be seen in line 74. Louis C.K.'s answers the question by casting another question in line 78 which means nobody cares about the fish's life. This line also shows that the Target of the joke is the fish because it shows how people do not care about the fish as an insult. This makes the audiences feel superior compared to the fish as the target of the joke, hence this creates the laughter from the audiences. The narrative strategy of the joke is combination of dialogue and description. The dialogue is to show the situation when Louis C.K. met his daughter. This is a form of parody on how he imitates his daughter and it can be found in line 74. The description of the joke is on the way Louis C.K. delivers his thought about the fish's life.

When delivering this topic, Louis C.K. violates maxim of relevance. In this joke, Louis C.K.'s answer is not relevant with the question. The violation occurs in line 78 because he answers the question ("Why did the fish die?") with question ("Because who gives a shit?"). Normally, it is not appropriate to cast another question to answer a question. The appropriate response to a question is usually a statement. The violation of maxim of relevance also because of the Logical Mechanism of the joke which is faulty reasoning. The audiences expect that the reason given by Louis C.K. is a statement about the cause of the fish's death. Thus, these elements are related to the maxim of relevance because Louis C.K. asks another question to answer the question and makes the lines do not relate to each other.

MAXIM OF MANNER VIOLATION

Maxim of manner is violated when the joke possibly makes the audience confused with the information brought by Louis C.K. The joke can be categorized as the maxim of manner violation because the joke is not brief or creates an ambiguity. The violation that occurs in the joke has referential ambiguity, missing link, and juxtapose on the logical mechanism. The following is an example followed by the analysis.

Excerpt 4

(Line 174) I live in New York City, and it's OK there.
(Line 175) I live in a nice building.
(Line 176) I never lived in a nice place before.
(Line 177) When I was growing up, I had no money.
(Line 178) I mean, my mom didn't.
(Line 179) (laughter)

Script Oppositeness	Poor/rich
Logical Mechanism	Referential ambiguity
Situation	Guy in the courtyard
Target	Himself
Narrative Strategy	Description
Language	Maxim of manner violation

The excerpt above can be explained as follows. The script oppositeness of the joke is poor/rich. This joke talks about Louis C.K. in the present time and when he was still a kid. In

the moment when he was still a kid, he lived in a poor condition. However, he is one of successful comedians in the present time and he becomes a rich person. The logical mechanism of the joke is referential ambiguity. Referential ambiguity is a reference that the speaker uses that can be referred into two different things. The situation of the joke is in the topic of guy in the courtyard. This part talks of the condition of Louis C.K. when he was still a kid. The target of the joke is Louis C.K. himself. The joke refers to Louis C.K. because he tells the story about himself. The narrative strategy of the joke is description. This joke tells about the situation of Louis C.K. as the party involved in the joke. The language aspect of the joke is maxim of manner violation. The violation occurs because of the ambiguity found in this joke.

The Knowledge Resources above are described as follows. The script oppositeness of the joke is poor/rich. This joke talks about the life of Louis C.K. when he was growing up. The joke tells that he lived with a poor family back then. However, in the present time, he is successful to gain money as comedian and he becomes rich. It can be seen in line 174 and 175 that he life in a nice building in New York. It shows that he can afford to have a nice building in New York, which is one of big cities in the United States of America. In line 176 and 177, Louis C.K. tells the condition before he got to New York. The logical mechanism of the joke is referential ambiguity. It can be seen in line 177 and 178. In line 177 he says that he had no money when he was kid. However, in line 178, he clarifies that his mom was the one who did not have money. It creates confusion to understand the one who did not have money. On the other hand, it creates laughter from the audiences because they perceive the joke as a form of incongruence.

The situation of the joke is on the general topic of a guy in the courtyard. This joke talks about Louis C.K. as a kid. The joke tells about Louis C.K. living with poor family as a kid. This is an opening from the topic. Before he tells the audiences that he has courtyard in his building, Louis C.K. explains how he lived when he was a kid. He explains that he never lived in a nice building before, because when he was a kid, he lived in the poor family and he had no money, as well as his mother. These lines emphasize the comparison between Louis C.K. when he was still kid and had no money and when he is in the present time and can afford to live in a nice building which has a courtyard. Someday, on a Sunday morning, he came down to the courtyard and found a guy that looks at Louis C.K. suspiciously. The target of the joke is Louis C.K. himself. Louis C.K. uses himself as the target because he talks about the poverty when he was still a kid. He describes his condition to the audiences that he had no money and did not live in a nice building like he does in the present time. The audiences perceive their superiority and laugh. The narrative strategy of the joke is description. The delivery of the joke is narrative because in those lines, Louis C.K describes his conditions both in the present and the past time, when he was kid.

When delivering this topic, Louis C.K. violates maxim of manner. The violation occurs because of the ambiguity in the joke. According to cooperative principle, the message sent to the hearer should be brief and prevent ambiguity. The ambiguity occurs in line 178 because the reference is not clear as to where it belongs to. In line 177, Louis C.K. says that he is the one that did not have the money, but it is clarified by him that his mom is the one that did not have the money. It makes the audiences confused whether he or his mom was the one who did not have the money. The Logical Mechanism in this joke also takes a part in this violation because Louis C.K. intentionally creates the confusion with the referential ambiguity to generate laughter from the joke. In line 175 to 177, Louis C.K. describes his conditions without necessarily mentioning other parties. However, in line 178 he mentions his mother as the one that did not have money back then. These elements are related to the maxim of manner violation because the ambiguity of the reference makes the information given to the audiences unclear.

There are 20 different topics in Louis C.K.'s stand-up comedy show "Oh My God". The topics vary from his life experiences, his thought about people, and his thought about things like animal or human life. The title "Oh My God" implies that he is going to complain about everything in this world. This precisely happens in his show. Louis C.K. delivers his thought about the world in his point of view well. The analysis on this part is classified based on the general topic which he delivers in the show.

Louis C.K.'s own life

Louis C.K. transfers his thought about his life experience of having pets, his divorce, and his old life. He delivers the thought in a funny way since it generates the audience's laughter. The analysis is on the excerpt below.

Excerpt 5

(Line 621) I've been divorced for five years, and it's been the best part of my life, being divorced, easily my favorite part of my life.
(Line 622) I love being divorced.
(Line 623) Every year has been better than the last.
(Line 624) That is the only time I can say that about, And by the way, I'm not saying don't get married.
(Line 625) If you meet somebody, fall in love and get married,
(Line 626) and then get divorced because that's the best part.
(Line 627) (laughter)
(Line 628) It's the best part.
(Line 629) Marriage is just like a larva stage for true happiness, which is divorce, because you just let go and everything's fine now.
(Line 630) (laughter)

These lines show how Louis C.K. manages the divorce as the best thing that could ever happen in a marriage. He says to the audiences that divorce, unlike marriage, is a long last condition. He even advises married people to get divorce to get the best time of their life. Louis C.K. tells the audiences that divorce does not always mean bad for people because after divorce, people can share time to take care of their child.

This joke makes people realize that everything is not always black or white, but sometimes it is grey. This joke gives the depiction that divorce still has a good impact to the parents. He says that divorce gives true happiness after they get married.

The other message Louis C.K. wants to convey is when he tells a joke about his old life. It makes people realize that to live is not always good. He tells the audience about the difficulties that he gets when he needs to put on his sock. He compares his difficulties of putting on his socks to Michael J. Fox's difficulties of brushing his teeth because of his Parkinson. He exaggerates his difficulties of doing an easy task at a young age. He does this because he wants to prove that being old is not simple. It can be seen in the following excerpt:

Excerpt 5

(Line 316) Putting on my socks, that means I have to— Here's what I have to do.
(Line 317) I have to get my hands past my pointed toe.
(Line 318) I don't even know how I do it.
(Line 319) I'm sitting here.
(Line 320) (laughter)
(Line 321) I don't know how I do that.
(Line 322) It's 'cause you have to—
(Line 323) It's like folding a bowling ball in half.
(Line 324) (laughter)
(Line 325) Soon as I start, I can feel— I'm pushing all the fat up into my vital organs, and I just feel all the systems failing.
(Line 326) "Beep, beep, beep!"
(Line 327) (laughter)
(Line 328) and I have to, like, lay on my back like an eight-year-old and go like this, and I start passing out.

(Line 329) (laughter)
(Line 330) And I know other people's lives are hard.
(Line 331) (laughter)
(Line 332) Ha ha ha!
(Line 333) I know.
(Line 334) I saw an interview on TV with Michael J. Fox, and he has Parkinson's, and he was describing brushing his teeth, and he said it takes him two hours a day, and he said it's agony, and I saw this and I thought, "Ok. That's hard."
(Line 335) That is hard, and so is putting on my socks.
(Line 336) (laughter)

In this joke Louis C.K. wants to make the people try to open their mind in every stake. When Louis C.K. delivers the message about the old life is difficult even in a simple thing such as putting on his sock. Louis C.K. exaggerates how hard it is to put on a sock by comparing to people having Parkinson when they brush their teeth. This makes the people think that being old is not a simple thing.

LOUIS C.K.'S THOUGHT ON OTHER MATTERS

Louis C.K has some thoughts about other people. He puts many thoughts about other people in "Oh My God", such as women who say yes to men to have a night together. Louis C.K. says that what women play to men when they are on a date is an ill-advised thing that women ever made. This is the line which talks about that.

Excerpt 6
(Line 496) A woman saying yes to a date with a man is literally insane and ill-advised, and the whole species' existence counts on them doing it, and I don't know how they—
(Line 497) How do women still go out with guys when you consider the fact that there is no greater threat to women than men?
(Line 498) We're the number-one threat to women.
(Line 499) Globally and historically, we're the number-one cause of injury and mayhem to women.
(Line 500) We're the worst thing that ever happens to them.
(Line 501) That's true.
(Line 502) You know what our number-one threat is?
(Line 503) Heart disease.
(Line 504) That's the whole thing.
(Line 505) (laughter)

In this excerpt, Louis C.K. tries to give a narrative to the audience, especially to women, that men are the worst thing that ever happens to women. This thought is not merely an assumption from Louis C.K. himself, but it is on the statistic that men are the highest cause of the injury and mayhem to women. The injuries that women could get from man are abuses, rapes, and the worst thing is killing.

Moreover, Louis explains that in opposite, men do not have any problem with women in terms of threat. Louis C.K. explains that the number one threat to men is heart disease. This is because most men get threat because of some disease which does not involve other direct parties to cause that, not even women.

Another matter that people never consider is when Louis C.K. gets in the topic of bad thought and good thought. Louis C.K. comes with idea that he always has two different thoughts which is bad and good

Excerpt 7
(Line 868) Of course, of course slavery is the worst thing that ever happened.
(Line 869) Of course it is, every time it's happened—
(Line 870) Black people in America, Jews in Egypt.
(Line 871) Every time a whole race of people has been enslaved, it's a terrible, horrible thing, of course...
(Line 872) But maybe...
(Line 873) Maybe every incredible human achievement in history was done with slaves.
(Line 874) (laughter)

This joke talks about the thought inside Louis C.K.'s mind about a serious problem that people face. These lines say about his thought on the slavery. In the opening of this topic, Louis C.K. says that he always has two different thoughts that come up in his mind. The first thought is that he thinks that the thing is obviously wrong, the other is that he thinks that maybe because of some other considerations, it is not really that wrong.

