THE INFLUENCE OF SCANNING METHOD TO IMPROVE STUDENT'S ABILITY IN COMPREHENDING NARRATIVE TEXT AT THE EIGHT GRADE OF SMP NEGERI 2 KAMAL 2011-2012

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Abstract: Mahasiswa sering mendapat kesulitan untuk memahami apa yang dibaca. Hal ini karena mereka sering menemukan beberapa kata yang sulit dalam teks . Membaca tanpa mengetahui makna akan membuat mereka bosan. Bahkan mereka sudah mendapat pelajaran bahasa Inggris sejak sekolah dasar , kosa kata mereka masih rendah . Jadi untuk menjawab pertanyaan dalam narasi , teks siswa menggunakan metode pemindaian . Karena metode scanning adalah strategi yang digunakan oleh semua pembaca untuk menemukan informasi yang relevan dalam teks lebih mudah dan lebih cepat. Tujuan dari penelitian ini adalah untuk mengetahui kemampuan siswa membaca di SMP Negeri 2 Kamal 2011 - 2012 , 2) untuk mengetahui pengaruh metode scanning untuk meningkatkan kemampuan siswa dalam memahami bahasa Inggris teks narasi dalam Delapan kelas di SMP Negeri 2 Kamal 2011 - 2012. Populasi adalah siswa pada kelas Delapan - D dari 96 siswa dan sampel penelitian ini adalah 26 siswa . Peneliti telah menggunakan metodologi percobaan seperti satu kelas membagi dua kelas . Mereka adalah 13 siswa untuk kelompok kontrol dan 13 siswa untuk kelompok eksperimen. Hipotesis dari penelitian ini adalah pengaruh metode scanning untuk meningkatkan kemampuan siswa dalam memahami bahasa Inggris teks narasi di Delapan kelas SMP Negeri 2 Kamal 2011 – 2012. Dari analisa data, peneliti mendapatkan nilai atau hipotesis t adalah 4.938 lebih tinggi dari tabel 5% adalah 1,78., Itu berarti bahwa hipotesis alternatif diterima dan hipotesis nol ditolak. Hasil penelitian ini, peneliti menyimpulkan bahwa ada pengaruh metode scanning untuk meningkatkan kemampuan siswa dalam memahami bahasa Inggris teks narasi di Delapan kelas SMP Negeri 2 Kamal 2011 - 2012.
Kata Kunci: *Pengaruh, metode scanning, teknik, pemahaman membaca*

Abstract. Mastery in foreign language must be acquired thought a process, so it is essential that English should be taught at the early ages.Student often got difficulties to understand what the read. It is because they often find some difficult word in the text. Reading without knowing meaning will make them bored. Even they have got English lesson since the elementary school, their vocabulary still low. So for answer the question in narrative, text the students are using scanning method. Because scanning method is a strategy used by all readers to find relevant information in text more easily and faster.The aims of this research are1) to know the student reading ability in SMP Negeri 2 Kamal 2011 – 2012 , 2) to know the influence of scanning method to improve students ability in comprehending English narrative text in the Eight Grade at SMP Negeri 2 Kamal 2011 – 2012.The population is the student on the Eight- D Grade of 96 students and the sample of this research are 26 students. The researcher was using experiment methodology such as one class divide two class. They are 13 students for control group and 13 students for experimental groups.The hypothesis of this research is the influence of scanning method to improve student's ability in comprehending English narrative text at the Eight Grade of SMP Negeri 2 Kamal 2011 – 2012. From the data analyze, the researcher get the score or t hypothesis is 4,938 is higher than table 5% is 1,78., it is means that the alternative hypothesis is accepted and null hypothesis is rejected. The result of this research, the researcher concluded that there was the influence of scanning method to improve student's ability in comprehending English narrative text at the Eight Grade of SMP Negeri 2 Kamal 2011 – 2012.
Key Words: *the influence, scanning method, reading comprehension*

INTRODUCTION

Reading is useful for other purposes too: any exposure to English (provided students understand it more or less) is a good thing for language students. At the very least some of the language sticks in their minds as part of the process of language acquisition and if the reading text is especially interesting and engaging. Acquisition is likely to be even more successful.

In foreign language, teaching reading comprehension is very important skill to be taught because it can be used to further develop the ability to read not only text book but also other reading materials. English is key word much of the world's knowledge, most of scientific books and magazines are written in English.

Considering that reading comprehension is important at the early stage of learning Elementary School, Junior High School, Senior High School until University, students should be trained on how to read well in their reading comprehension. From explanation about the Eight -D Grade students of SMP Negeri 02 Kamal 2011 -2012 have not understood to comprehend English texts so as teacher should teach their students how to read English well and effectively in reading habit. To make easy in teaching process the teacher not only uses narrative texts in English but also scanning method in reading. Students, like the rest of us, need to be able to