The joke also talks about slavery that has happened in to some races or people in the world. Louis C.K. thinks that this is very wrong-doing that ever happens in the human life because people cannot have other people's lives. On the other hand, another thing comes up in his mind regarding to the slavery. He thinks that maybe because of slavery, people have incredible achievement such as pyramid.

This joke conveys a message that everything always has two sides of point of view. Even slavery, which is the worst thing that could ever happen in the world, still has a good role in the human life. This can make people think that whatever happens in this world, there is always a good thing in it.

The other topic brought by Louis C.K. in his solo stand-up comedy show is on his observational comedy which becomes the trade mark of his routine. People come to the Louis C.K.'s show because they know that Louis can bring a topic people tend to avoid in a fun way so they can laugh at the topic and think about it. Louis C.K. brings the joke of slavery which many people consider to avoid because of the sensitivity of the topic. However, this topic successfully creates a big laughter and applause from the audience because they do not event think that they are laughing on slavery.

From Louis C.K.'s stand-up comedy concert, it can be implied that his jokes are not just to amuse the audience, but they also deliver messages that make people think about their own life and their surroundings. The jokes not only create laughter but also change in the behavior of the audience.

CONCLUSION AND RECOMMENDATION

Based on the analysis on the jokes delivered by Louis C.K., a conclusion can be drawn. In terms of the pragmatic strategies used by Louis C.K., his jokes in "Oh My God" stand-up comedy concert violate 4 maxims of Grice's cooperative principles. The violations occur in 20 different topics. All the elements of the Knowledge Resources are inherent with the maxim violations because the structure of the joke enables Louis C.K. to create such violations. Also, because of the knowledge resources, the cooperative principles are violated to create the incongruence, which in turn generate the audience's laughter. In this stand-up comedy concert, Louis C.K. mostly exaggerates and gives the faulty reason. The exaggeration and faulty reason work because the audiences do not expect the way Louis C.K. exaggerates and explains the reason the joke. This is the typical of Louis C.K. in doing his comedy and creates incongruence to the audience.

All in all, Louis C.K.'s stand-up comedy is not only a way to entertain but it also has another function, that is, to deliver certain messages to the audience. "Oh My God" has other functions besides amusement, that is, to make people understand the reality that people face in another point of view. Furthermore, since this research focuses only on the verbal humor especially the pragmatic strategies, it only analyzes verbal elements of the joke and does not analyze the elements that involve gesture, tone, and intonation to create laughter. Further research could analyze other aspects of joke including gesture, tone, and intonation with different framework, object, and different types of comedy.

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Conversation Analysis: Turn-Taking Analysis on Boy William Podcast Episode 06 in Collaboration with Cinta Laura

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ABSTRACT

This study is proposed to analyze conversation analysis especially for turn- taking strategy in a podcast of Boy William especially in the 6th episode, collaboration with Cinta Laura Kiel, one of Indonesian artist. This study used qualitative method with Stenstroom's framework was used to analyze the turn- taking strategy used in the conversation. The process of analysis consists of four steps; streaming Boy William's podcast 6th episode with Cinta Laura, making transcription of the conversation, classifying the data and interpreting the data. The result of this study showed that turn- taking strategy appear in the conversation. There were starting up, promoting, interrupting, repeating words, taking over, overlapping, appealing, silent pause and filled pause. The most frequent turn- taking strategy used is promoting strategy. Therefore, this study suggests that conversation analysis is important for understanding the intent of people's speech. In addition, this study can be used as a reflection of both theoretical and practical contributions. In theory, this study supports the theory of conversation analysis in turn- taking strategies. In fact, teachers can use it as a reference for applied linguistics courses

Keywords: conversation analysis; turn- taking strategy; podcast

INTRODUCTION

Language is used by many people to communicate each other. Communicate to other speaker is important for people around the world. By using language, people can get the message from others. Besides to use for communicating each other, language is also important for people to know every culture from other country. Rofi'i & Nurhidayat, (2019) as cited by Aenida Nur, et al (2022) state that the categorized from success communication can be seen from the understanding the message between the messenger and the receiver. As stated by Holmes (1992; 346) that generally, people develop their attitude towards language that represent their viewpoint about those who speak language. It means that the language of one person's use is related to his/ her behavior.

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One person or more in conversation are turns talking. The exchange turns between a speaker and a listener, or someone taking over a conversation going on at the same time, is called turn-taking (Brown & Yulie as cited by Putu Pande Novita Sari (2021)). According to Ghilzai & Baloch (2016), turn taking is the form of communication when the speakers take turn their conversation. In verbal communication, to manage interviews, debates, ceremonies and discussion is used turn- taking (Abdullah, 2016). According to Strenstroom as cited by Putu Pande Novita Sari (2021) conveyed that "taking the turn can be tricky". Turn- taking is interesting to be studied because it consists of the organizations of a conversation.

One of programs on the Internet that famous nowadays is Podcasts. Brown and Green (2007) stated that the original audio or video recordings is called podcast. Another definition of podcasts is conveyed by Bery (2002), an application that can create, collect and share audio and video program freely through internet is called podcasts.

There are some studies have discussed a conversational analysis especially in turn-taking strategy. The study of turn taking strategy most of them focuses in a movie, radio, television program, and teaching-learning process. The first study was conducted by Emanuel (2000). In his study, he explored the kind of conversational analysis of turn-taking involving over-lapping, interruption, and prosody that were used by the interlocutor. The result of the study shows that interruption in conversation means a signal to argue other utterances.

The other study was conveyed by Young (2013). He explored a conversation analysis of turn-taking in an English discussion class. The result of the study shows that the usage of turn taking strategy is used by the students when they use a second language. Another study was conducted by Napitupulu & Siahaan (2014) that investigated turn-taking in a wedding ceremony. The data were obtained through direct observation and documentation. In their study, there were three types of turn-taking used; the first rule was more dominant in every speech situation. It referred to the reference of kinship and the use of pronoun. When the speaker from the man's side gave turn to the woman's side, addresses system was used as a reference to the speaker of the woman's side while the speaker from the woman's side used a personal pronoun to give turn to the man's side.

However, there are not many studies on a conversational analysis of turn-taking on a podcast which is booming lately, especially on Boy William's Podcast in collaboration with Cinta Laura Kiehl. Boy William's podcast is chosen because his podcast is famous enough. Besides that, the language used in his podcast often use English. So, we can learn English more from his podcast. Strenstroom's as cited by Putu Pande Novita Sari (2021) framework is used to analyze the turn taking that found in this podcast.

LITERATURE REVIEW

CONVERSATION ANALYSIS

The study of talk in the interaction is called conversation analysis. According to Litoseliti (2010), the purpose of conversation analysis is to figure out how turn taking is negotiated between participants in order to make social action. It focuses more on production and interpretation of talk that is focus on participant themselves.

Conversation analysis is used to figure out how talk is arranged in a social setting. It focuses on the conversation between one or more speaker that take the turn. A turn means when the first speaker speaks before the next speakers. Here, the first speaker makes or hold the turn for the next speaker. Then, the next speaker must know about what the first speaker expects. So,

it can be concluded that conversation analysis is used to know how participants figure out and respond to other speaker in their conversation.

TURN TAKING

The basic concept of conversation is when between the speaker changing the role that called turn taking (Choultard, 1980 as cited by Dian Fahlenaftiri (2020)). Turn taking begin when the first speaker speak and the second speaker wait to take the turn after the first speaker finish. Turn taking will stop when the speakers have nothing to say. In one situation, the turn taking strategy run smoothly, but other situations are not. Sometime first speaker has not finish yet his/ her turn but the other speaker suddenly take the first speaker's turn. To avoid such a situation, the speakers have to know the turn taking strategy in conversation. Based on Stenstroom (1994), turn taking strategy divided into three; taking the turn, holding the turn and yielding the turn.

TAKING THE TURN

In the conversation, it is a must that between the speaker have a good cooperation in order to make the conversation run smoothly. First speaker start his/ her talk with the second speaker. After the first speaker finish his/ her talk then the second speaker respond to the first speker's talk. This condition called taking the turn strategy. Strenstroom divided taking the turn strategy into four categories; starting up, overlapping, taking over and interrupting.

HOLDING THE TURN STRATEGY

Holding the turn is the second strategy in the turn taking analysis. This strategy is used when the speaker has the opportunity to speak but don't know what to say. This strategy divided into three categories; silent pause; repeating words and filled pause and verbal fillers.

YIELDING THE TURN STRATEGY

The last strategy in turn- taking analysis is yielding the turn strategy. It focuses to give opportunity to the speaker to take turn by responding the statement from the interlocutor. As stated by Stenstroom as cited Putu Pande Novita Sari (2021) yielding the turn happens when the speakers expected the respond from the interlocuter about what he/ she said. Yielding the turn strategy is divided into three; prompting strategy; appealing strategy and the last one is giving up strategy.

METHODOLOGY

The data of this study obtained from Boy William podcast episode 6 in collaboration with Cinta Laura Kiehl. It was downloading from YouTube. The duration of this video was fourteen minutes and twenty-one second long and has approximately four million viewers. In analyzing the data, the researcher used Stenstroom's framework. In his framework, the turn- taking strategy divided into three strategies; taking- turn strategy, holding the turn and yielding the turn.

The qualitative method was used in this study. Given (2008) stated that Qualitative method is a method for systematically describing the meaning of qualitative data. The qualitative method is understood as a rule guided research process (Marying 2010). This study used qualitative method from Marying (2010) that consists of; streaming Boy William's podcast 6th episode with Cinta Laura, making transcription of the conversation, classifying the data and interpreting the data based on turn- taking strategy.

FINDINGS AND DISCUSSION

The result of this study showed that in Boy William's Podcast in collaboration with Cinta Laura, yielding the turn is mostly used. In the conversation, the yielding strategy was found 17 examples. The yielding strategy consist of eleven of promoting strategies and six of appealing strategies. Second strategy of turn- taking that mostly used was taking the turn strategy. It was found six examples of interrupting, six of overlapping, five of taking over and the last one of starting up. Third strategy of turn- taking that mostly used was holding the turn. It was found three examples of repeating words, two of filled pause and verbal filler and the last one example of silent pause. The numbers of three strategies of turn-taking can be seen in the table below:

TABLE 1. Turn- Taking Strategy was found in Boy William's Podcast in collaboration with Cinta Laura

Taking the turn strategy	Interrupting	6
	Overlapping	6
	Taking Over	5
	Starting up	1
Holding the turn strategy	Repeating words	3
	Filled pause and verbal filler	2
	Silent Pause	1
Yielding the turn	Prompting Strategy	11
	Appealing Strategy	6
Total		**40**

TAKING THE TURN STRATEGY

In Boy William's podcast episode 6 in collaboration with Cinta Laura, the researcher found some utterances that indicate the existence of taking the turn strategy that occurred in conversation between them. This strategy is important in making communication run well in the process of turn- taking. Taking the turn itself is one of turn- taking strategy when the speaker takes turn in conversations. Taking the turn consists of four categories; starting up, taking over, interrupting and overlapping.

STARTING UP STRATEGY

Starting up strategy means that one speaker starts the conversation. It can be greeting others or direct to the topic. Below is the example of starting up strategy that found in Boy William's podcast

Cinta Laura : Hey! What's up?
Boy William : Glad to see you. How long have you been for?
Cinta Laura : About over a month.

In this conversation, Cinta Laura start the conversation by greeting Boy William. The greeting that she used was “Hey! What’s up?. This example of starting up support the study conducting by Anwair (2016), who found that in starting up strategy someone has the initiative to talk by asking questions.

TAKING OVER STRATEGY

Another type of taking the turn strategy is taking over. It means that the speaker responds the conversation from the interlocutor towards the questions given. Jacob (2001) stated that it can be done directly by allowing the other speaker to speak to others. Taking over strategy means that the other speaker takes over by using connecting words such as and, but and because (Stenstroom as cited by Putu Pande Novita Sari (2021). Below is the example of taking over strategy that found in Boy William’s podcast:

Boy William : If you can drive in Indonesia and India, then you can drive all over the world!
Cinta Laura : I can drive in Indo, I can also drive in India. I don't know or I've never driven in India.
Boy William : Let’s go to India.
Cinta Laura : I mean, I can drive in New York I learned to drive in New York I took my driver's license test in New York and also took my health test and my physical test in New York.

In this conversation Cinta Laura said “I can drive in Indo, I can also drive in India, I don’t know or I’ve never drive in India”. This is the example of taking over strategy in their conversation. In this conversation, Cinta Laura gave respond to Boy William statement. By saying “I can drive in Indo…”it showed that she made sure to him that she can driving a car. This finding showed that the hearer giving comments or responses to the other speaker (Ertanti, 2016).

INTERRUPTING STRATEGY

Interrupting strategy is one of taking turn strategy in turn- taking analysis. In one situation, sometimes one speaker does not always finish his/ her talk. It happens because other speaker interrupts his/ her in the middle of their conversation. Interrupting strategy divided into two categories; Alert comment and Meta comment. Alert comment happens when one speaker interrupts interlocutory by speaking louder than another speaker. It happens to attract the other attention. The words; hey, listen, look are the words that usually used in alert comment (Ertanti, 2016). Meta comment according to Stenstroom (1994) is when one speaker comment to other speaker without offending the others. It means that this interrupting is polite interrupting by the speaker. Below the example of interrupting strategy that found in Boy William’s podcast.

Boy William : Is this the video clip of you wearing army.
Cinta Laura : No… It’s "Shoot Me." But you better not play “Shoot Me.” because it means you shoot myself.
Boy William : Why? Is it that bad?
Cinta Laura : (laugh) I think it’s really cheezie.

In this conversation, the interrupting strategy found in Cinta Laura statement "No.. It's "Shoot Me". But you better not to play….". By saying "No…" it means that she interrupts Boy William turn that he will play Cinta Laura's song but she feels shy about the song. She said that word with aloud intonation that means she interrupt Boy William.

OVERLAPPING STRATEGY

Overlapping strategy is one of taking turn strategy that all speaker speaks in the same time. As stated by Yulie (1996) when two speakers speak together in the same time is called overlapping. Here the example of overlapping that found in the conversation between Boy William and Cinta Laura;

Cinta Laura : And you know what? It's okay that we were like we're the best girlfriend and boyfriend back in the day, at least now we are the most faithful, loving, trustworthy-partner…
Boy William : …that's true
Cinta Laura : …for all significant others.

Based on the conversation above, the overlapping strategy found when Boy William said "that's true" but he said that when Cinta Laura has not finished her statement. They speak at the same time.

HOLDING THE TURN STRATEGY

Holding the turn is the second strategy in the turn taking analysis. This strategy is used when the speaker has the opportunity to speak but don't know what to say. This strategy divided into three categories; silent pause; repeating words and filled pause and verbal fillers.

SILENT PAUSE STRATEGY

Silent pause strategy is one of holding the turn strategy in turn- taking analysis. This is the strategy that happens when the one speaker holds the turn until the current speaker finish to speak. Here the example of silent pause strategy that found in the podcast.

Boy William : What is it like to be an international artist?
Cinta Laura : I mean it depends on the people who find to be an international artist. I'm…
Boy William : …working on international film.

Based on the conversation above, the silent pause strategy was found in the statement of Cinta Laura. She said "I mean it depends on the people who find to be an international artist. "I'm...". The word "I'm…." showed the silent pause. She pauses to continue her answer. The statement was continued by Boy William. It is same with the study of Hadisaputra & Adnyani (2012). They show that being silent is also a way to control situation and also silent pause also used as turn holder.

REPEATING WORDS

This strategy is the second strategy in holding the turn. It happens when the speakers speak one word many times. Here the example of repeating words that found in the podcast.

Boy William : And remember our conversation one night I said one day you'll make it. And-a-the biggest outer faith in you. And look at you know.

Cinta Laura : Thank you for believing on me because that means a lot to me. And I know sometimes, you-you are a hearted person. You say what you fell like if you feel like someone is not worthy or something you tell 'em. You tell out their face.

In the conversation Cinta Laura said "And I know sometimes, you-you are a hearted person". By saying "you-you…" means that she speaks one word more than one time. It means that she wants to make sure about the words to continue her statement.

FILLED PAUSE AND VERBAL FILLERS

This strategy is the third strategy beyond to holding the turn in turn- taking analysis. Ertanti (2016) stated that filled pause and verbal fillers used by the speaker when the speaker trying to think about what he or she want to say. Verbal fillers that usually used such as; em; ahh;a. Below is one of the example of filled pause and verbal fillers that found in the conversation between Boy William and Cinta Laura:

Boy William : … as a friend. Of course. And then we started to hanging out.
Cinta Laura : (making sound denying)
Boy William : What's up "ehm" about Cinta Laura?

Based on the example above, Boy William said "What's up "ehm" about Cinta Laura?". The word "ehm" is one of verbal fillers that was used in the conversation. He said that to trying to think about what he wants to say.

YIELDING THE TURN STRATEGY

The last strategy in turn- taking analysis is yielding the turn strategy. It focuses to give opportunity to the speaker to take turn by responding the statement from the interlocutor. As stated by Stenstroom (1994) yielding the turn happens when the speakers expected the respond from the interlocuter about what he/ she said. Yielding the turn strategy is divided into three; prompting strategy; appealing strategy and the last one is giving up strategy. In this study, the researcher only found two strategies belong to yielding the turn; prompting strategy and appealing strategy.

PROMPTING STRATEGY

This strategy is one of yielding the turn strategy in turn- taking analysis. In this strategy, the speaker make prompting in order to encourage to another speaker to respond what the first speaker said. In prompting strategy, the speaker can make prompting in greeting, question, invite, offer. Below the example of prompting strategy found in this study;

Boy William : Are you ready for a ride.
Cinta Laura : I'm ready for a ride with you.
Boy William : Come on!
Cinta Laura : What a jaw man, thank you!

Based on the conversation, the prompting found in the Boy William statement. He said "are you ready for a ride?". It means that he conveyed the question to Cinta Laura. He expected the respond of Cinta Laura in his question.

APPEALING STRATEGY

Appealing strategy is the second strategy belongs to yielding the turn strategy. In the appealing strategy the speaker expected to get feedback from the interlocutory such as question tags. Here the example of appealing strategy that found in the conversation;

Cinta Laura : How do you feel? Do you feel like a teenager?
Boy William : You know what? This is my type! I really like it!
Cinta Laura : Really?
Boy William : I wanna take this to club, man.

In the conversation above the appealing strategy found in Cinta Laura's statement. She said "Really". It is one example of appealing strategy. Here she wants to get feedback from Boy William's statement.

CONCLUSION AND RECOMMENDATION

Based on the Stenstroom's strategy it can be concluded that turn- taking strategy was found in the Boy William's podcast 6th episode in collaboration with Cinta Laura Kiehl. In the conversation found that prompting and interrupting are dominating during the conversation. There were 11 utterances that showed prompting strategy and 6 utterances showed interrupting. After deeper analysis by the researcher, the speaker used prompting strategy to know the interlocutory respond to speaker utterances. Almost all the prompting strategy were questions. It is used to give opportunity to interlocutory to respond the speaker. On the other hand, the interrupting strategy was used by the speaker because the conversation in the podcast was informal conversation. It happened not in formal situation. So, the way they talk was interrupting each other in the form of a joke.

The other turn- taking strategy that was found in the conversation was overlapping, taking over and starting up that belongs to taking the turn strategy. As the definition about taking the turn itself. It happened when the speaker takes turn in the conversation. Repeating words, filled pause and verbal filler, and silent pause that belongs to holding the turn also found in the conversation. Repeating words was dominating found in the conversation. The last strategy of turn- taking that found in the conversations was yielding the turn. It was consisting of prompting strategy and appealing strategy. Prompting strategy was dominating during the conversation.

In addition, this descriptive qualitative research gives other researchers knowledge of how to identify the type of conversation that occurs within a conversation. It also enhances the reader's ability to understand turn-taking from the beginning until the end of.

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An Analysis of Phrases in Technology Brands Slogan and its Contribution in Teaching English Grammar

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ABSTRACT

A phrase is a group of words that serves as a unit of a sentence. There are several types of phrases namely noun phrase, verb phrase, adjective phrase, adverb phrase, and prepositional phrase. A phrase used in an advertisements and promotional activities such slogans. Every commercial product makes a slogan to attract the attention of target market. This study is a content analysis which aimed at analyzing kind of phrases in syntax categories that found in English technology brand slogans and its contribution in teaching English grammar. The method used in this study was qualitative descriptive to investigate and describe kind of phrase in 40 technology brand slogans and clarify the contribution of the analysis to teaching English grammar. In collecting the data, researcher used note taking. The result shown that researcher find some phrases form. The analysis was recommended by the researcher as a teaching media since its accordance with the English teaching syllable.

Keywords: Phrase; Teaching English Grammar; Slogan; Advertisement; Technology Brand

INTRODUCTION

One of the most difficult aspects of language teaching is teaching grammar. Context grammar plays a crucial role in good learning. Grammatical will be more motivating for students if it is taught in context since students will be able to see how the new grammar structures work. When grammar rules are presented in context, they are simpler to remember, and teaching grammar in context ensures accuracy in the target language. Forming phrases and clauses skills are needed in the use of language. Particularly in English, the language structure is arranged in grammar and syntax. Syntax is made up of phrases, clauses, and sentences. The study's focus is on phrases, which are collections of words that serve as sentence components. Noun phrases, verb phrases, adjective phrases, adverb phrases, and prepositional phrases are all examples of phrases. The expressions described above are utilized in both written and spoken social interactions. However, other applications are more valuable and have a significant impact on daily life. Especially in the employment of phrases in a commercial or promotional activity.

Advertising plays an important role in a product. Some products promote through several media such as television, radio, the internet, and social media. The study of Domingo and Aguillon (2021) found that students perceive social media as contributory and effective applications for the enhancement of language skills due to the media's accessibility and Universality. Advertisement can be text, images, and videos. Advertising is currently the most effective promotional tool. The purpose of advertising is to increase the knowledge of the

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community to know a product offered. An advertisement also contains a slogan. Slogan has an important role in marketing world. People can find out about the product that customers expect to be interested in a product advertisement through a slogan.Advertisement has different slogans from one product to another. This Study focused on technology brand slogans which spreading along with the massive growth of technology brands in the industry. Therefore, technology brands slogan is easy to find in advertisements. The contribution of analyzing phrases in technology brands slogan facilitate learners to study grammar in contextual.

Considering the background of the study, this study aimed to find out kind of phrases in syntax categories that found in technology brands slogan, the most often used phrases in technology brand slogans and aims to find the contribution of technology brand slogans phrase analysis in Teaching English Grammar.

LITERATURE REVIEW

The researcher found previous studies which were arranged related to technology brand slogans. A study was written by (Christianto, 2021) The goal of this study is to identify lexical features in English advertisement slogans during prime time, as well as to determine what drives the employment of dominating lexical features in English advertisement taglines during prime time. Another study looked at syntactic categories, syntactic structure, and the explanation of speech activity in commercial product slogan advertisements. (Rina, 2011) The following findings are covered in this investigation: Modified structure, Prediction Structure, Complementation Structure, and Coordination Structure are the four major syntactic constructions employed on slogan. The types of syntactic categories employed on slogans were Noun Phrase, Verb Phrase, Adjective Phrase, Prepositional Phrase, Simple Sentence, Compound Sentence, Complex Sentences, Declarative Sentences, Interrogative Sentences, and Imperative Sentences, according to this study.

In the relation with teaching grammar the researcher also found a study written by (Ilyosov, 2021). The article outlines whether educators should teach grammar in context and provides a number of examples in the form of sample lessons. The researcher exhibits his own model of grammar education after outlining several approaches and methods in greater detail and quickly presenting other essential factors in this respect. This study has differed from the previous studies because this study not only focused in types of phrase in slogan technology brands but also its contribution in Teaching English Grammar.

GRAMMAR AND TEACHING ENGLISH GRAMMAR

According to (Ilyosov, 2021), Grammar is a description of the rules for constructing sentences, as well as an explanation of the meanings conveyed by the form of those sentences. (Ilyosov, 2021) also states, Grammar is a set of arrangements and forms that are arranged by certain pragmatic considerations. Grammar refers to the structure of language and the way in which linguistic units such as words and phrases combines to produce sentences in the language (Richards & Schmidt, 2013). Grammar, can be defined as the science that determines the rules of a language examining its sound, form and sentence structure (Demir & Erdogan, 2018).

Grammar instruction involves word attack skills, which provide language knowledge, as well as supporting, explanatory, and organizer teaching strategies. Teaching grammar is not a field that gives theoretical information or does not aim to teach students certain definitions and rules. By this point of view rules of a language must be taught co-co-ordinately with other learning domains and provide integrity among learning domains. (Demir & Erdogan, 2018). English grammar is considered an essential guide for learning English effectively. English grammar also plays an essential role in developing one's language knowledge and social skills in context (Lin et al., 2020). Grammar is considered the basis of a series of language skills:

listening, speaking, reading, and writing. Therefore, grammar is an essential component in teaching English (Widodo, 2006). There are English grammar structures in an English teaching syllable. The term syllabus is used to refer to a product curriculum development in the form of further elaboration of the standard basic competencies and competencies to be achieved, and the main points and descriptions of the material that students need to learn.(Sagala, 2013).

THE FORMATION OF PHRASES

The part of linguistics that deals with how words are put together into sentences is called syntax (Silalahi, 2016). There are important parts of the syntax that are phrases, clauses, and sentences. A phrase is a group of words that serves as a unit of a sentence. There are several types of phrases namely noun phrase, verb phrase, adjective phrase, adverb phrase, and prepositional phrase.

The name of a place, quality, or item is defined as a noun. A noun is a word used for naming a thing (table, book, radio), a person (John, Diana, La Mappa), a place (Makassar, Bali, London), and an idea (happiness, freedom, beauty). Noun phrase is the structure of the head and its modifiers (Kusuma, 2013). A noun phrase may consist of determiner which has functions as the modifiers and a noun which is the head groups, e.g., a man, the students, his book, their father, one book, many students, that book (Junaid, 2018). However, other words can modify the headword in a noun phrase.

Verbs generally refer to action; events and process e.g. give, happen, become (Anggraeni, 2019). According to (Alwi, 2017) verb phrase is a language that is formed by two words or more where noun as a headword but this is not clause. Verb phrase consists of headword and modifier as a complement of its phrase (Kaffah et al., 2015). A verb phrase is a set of words in which the headword is a verb.

According to (Akhtar, 2017), English has 60 to 70 prepositions that is a higher number. over 90 percent of prepositions usage is estimated to involve nine most frequently used prepositions: (with, to, from, at, in, of, by, for and on). Prepositions are called group of words or merely words which become apparent either before (noun phrase or indicate syntactic associations (Matthews, 2014). (Agoi, 2003) verified that prepositions are used to explain the link of noun or noun equivalents which it governs. (Akhtar, 2017) stated, prepositions which begin grammatical structures often called prepositional phrases which always begin with a preposition and end with a noun or a pronoun which is the preposition’s object. Prepositional phrase can be meant to combine two elements, "preposition" and "phrase." In prepositional phrases, prepositional relation between a noun and a verb.(Juliarta, 2021).

Adjective phrase is group of words which the main word is adjective (Djamdjuri, 2014). On the other hand, adjective phrase is rather difficult to find because the nouns and pronouns which that they modify are usually dominant in a sentence (Zerkina et al., 2016). Adjective phrases are adjectives or adjective substitutes. In a good Adjective phrase category there are single adjectives in general such as short, long, and, dark. For example, the skin is dark. (Ompusunggu, 2016) stated, an adjective phrase is any phrase that modifies a noun or pronoun. Someone often construct adjective phrases using participles or prepositions together with their objects.

ADVERTISEMENT AND SLOGAN

The term advertisement is interpreted as the structured and organized non-personal communication of information, Advertising is paid content and usually its naturally persuasive, about products (goods, services & ideas) by identified sponsors through various media (Bogdan, 2014). According to (Singh, 2018) Advertisements, whether paid or not, are a non-personal distribution and promotional channel for paid products or services. Advertising can

be defined as the art of telling the public about a product that has a price tag. According to the preceding definition, advertising is a method of communication that includes a presentation of a company's promotion of ideas, products, and services.

Slogan can also be said to be a motto or short word used in political, commercial, and religious matters as a memorable statement of an idea or purpose.(Roux & Van der WALDT, 2014). A slogan is a useful phrase for visual advertising that states the character and benefits of its product. Slogan is a short advertising statement, in any syntactic form (i.e. a phrase or a short sentence), that communicates the identity, image and merit of an organization, company or product to its target audience (Huadhom & Trakulkasemsuk, 2017).

METHODOLOGY

The researcher used the descriptive qualitative method to investigate and describe the type of phrase in technology brands slogan and describe the contribution of technology brands slogan phrase analysis in Teaching English Grammar. According to (Moleong, 2017), Understanding the events that occur in a research subject is how qualitative research is carried out. It's also known as written research or the arrangement of learning framework forms that serve as the final result. The data of this research are written text in a picture of technology brands slogan that can be found in the internet. The total number of slogans investigated in this research is 40, which consist of four categories; those are Gadget, Software Applications, Automotive, and Electronic. Researcher also used the topic of grammar learning materials about phrases in the 2013 curriculum syllabus. In order to get more effective and efficient ways in collecting the data of type of phrase used in the advertisement on the internet, the researcher used note taking as instrument. The researcher collected and selected the data by searching the technology brands slogan on the leaflets, brochures, and other slogan pictures that related to the subject of the study that can be found in the internet.

The data of this research are taken by a slogan on the picture of technology brands that can be found in the internet. In collecting the data, there are several steps.

1. The researcher browses the English technology brands slogan in the internet.
2. The researcher collected the English technology brands slogan in the internet.
3. Researcher categorize the slogan into Gadget, Software Applications, Automotive, and Electronic.
4. Researcher identify the phrase and types of phrase in each technology brands slogan.
5. Researcher reviews the 2013 curriculum syllabus about phrase in grammar and define the appropriateness between analysing phrases of technology brands slogan as a media of English Teaching Grammar.

After collecting the data from the technology brands slogan in the internet, the researcher did several steps to analyze the data. Firstly, the researcher categorized the data in relation with the type of phrase. Secondly, researcher interpreted then describes the data from each category. Thirdly, researcher analyze kind of phrases in syntax categories that found in technology brands slogan, the most often used phrases in technology brand slogans. Fourth, researcher reviews the 2013 curriculum syllable to find the contribution of technology brand slogans phrase analysis in Teaching English Grammar.

FINDINGS AND DISCUSSION

As the result of the analysis, the presentation of the findings is based on the procedure of data analysis. The presentation covers types of phrase, the frequencies of occurrence types of phrase, and its contribution to the teaching English grammar.

TYPE OF PHRASES FOUND IN ENGLISH TECHNOLOGY BRAND SLOGAN

NOUN PHRASE (NP)

TABLE 1. Noun phrase analysis in technology brand slogans

Adjective + Noun Phrase	Smart + life for everyone Adj. NP
Noun + Prepositional Phrase	Design + for human N PP
	Way + of life N PP
	Parts + of your life N PP
	Value + from innovation N PP
	Ideas + for life N PP
Adverb + Noun Phrase	Clearly + your expression Adv NP
Adverb + Noun	Speedy + Operation Adv N
Determiner + Noun + Prepositional Phrase	The + power + of dreams Det Adv N
Determiner + Noun	Your + Excitement Det N
	The + internet superstore Det N
Determiner + Noun Phrase	Your + lifestyle superapp Det NP
Adjective Phrase + Noun	Finest affordable + accommodation AP N
Noun + Verb Phrase	Innovation + that excites N VP
Adjective + Noun	Sharp + minds Adj N Sharp + products Adj N
Noun + Adverb	Intel + inside N Adverb

VERB PHRASE

TABLE 2. Verb phrase analysis in technology brand slogans

Verb + Noun	Connecting + People V N
	Make + Believe V N
	Keep + everything V N Share + anything V N
	Broadcast + yourself V N
Verb + Prepositional Phrase	Say hello + to the future V PP
	Dare + to leap V PP
	Rise + to power V PP

	Drive + for a better life V PP
	Explore + beyond limits V PP
	Connect + to opportunity V PP
Verb + Noun Phrase	Feel + the power V NP
	Drive + your ambition V NP
	Drive + your way V NP
	Drive + unlimited way V NP
	Make + yourself at home V NP
	Exceed + your vision V NP
	Make + joy happen V NP
	Live + your music V NP
Verb + Adjective	Go + further V Adj
	Think + different V Adj

ADJECTIVE PHRASE

TABLE 3. Adjective phrase analysis in technology brand slogans

Adjective + Conjunction + Adjective	Bigger + than + bigger Adj conj Adj
Adjective + Prepositional Phrase	Confident + in motion Adj PP
	Easy + as Dell Adj PP

PREPOSITIONAL PHRASE

TABLE 4. Prepositional phrase analysis in technology brand slogans

Prepositional + Noun Phrase	At + the heart of the image P NP

FREQUENCIES OF OCCURRENCE TYPE OF PHRASE

TABLE 5. The percentage of occurrence type of phrase

Kinds of Phrase	Number	Percentage
Noun Phrase	16	40%
Verb Phrase	20	50%
Adjective Phrase	3	7.5%
Prepositional Phrase	1	2.5%
Total	40	100%

The table above shows the occurrence phrases. The table shows the distribution of phrase is classified into four kinds, namely noun phrase, verb phrase, adjective phrase and prepositional phrase.

From the percentage analysis, it is found that verb phrase occupying the most frequent used in slogans of commercial product since it is found 50%. The second most frequent pattern found in this study is 40% under kind noun phrase. Next, adjective phrase commonly used 7.5% in slogan of commercial products and the least frequent is prepositional phrase 2.5%.

CONTRIBUTION OF TECHNOLOGY BRAND SLOGANS PHRASE ANALYSIS TO TEACHING ENGLISH GRAMMAR

Researcher found the contribution of technology brand slogans analysis in teaching English Grammar. The researcher found a part of English teaching syllable:

> ***KI 3:*** *Memahami, menerapkan, dan menganalisis pengetahuan faktual, konseptual, prosedural, dan metakognitif berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah.*

Based on Core competencies in the syllable students must understand, apply, and analyze factual, conceptual, procedural, and metacognitive knowledge based on curiosity about science, technology, art, culture, and humanities with insight into humanity, nationality, statehood, and related causes of phenomena and events, as well as the application of procedural knowledge in a specific field of study according to their talents and interests to solve problems.

Based on the quote from the core competencies in the syllabus above, it can be seen that student achievement covers various aspects. Students must be able to understand, apply, and analyze factual, conceptual, procedural, and metacognitive knowledge. In this case the researcher underlines the students' curiosity about knowledge, technology, art and culture. Students are able to achieve these competencies when teachers can connect learning materials with those core competencies above. Teachers probably used the analysis type of phrase in technology brand slogans as a teaching media. The researcher also finds this part of English teaching syllable:

TABLE 6. English teaching syllable grade 12

Based Competencies	Learning materials	Learning Activities
Arrange special text in the form of caption text related to pictures/photos/tables/graphs/charts, taking into account social functions, text structure, and linguistic elements, correctly and in context	Language Features: 1. Nominal phrases for things, people, animals, locations, etc. the focus, with or without a, the, this, them, my, them, etc. 2. Verbal phrases related to pictures/photos/tables/graphs in the appropriate tense	Collect several captions from newspapers along with pictures/photos/tables/graphs/charts. In group work: reading to each other, analyzing with tables.

Grammar material on phrases is found in the Senior High School English teaching syllable. Therefore, researcher recommends using the type of phrase in technology brand slogan analysis with the appropriate steps in the learning activities in the syllabus. So that students get a well understanding about type of phrase in detail.

CONCLUSION AND RECOMMENDATION

From the total of 40 data technology brand slogans, there are 16 form Noun phrases, 20 form verb phrases, 3 form adjective phrases, and 1 form of prepositional phrase.

The most frequent used in slogans of technology brand since it is found 50% is verb phrase. The second most frequent pattern found in this study is 40% under kind noun phrase. Next, adjective phrase commonly used 7.5% in slogan of commercial products and the least frequent is prepositional phrase 2.5%.

The contribution of this study in English teaching grammar is to recommend the technology brand slogans as an object to identify the type of phrase and expect the learners master it effectively using this analysis method.

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Women Oppression as A Result of Male Domination Represented in Malladi's Novel *The Mango Season*

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ABSTRACT

Social injustice is known as oppression. It is perpetuated on a social group by social group basis by social structures, behaviors, and norms. Since the dawn of time, Indian society has belonged to man. In her family and society, the woman has been relegated to a subordinate and inferior status. In a male-dominated Indian society, she has faced injustice, oppression, subordination, and exploitation. This study intends to define how female oppression and male dominance are experienced by women, as well as to explain to what extent oppression rejects male dominance as depicted in the novel The Mango Season. The method utilized in this study was a descriptive qualitative study that supported the findings using Derrida's deconstruction theory. Maine's Patriarchy Hypothesis is the key theory employed in this research in a perspective of feminist. The novel's portrayal of male dominance over women is deconstructed in this study. As a result of undermining the novel's binary antagonism, in which males oppose females, the male-female hierarchy is inverted.

Keywords: oppression, domination, patriarchy, The Mango Season, Malladi

INTRODUCTION

In India, Hinduism is the most popular religion. The caste system, which put severe limitations on women, and the patriarchal joint family system, which curtailed women's individuality and freedom, all contributed to women's poor standing in Indian society. One of the fundamental reasons of women's oppression and exploitation has been patriarchy. In household and social life, male authority is used to confine women, either directly or indirectly. Women are assigned the social responsibility of serving the image of man. Women are expected to take on all home tasks, including cleaning, cooking, washing, and child-bearing. They are only designated as sex partners. In the name of gender-distinction and patriarchy, she continues to confront injustice, humiliation, torture, harassment, suppression, oppression, subordination, and exploitation (Sawant, 2012). Gender differences are not a concern if they do not result in gender disparities. However, gender disparities produce many disadvantages, particularly for women, because women are perceived as weak people with little authority in society. The issue of power is raised and gives impacts on minds, perspective, or life (Wandansari and Suryaningtyas, 2022). It makes the unfair of live between males and females. The family and the society treat them differently.

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The Mango Season written by Amulya Malladi (2003) is a novel that shows about how Indian live based on patriarchy tradition. Where women have no power, voiceless and always be the subordinate ones in the family and the society. Malladi is an Indian author that is also a feminist, that is why her work focuses on the issue of feminist.

There is a novel that has the same issue and focus. The title is *The Secret Wish List* written by Shenoy (2012). The story is about woman who is oppressed by her own husband. The husband has all the control of his wife, while the wife has no other option besides follow the rules the husband's made. It as similarity that the story tells about how Indian women live under men's control in a patriarchal society, and the ending of the stories are also same. The ending show that women could have power, voice and right to live their lives too as good as the men.

In addition, there are many journals that dealing with *The Mango Season* by Malladi analyzed with many approaches. First, the cultural clashes theory (see Perdana and Rosyidi, 2019; Artificianti, 2013; Rosita and Indrawati, 2015, Rosyidy, 2014). Second approach is kitchen politics and the search for an Identity (see Pramudita, 2015). Third approach is plot and setting. The writer also finds many related topics to the recent research such as topic about race, gender, politic, social and culture. However, the writer focuses on analyzing the oppression of women in India as result of male domination in Malladi's novel The Mango Season by using deconstruction theory by Derrida. The novel's portrayal of male dominance over women is deconstructed. As a result of undermining the novel's binary antagonism, in which males oppose females, the male-female hierarchy is inverted. This study uses liberal feminism as the approach and the Maine's theory of Patriarchy. The deconstruction method is needed to deconstruct the binary opposition. So, that the new meaning will be revealed.

Based on the theoretical framework above, the research questions are how male domination and women oppression experienced by women and how to explain in what extent oppression reject male domination represented in the novel The Mango Season. The aim of this study is to explain on how male domination and women oppression experienced by the women in India and to show the rebellion of women to against the male domination. In this study also uses the sociological approach, because talking about feminism cannot be separated from the society side. That is why, sociological approach needed to analyze the way society thinks, act, and react.

LITERATURE REVIEW

The researcher discovered some earlier research on the topic in this study, including a study about male dominance, oppression of women, and women's movements conducted by other researchers. In his book Woman at Point Zero, Quyoom (2017) discusses women's struggles, whereas Raskar (2013) discusses cultural alienation as a global problem in today's society. The sufferings of female characters in The Awakening and The Yellow Wall Paper were explained by Qasim, et al. (2015). It tries to look into the consequences of suppression on women's mental health, which causes them to commit suicide in order to break free from male dominance in society, as well as the role of suppression in crazy, which is another way for women to break free. Perdana and Rosyidi (2019) give examples on women's disempowered behavior in *The Hunger Games.* They are facing the dilemma of whether they should follow society or government law. The government's rule and society expectations are different, and the impact is how they behave. The finding of this study is about how society against the government, and how strong and weak Katniss Everdeen in some situations. Based on the previous studies mentioned above, there is a difference with the

researcher's study based on the approach that used or the focus on the topic discussed, or the object that used.

In this investigation, certain hypotheses were used. First, feminism, according to Hooks (1984), is a struggle to end sexist oppression. As a result, eradicating the dominance mentality that pervades Western culture on numerous levels, as well as a dedication to rebuilding society so that people's self-development can take precedence over imperialism, economic expansion, and material demands, are both necessary. A commitment to feminism in this sense would necessitate the development of a critical political consciousness founded on ideas and convictions by each individual participant Feminism is a feminist movement that seeks to end sexist oppression. Its purpose isn't to help one sort of women, one race, or one social class of woman. It does not provide women with a competitive advantage over men. It has the ability to make a significant difference in all of our lives. Its purpose isn't to help one sort of women, one race, or one social class of woman. It does not provide women with a competitive advantage over men. A major purpose of feminist theorists, according to Flax (1990), is to understand gender: how it is created and experienced, and how people think about it—or, more importantly, do not think about it. Gender research covers, but is not limited to, what are commonly regarded to be uniquely feminist issues: women's status and male dominance analyses (patriarchy)... Because gender relations in modern Western societies are dominated, feminist theories contain both compensatory and critical features. Within male-dominated viewpoints, feminist ideas retrieve and examine parts of cultures that have been suppressed, unarticulated, or denied. Women's history and activities must be written into entire civilizations' accounts and self-understandings. Feminist theories advocate for a value transvaluation—a rethinking of what is just, humanly excellent, praiseworthy, moral, and so on.

Feminism in India is defined as a series of movements aimed at defining, establishing, and defending equal political, economic, and social rights and opportunities for Indian women, depending on the study's material object. Within India's society, it is the pursuit of women's rights. Feminists in India, like their feminist counterparts around the world, advocate for gender equality, including the right to equal pay for equal work, equal access to health and education, and equal political rights. Indian feminists have also fought against issues unique to India's patriarchal society, including as inheritance laws and the practice of Sati, or widow immolation (Rajan, 1999). The history of feminism in India can be split into three periods, according to Raju (1997): the first phase, which began in the mid-eighteenth century, when male European colonists began to speak out against the social evils of Sati; the second phase, which began in 1915 and ended in Indian independence, when Gandhi merged women's movements into the Quit India movement and independent women's groups began to develop; and the third phase, which began after independence.

Male Domination/Patriarchy is the second theory defined in this study. Male dominance in society is referred to as patriarchy. The term "patriarchy" was used before the present resurgence of the women's movement and women's studies courses, according to the literature, but the notion has only been revived in the last two decades to examine the origins and conditions of men's oppression of women (Kamarae, 1992). Originally used to the power of the father as head of family, the term 'patriarchy' has come to refer to the systematic arrangement of male supremacy and female subordination in post-1960s feminism (Kamarae, 1992). A system of male authority that oppresses women through social, political, and economic institutions has been labeled as patriarchy.

Gender (men or women) is the third theory, as Crawford (2003) defined it as "a system of meanings that determines access to power, status, and material resources." Gender is a social construct that changes by society and time period. For example, when the world's cultures are

mostly patriarchal, there are a few matriarchal cultures. Over time, the concept of gender evolved. It re-evaluated its connection with communication, emphasizing the importance of humor as a means of communication.

Binary opposition theory is the fourth theory. Binary opposition, in which the essence of everything is revealed through the opposition with another thing that has no quality at all, and the perception of every subcategory is related to its distinction with another object, is one of the most important applications in structural and post-structural criticism. The opposition is viewed as this type of distinction. Our understanding of things is based on our understanding of what opposes them (Ahimsa-Putra, 2001). Because each of its facts needs analysis, the cosmos is binary. It is binary because the formal pursuit and unity are always unified with the goals of independence. Because of its singular appearance and wholeness, the cosmos is unlike any other. As a result, infiniteness and unity are incompatible. The oneness of mutual affairs is prevalent throughout the world, resulting in resistance (Ahimsa-Putra, 2001).

The Deconstruction theory is the next theory. Derrida's deconstruction strives to comprehend not only language, literature, or meaning, but also the postmodern environment that has supplanted the modern and in which we exist. Furthermore, the term "deconstruction" has inspired a wide range of fields, including philosophy, literature, and history, as well as law, architecture, political theory, and anthropology (Bressler, 1998). Deconstruction is a valuable technique for revealing hidden meanings and perceptions in texts, and it is also an interpretive style that can lead to surprising conclusions. Deconstruction strives to disclose hidden and other implicit meanings, not to expose the text's meaninglessness by separating it. (Bressler, 1998)

METHODOLOGY

This research is a qualitative-descriptive study which contains words, sentences, paragraphs to arrange and present the result. Since the data would be the women oppression as te result of male domination in India, the writer would use some theories related to the topic. They are patriarchy theory to find out the binary oppositions exist in the novel and deconstruction theory to analyze how the different live of males and females in so many aspects in India. Not only patriarchy theory, but also liberal feminism. Liberal feminism is needed to explain how women could be voiced and ask their right to be equal as men. Malladi's novel The Mango Season, written in 2003 and containing 229 pages, is the subject of this research. Its formal purpose is to examine Malladi's story in terms of binary opposition, meaning, and relationships in the novel, which showed the deconstruction of women's oppression and male dominance in opposition to patriarchal tradition (Bhopal, 1997). Some procedures are used to analyze the data: (1) describing binary opposition data (Ahimsa-Putra, 2001) (2) data is interpreted and related through deconstruction theory (Bressler, 1998: 131) (3) identifying patriarchal live in India using Maine’s theory (4) explaining about feminist reading based on Malladi’s *The Mango Season*.

FINDINGS AND DISCUSSION

The findings and discussion in this chapter are divided into three subchapters. First is the discussion about the description of binary opposition as to describe the oppression toward women as a result of male domination represented in Malladi’s novel The Mango Season. The oppression toward women issued is varied according to each episode of binary oppositions. The second is to describe the rejection of male domination as the result of oppression toward Indian women in

Malladi's The Mango Season. The third is identifying the patriarchal life in India by applying Maine's theory of patriarchy. The study would be analyzed by the theory of patriarchy by Maine. It also would be scoped by feminist approach and deconstruction as the method.

THE DESCRIPTION OF MALE DOMINATION AND OPPRESSION TOWARD WOMEN AS REPRESENTED IN MALLADI'S THE MANGO SEASON

The *Mango Season* novel written by Malladi reflected how Indian women are oppressed as the result of male domination. Women are oppressed in so many ways and treated differently not as good as men in a daily life and so many others way.

EPISODE OF THE WAY MALES AND FEMALES LIVE IN THE FAMILY IN INDIA

The first binary opposition is seen from episodes the way males and females live in the family in India. As mentioned before in the previous paragraph, it is about how they live in India and about the different treatments between males and females get from the family and society. It is clearly to see that males and females are treated differently. In India females are treated not as good as males. In patriarchal country, gender inequality is real. Males are dominant and have power to control the females as the subordinate ones. In Malladi's *The Mango Season* shows that there are a lot of women are oppressed by the dominant one. It is also clearly to see how people and society treat women badly, while they treat men in a very good way. Not only that, but also the rules are giving the women limitation to do what they want to do, such mentioned in the passage below,

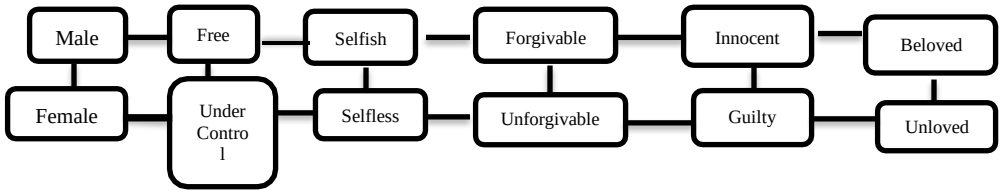

Figure 4.1 Binary Opposition of Episodes the Way Males and Females Live in the Family in India

Based on figure above, the women should always be at home to take care of the house and raising the kids while the men become the breadwinners. This is such a strict law in India. When men could always do whatever, they want to do, but all women can do just stay at home. For females, the family is number one. There is no other thing more important than family. Females are always at home raising kids and do the household, and when there is a family gathering, they become the ones who cook and maid. On another side, if females do not come to family gatherings, it is unaccepted for the family. Everyone will talk about them if they do not come. They live under the control of the patriarchal rules that give them restrictions to not go out of the line. It means being a normal female is the one who is good at the house. The way people think and treat females is so old-fashion and it makes females be the subordinate ones in the family and society.

EPISODE OF THE POWER MALES AND FEMALES HAVE IN THE FAMILY OR IN THE SOCIETY IN INDIA

The second binary opposition is taken from the episode about the power males and females have in the family the society in India. It is well known, that in a society there must be an opposition between someone who has power and someone who is not. The rule-maker and who is obey the rule. Free people opposed to controlled people.

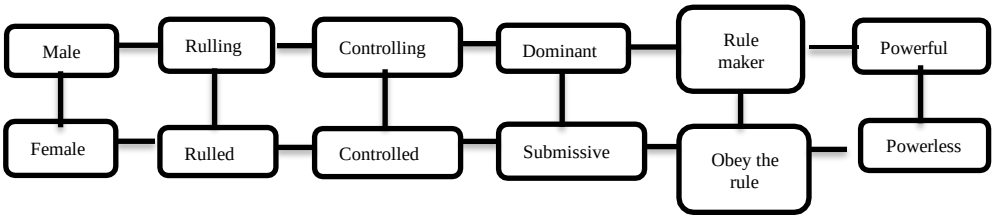

Figure 4.2 Binary Opposition of Episode of The Power Males and Females Have in The Family or in The Society In India

Talking about the rule and being ruled, it cannot be separated from the one who has power. In a patriarchal country like India, the eldest male wields the greatest power and is the most dominant one in the family who is controlling all aspects of the life of each member. The eldest male could do whatever he wants to do and asks or make an order to the members of the family. It can be seen from the passage below,

> "I need a male heir and I thought this discussion was over," he said (Malladi, 2003: 88).

When the head of the family asked his daughter-in-law to have a son, she should give him a son. As the dominant one, he has that right to makes the rule. His decision is final. The members of the family should follow whatever he decides. The females are being forced to give the husband's family a son to brings their heirs. She lives and being ruled by her father-in-law's hand. Being a daughter, wife, and daughter-in-law is hard. Being subordinate, the females should give whatever the dominant wants.

EPISODE OF THE WAY FAMILY OR SOCIETY SEEING MALES AND FEMALES IN INDIA ESPECIALLY IN PATRIARCHAL FAMILY

The third binary opposition is taken from episodes about the way family or society seeing males and females in India especially in patriarchal's families. It is well known that the way family and society treat females and males is so different. It can be seen from the passage below,

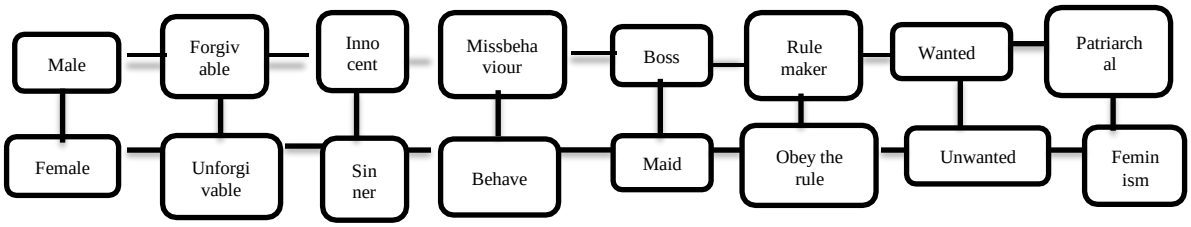

Figure 4.3 Binary Opposition of Episode of The Way Family or Society See Males and Females in India

India is a patriarchal country, that is why the way family and society see males and females are so different. Men wield the majority of power, occupying positions of political leadership, moral authority, special privilege, and property control. They also have clout in the realm of family figures (Raju, 1997). In *The Mango Season*, the difference the way society see males and females are real, it can be seen in the passage below,

> "Well, good luck. This should make things infinitely easier for me, "Nate said as he gulped down all the water in the glass he was holding. "My girlfriend is from Delhi, north Indian; she is going to look so good in front of your American boyfriend" (Malladi, 2003: 24).

When a son in the family makes a mistake, the family would easily forgive him without any hesitation. Because a son is more important than anything else. That is the reason why the son in the family sometimes being misbehaved. It is because the family will see it is normal that the son sometimes being misbehaved. It makes the male in the family be the dominant one. For example, the grown-up son could not against his own father's opinion. Still, his father is the most powerful person in the family that no one could against him. India is a patriarchal country, that the powerful person in the family is on the eldest male in the family. He dominates all the aspects of life.

EPISODE OF HOW MALES AND FEMALES ARE DIFFERENT BASED ON GENDER ROLE

The forth binary opposition is taken from episode about how males and females are different based on gender roles. It is well known that females in India are submissive and voiceless, while males are dominant and voiced. It can be seen from the figure bellow,

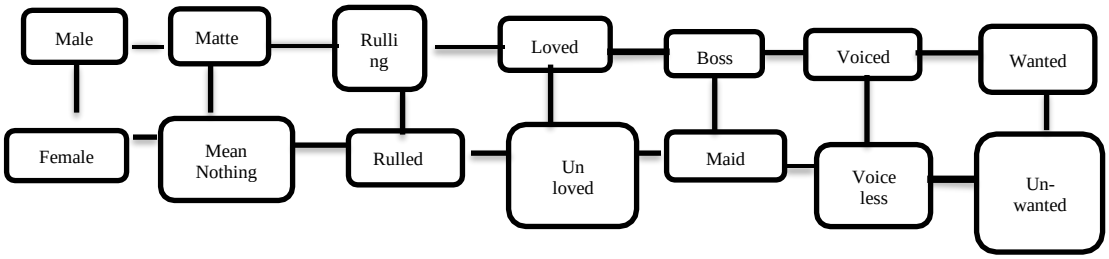

Figure 4.3 Binary Opposition of Episode of How Males and Females are Different Based on Gender Role

In India, the patriarchal system is very strong. It makes the males dominate the aspect of family's life and the females are the submissive ones. Gender role makes a very big difference for the males and females in life. It can be seen in the passage, "He just says if the boy likes me that is it" (Malladi, 2003: 33). In India, an unmarried daughter is a burden that brings shame in the family's name. That is why as an unmarried daughter, she means nothing to her family. As the dominant in the family, the father wants to get rid of her by finding someone who wants to marry her. As the subordinate people in the family, the unmarried daughter's opinion means nothing. "Terrible," Sowmya sighed. "It was getting better, but then...Now *Nanna* doesn't even bother to ask me if I like the boy...(Malladi, 2003: 33). Thus, it is clear to see that gender roles gives so much difference between males and females. In the end, it is all to tell those females are being unwanted while males are wanted. Since males will bring the family heirs, they will get good treatment and people treat them as they want and need them.

Those binaries are reflected in what is going on in society, especially the patriarchal society in *The Mango Season* (Malladi, 2003). The relation between binaries and society cannot be separated. The binaries show and tell everything about the portrayal of Indian society. The binary from each episode is related to each other. It can be seen from males and females, then the power of males and females, and it goes again by the way family and society see and treat males and females differently, the difference of gender role, and the power they have as the dominant and the subordinate. It shows that differentiation is happening because of the patriarchy system in India is

so strong. It makes a difference in gender roles are matters. Males are stronger, powerful, controlling, and dominate in all aspects of life, while females are weak, powerless, under the males' control and oppressed by the males' domination. It also answers the question of how male domination and oppression toward Indian women in the novel *The Mango Season*.

THE REJECTION OF MALE DOMINATION AS THE RESULT OF OPPRESSION TOWARD INDIAN WOMEN IN MALLADI'S *THE MANGO SEASON* (TNR10)

India is still a man's world. Patriarchy system is deep-rooten in India. Based on Maine's theory of patriarchy, "The eldest male parent—the eldest ascendant—was absolutely supreme in his household and his domination extended to life and death and is as unqualified over his children and their houses as over his slaves" (Maine, 1861). In The Mango Season, it shows about the way society live in India based on patriarchy system The males and females live are so different. Males are dominant in every aspect of life. They have power to control all everything. They can make rules and order, especially for the females who are subordinates in the family. The males are voiced, and they can do whatever they want to do. In the other hand, females are powerless. They are controlled by the males. The females should obey the rules, especially to obey what the eldest males says. The females do not have any power. It can be seen from the passage below,

> "In several arranged marriages, couple don't fall in love each other," I told him. "I know some women who are unhappy with the husband their parents choose...but they can't do anything about it. Why condemn anyone to a lifetime unhappiness?" (Malladi, 2003: 49).

This is based on Maine's theory of patriarchy number 3. Permanent marriage was the rule whether monogamy or polygamy (Kapur, 2000: 134-136). In India, couples can do nothing if something wrong happen on their marriages, because permanent marriage was the rule. They cannot divorce easily, no matter how bad their relationship is. Their parents or the eldest member of the family could not let them divorce.

Malladi tries to explain what happens with Indian society, especially about women. Malladi is a feminist who become one of the representations of Indian women who are oppressed by the male domination. From The Mango Season, there are so many things that show how family and society treat males and males differently. India is a patriarchy country; the world is handed by males while females are the subordinates ones. Not only Malladi who writes about the live of Indian, which has focus on women's oppression and male domination. But also, Preety Shenoy. Shenoy is also a feminist from India. She speaks a lot about the women's oppression in India and the movement. It can be seen in the passage below,

> Six months after the wedding, Lata didn't say anything to anyone, just packed her bags and Jayant's, found a flat, and left. The family went into a total cerebral shock. *Thatha* argued, begged, and pleaded for her to come back, but Lata stood her ground. She told him she was tired of living with people to whom she was merely cook and a maid (Malladi, 2003: 25).

The real happening in India is that there are a lot of married women who live unhappily because the way society think and treat males and females are different. They think marriage is about a husband who becomes the breadwinner and a wife who takes care the house and raising kids.

> "Of course, Vibha is right. I have, over the years, slowly but surely turned into a maidservant and cook" (Sheenoy, 2012: 15).
> "Look, I truly am sorry for all those remarks I made. I spoke because I care for you. I felt you were slaving and slogging and not getting what you deserve" (Sheenoy, 2012: 16).

His manner reminds me of a feudal lord's and most times I feel like a chambermaid scurrying around as I wait upon him. I wonder if this has ever occurred to him. It has crossed my mind many times, but now I kind of accept it in the name of "adjustments married people make". After all, it is not like he does it deliberately, I try and justify to myself, suppressing anything else that I feel (Sheenoy, 2012: 59).

CONCLUSION AND RECOMMENDATION

It can be concluded that women oppression and male domination experienced by Indian women as the result of patriarchy rules and tradition. Women make movements or showing their rebellion to against male domination and to reach the equality with the men. In the beginning of the story women are knowing as the powerless, voiceless, subordinate, unloved, unwanted, under control, etc. While in the end of the story they change their faiths by breaking the rules and trying to speak their minds. It successfully changes their live. Now, they have power, loved, wanted, could live their own lives, voiced, etc.

Based on the analysis and discussion on the research findings in previous chapter, it can be concluded that firstly, structurally, the novel *The Mango Season* by Malladi illustrated the description of women oppression and male domination in India patriarchal society. It shows that women oppression happened because of male domination. It is started from the strict patriarchal rules that makes different live of females and males in India. It explained about how male domination and women oppression experienced by women. The difference between females and males in India can be seen in so many ways, such as, the way males and females live in the family, the power males and females have in the family or the society, the way family or society seeing males and females, and how males and females treated differently based on gender role.

The next discussion result is showed that it is clear to see how patriarchal society live in India by using Maine's theory of patriarchy. India is a man's world country, because men always have more power and get a good treatment from the society. While women are not matter.

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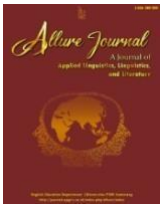

Living in My Voice and Choice: A Poetry-Based Mindfulness in EFL Classroom

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ABSTRACT

Poetry is an expression of thoughts and feelings with words. Poetry in language learning is the bridge to communicate ideas and unheard voice. This research is aimed at exploring the voice and choice, the emotion and expression of language learners from three poetry of three different poets in EFL classroom with mindfulness approach. Mindfulness approach allows them to be more aware of the novel situation flexible to context, having multi perspectives, and create a production. The method used is narrative inquiry with mindful journal as instrument. The findings showed that the poetry the learners write have the power to explore the learners' ability in stimulating their truest voice and choice from within, as well as to stimulate their language creativity and productivity. By having sensitivity, the creativity is born and productivity is born too. In the context of language learning, the language learners are more open about their identity, their purest voice, and their alternative solution of life's problem. Mindfulness is not only as tool to stimulate the voice but also stimulate the choice of the poets.

Key words: mindfulness; poetry; voice; choice

INTRODUCTION

Language learning takes place when the language learners make meaning from the language and make use of the language to express their ideas, thought, and feelings. Language is learned by the process of meaning making and experiencing the language in the real life experience. However, in the context of EFL the gap between language learners and English is wide, because there are culture gap, social gap, and personal gap. The gap is even wider when language is learned textually, not contextually, and not from the perspective of the learners. With the existing problem in EFL, where language is taught with textbooks, and not with experience, language learning is meaningless. Hanauer (2012) stated that language learning within textbook and result oriented system makes the language learners just intellectuals, not fully human beings with ideas. The learning takes place repetitively and mindlessly. The language is memorized, not learned. Langer (1989) views this as mindlessness. Mindless learning means learning happens without reflection, without innovation, and without new perspectives. As opposed to mindlessness, Langer propose mindfulness, where learners involve and evolve in the learning. In this context, learners should be

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engaged with the language without being forced. Learners should be given choices to speak their mind in order to have the ownership of the language. They should be stimulated and motivated to notice new things from the new language and to create a new perspective out of it. By being actively engaged with new things, they will be more flexible and open. Mindfulness is the approach where language learning can happen in its most authentic discovery of the language. Firstly introduced by Langer in 1989, mindfulness has four main principles; finding novelty, being flexible, aware of the context, and create new categories. The principles give a whole new perspective on language learning. It gives freedom and choices for learners to view world differently. According to Langer (1997), when individuals are given choices, they will be more engaged with the language because they will be more open to information and they will be responsible to the process of learning. Further, Langer described that when learners have freedom to define their learning, they will have more choices to solve challenges and problems because there is no single perspective on the process. Sherretz (2011) further confirms that giving choices to learners will encourage critical thinking and combinational thinking, therefore the learners could maximize their meaning making. They can be themselves and at the same time can contribute their voice to create new context and new perspective.

Hoffman (1993) stated that language can bridge the ideas of anything; feeling, facts, stories, fantasies, lies, possibilities, and many things. This means that language is the medium to present the world of meanings. In this sense, it can rediscover many more meaning behind the expression. Language expression which contains the world of meaning is found in poetry. Poetry in the context of language learning can be a medium to express the voice and choice of the learners. Hanauer (2012) argues that poetry writing can make meaningful learning. From poetry, language learners can learn that meaning can be made personally, and contextually. It is also stated that Poetry can give ability to the reader to gain more information and affection at the same time (Rejeki et al., 2022). It can also welcome many perspectives that there is no single truth on each perspective. The meaning is rich and never ends. At the learning process, there is a combinational thinking and that each of the learner can show their voice. They can be human being with soul and emotions to be expressed. Therefore, mindfulness approach is needed to stimulate their creativity and productivity. They are given space to find novelty in the things they see, the context they are living in, the perspective they are building and the new category that they create. However, the research on mindfulness and EFL poetry is still rare, especially in Indonesian context. Earlier research, Piscayanti et.al (2020) and Piscayanti (2021) on mindfulness in EFL poetry writings showed that poetry can increase language creativity and productivity. From this research, there is still room to be explored more on detail description on how it happens from the perspective of the learners. The narrative behind every poetry is examined. The novelty of this research is to offer perspective that mindfulness as a learning pedagogy combined with poetry writing can engage and evolve language learners in rising their voice and choice.

LITERATURE REVIEW

Mindfulness offers flexibility of things. Mindfulness shapes new perspective, new possibilities of new knowledge. Mindfulness brings about evolution in education because it changes the mindlessness in learning. Since Langer introduced mindfulness in 1989, there is a wave of mindfulness in many fields, from education to health, from personal to social issues. In 2001, Langer stated that mindfulness is the root of creativity and evolution of culture. It is the foundation of learning. Langer (2016) stated that learners must make learning meaningful therefore they can

make a productive learning. Moafian et.al (2019) elaborated that the focus of mindfulness is on the invention of something new, invention of perspectives, and invention of reflections. Wang et.al (2017) stated that mindfulness makes the students aware of self-voice and identity, self-reflection, and self-determined. This helps them grow better emotionally. Davenport and Pagnini (2016) found that mindfulness grows 21st century skills namely creativity, collaboration, communication, and critical thinking. By having those skills, learning happens meaningfully and naturally. Mindfulness and meaning making are two things that can not be separated. As mentioned earlier, language learners learn better when they are mindful. This is where language experience can happen from personal perspective. It can happen through poetry.

Poetry is the soul of society. Poetry is the feeling of the society as it is mentioned by Gustafson (2005). It captures the personal feeling perfectly and there is emotional journey that involves the learners deeply. Language is the medium to capture that engagement and involvement of the feeling. Poetry is the verbal work of art (Perrine, 1982). Poetry enables the learners to view things personally and make a perspective from personal point of view. Hanauer (2012) implemented poetry as learning pedagogy and make language learning happens from the learners' perspective, as personal and expressive voice. He showed that poetry can be the tool to gain voice from within. He also countered opinion that only first language speakers can write a poetry. From his study it was proven that poetry writing is a simple way to make language personal and expressive. Teaching language with poetry was also done by Iida (2016) who found that poetry is a medium to express language identity. Through Japanese poetry (*haiku*), the learners can pour out their personal experience as a tool to communicate their ideas. They can gain the ownership of language by experiencing the events that make them learned.

Piscayanti (2021) elaborated that poetry and mindfulness make a voice of identity, where self-experience is a centre of the voice. This goes along with findings by Byrne (2015) that proved poetry is an expression of identity. Poetry reveals not only the personal perspective, but alternative of perspective. With more perspectives, language will be better served as medium of alternatives both as ideas and as solution of problems. The voice and choice the poetry offer can inspire and empower the reader. This is why this research is meaningful to be done, to see from the poets' perspective on how they write poetry so they can empower others.

METHODOLOGY

The method of this research is narrative inquiry. According to Webster and Mertova narrative inquiry is used to record human experience through stories (Webster & Mertova, 2007). Narrative inquiry is the process of gaining data through stories, in this context to find meaning from the poetry written by the language learners. The subjects here are 15 language learners of English Language Education Universitas Pendidikan Ganesha. They are treated for 16 times of mindfulness approach in poetry course. Among those 15, for the context of this article, only three poets with their poetry and stories are analyzed. Their poetry is analyzed with content analysis, especially the literary and linguistic choices while their narrative journal is analyzed with the construct of mindfulness to gain the understanding of voice and choice of the poets.

FINDINGS AND DISCUSSION

Poetry 1
Numb

(Dwi Wahyuni)

Is it me? Am I that poker faced girl?
I wonder why she blankly stares at me,
I see no lights in her eyes,
I hear slightly muted impulse,
I wanted to hold her, but the mirror blocked the way.

She pretends as if she's always in control,
She feels numb,
She reaches out her hand to her heart,
She worries about her impulse, She
shows the poker face.

I finally understand I cannot save her,
I say I am quite similar to her,
I dream of her showing emotions,
I try to write a smile on her face,
I hope she changed someday, because It is
me, I am that poker faced girl.

From the poetry above the analysis of linguistic aspects can be seen from the linguistic choices, such as figurative language used in the poetry. Here the poet only uses two types of linguistic features, namely denotation and metaphor. Denotation is the literal meaning of the words. It can be seen through almost the entire poetry that the poet uses denotation to convey her ideas. Perrine (1982) stated that the basic part of the meaning is denotation meaning. This is also called the dictionary meaning or the literal meaning. The meaning of the words are directly presented. It can be assumed that the poet wants to show her directness of voice, the emphasis on the meaning, without being judged by a lot of layered meanings. She wants the direct ideas of meaning, since the power of the words already mean the ideas she keeps behind. With short words, clear, and condensed words, denotation as her choice is representing a natural voice coming from her feeling.

Apart from denotation, metaphor is also used in the poetry for example in the *line "I see no lights in her eyes", "she shows the poker face". In "I see no lights in her eyes"* she compared the lights to the bright life, bright hopes, bright future of the girl. Through metaphor she represents the voice of herself, that she did not see any hope from herself, since she was muted, considered as numb, having no control though she pretends she does. The meaning of this poetry can be seen from many perspectives, as the lines offer world of meaning. As Perrine (1982) confirmed that poetry says more intensely than ordinary language does. It concerns with experience it offers. Here the experience the poet offers is the voice of rebel, that the poet wants to go out from the zone she is trapped within, but feels reluctant to do so, because of the society force.

Now, take a look on what is the narrative behind from the perspective of the poet on why she writes the poetry, what is the story, and how she faces it. This is her narrative journal.

Narrative Journal 1

> "Verbal bullying and invalidation had a big influence on who I am today, it influenced my personality. Every time I look at myself in the mirror, the words or those verbal bullies that I wanted to forget come back, and strangely enough, I justified them. What I see in the mirror validate those words, as they are buried in my mind and often haunt me whenever I wanted to try new things. Phrases like "hoo, it's true what they say" or "it's true, this type of person like you don't deserve to feel this way" or "they said that people who have moles on their lips are usually talkative person, so why am I like a mute person who is disable to talk?"

From the narrative journal, it can be seen that there are four things from mindfulness principles that can be found. First, the novelty of the ideas, in which she found the bullies to be inspiration to write. Before, she handled bully with negativity. However the moment she realized it, and accepts it and writes it, is the moment of truth. She is brave to face herself and reflects herself. Second, her insecurity can turn her into power because she is able to write a poetry on her own. This flexibility is the principle of mindfulness that helps her adapt herself. Third, from the context, she knows that society has the voice on her appearance, yet, she also has the voice to be heard. Her voice is shown with poetry which contains more denotation, as if she wants to directly talks to society about her identity. Lastly, she could produce new category of poetry, a poetry on her own language that is born from her own experience. In this context, she could create her personal meaning construction in which she could make the sense of the world around her. She is not forced to do so, she is not limited to what she has to say, and she has the choice to speak up loudly in words. This goes along to the research done by Gustafson (2005) which resumed that poetry is the feeling of society. Tredinnick (2006) also support this idea by confirming that writing is done with integrity and voice of humanity. This is the essence of poetry that it is the voice of thoughts and emotions. The other research which support this findings is study by Iida (2016) which found that through poetry, learners are able to deliver their identity through language, especially English as a foreign language.

Poetry 2

The Unseen
(Winda Suparini)

Live in a vicious world
Where only ravishing can have a spot
Never get any slots
Even less being a mascot

People are so cruel
Don’t we have right to feel the space?
Only want to see the peace
Though life doesn’t give a chance

We are existed
Earth not only for angels
Nor for the jewels

Here the poet uses more metaphors than denotation because she delivers the idea in the hidden meanings. Though the poetry is short, we grasp the meaning that words try to symbolize. “Live in vicious world/Where only ravishing can have the spot” is the metaphors of how the world can be unfair in her perspective that only the beautiful one can be accepted. Further she wrote “We are existed/Earth not only for angels/Nor for the jewels” where she could present her voice that everyone deserves the same existence, not only the beautiful ones.
Here is her narrative behind this poetry.

Narrative Journal 2

“When I was in high school, I was one of those people who got teasing about my physical condition as a joke. At that time I really thought it was something that didn't need to be brought up, because maybe they just wanted to make my friendship and they become closer. However, more and more I realized that my flaws are natural for people to make jokes about. I once had feelings for a man and didn't get anything back because of my physical condition. He acted like I was nothing. Also, from my observations during high school, those who are beautiful get a lot of attention, more respected, and have more opportunities to do many things than us who have a lot of flaws. There is a famous quote that reads "Nobody cares, unless you are dead or pretty." and I totally agree with those quotes. Through the poetry that I wrote, I want people to realize that our people, women who have many flaws, who are imperfect also want to be respected. I want to make people aware that we exist. No need to love, just appreciate our existence is more than enough.”

This narrative journal gives her power more than she could face reality. Words are the power in which she can bring back her life as her power. She could adapt to the new context where situation can be handled with more mindful state of mind. By producing poetry, she could show the world that she is unique, different and worth to be heard. Her voice and self-identity is popped out through poetry. This finding is supported by the research of Iida (2016) which found that poetic identity in second language writing is a meaning making in the EFL context. Through poetry, meaning is constructed and produced with value of humanity. Adinna (2017) also found that poetry fosters self-identity and creative writing skills. This is a real-life language experience that the learners found to be able to speak up their minds and voice. This is also relevant to finding of Byrne’s research (2015) that poetry is the expression of identity. This is the feeling that is honestly expressed and showed. Titus (2017) also found that poetry stimulates the learners’ motivation to learn about culture and context of society.

Poetry 3

In the Mid of Twilight Ember
(Adisaptha)

Your heart is as warm as the November warmth,
The November’s ember that is better than last September.
Your soul is made of every will of fires
The will of one soul that won’t spit lies
Your hair is what the fire craving for
To be burnt,
To be torn apart,
Till the last part of your flesh of spirit that can never be forgotten,
You are the heart of every sincere prowess,

The one oblivion of never have less,
You had questions with time,
You had nonsense dialogue with it
You sit,
You walk,
Yellow, red, you have been through
In the stage that you create,
Of you….
And everything you burn
In the mid of twilight ember.

The linguistic device used here are metaphor and imagery. Metaphor is used as a representation of meaning behind the idea of the poetry. The use of metaphors are found in almost all of the lines. Such as "your soul is made of every will of fires", "your hair is what the fire craving for", "you are the heart of every sincere prowess". They are the representation of meaning in the context of power and strength of Balinese women. Adisaptha said that this is a poetry of reflection which is written as a response of poetry anthology Burning Hair (Piscayanti, 2017). This anthology presents the idea of Balinese women's power in society both in the real life and spiritual life. Adisaptha viewed the anthology is powerful as he could see it as representation of Balinese woman. He found that the poetry is the medium of voice and choice. He supports the idea that poetry is the representation of culture, as stated in his poetry. Adisaptha tried to recall the value of poetry gained from reading poetry anthology and building the context of the poetry based on real life values. He also uses imagery to gain the effect of poetry visual such as seen in "everything you burn in the mid of twilight ember". This poetry presents the action, the colour and visual imagination that provokes our thought.

Narrative Journal 3

"Today in the poetry class I had another chance to have a talk with my other fellow classmates and my lecturer. We talked about how we perceive mindfulness in our life. For me, mindfulness not only helps me get my own "stroke" in writing but it is also guide me on how to act to certain situation in life. This poetry is my response towards Burning Hair anthology by Kadek Sonia Piscayanti. This is a mindful book, provoking book. It talks about strong Balinese women. They are silent yet powerful. They are unseen but felt, heard, and present. Just like burning hair, when the hair is burnt, the heat is there but the power is also there. Why hair? Because hair is the symbol of woman. The elements that last to be burnt in Balinese context. The softest, yet the strongest."

From the narrative journal, it can be seen that poetry is also voice about other voice. It is a response of action, response of culture, response of a context. This goes along with the research done by Davenport and Pagnini (2016) which found that mindfulness practice includes observation, articulation, and presentation of ideas. This could make learners able to respond, analyze, criticize, and construct new values or even make more perspectives of the values.

Stevenson (2020) further notices that mindfulness is framed as an inner intelligence awareness, that is processed within creative process. This goes along with finding by McKay and Walker (2020) who found that mindfulness had a positive link with positive manner, positive character, and positive power. Therefore a mindful learner is a strong character which always comes with positivity, flexibility, and sensitivity, and productivity.

CONCLUSION AND RECOMMENDATION

The implementation of mindfulness in EFL poetry classroom stimulates learners to be sensitive, flexible, attentive to context, and productive. The learning process enables the learners to be more engaged and involved to construct their own meaning from which voice and choice are delivered. It can be concluded that, first; mindfulness stimulates the learners to speak their voice and choice; second, the learners can have the ownership of learning from their own perspective, and third; they are the characters who grow as strong, mindful, creative, and productive. The recommendation of this study is to explore more the process of how mindfulness can instill the character building in each level of education especially in language learning context.

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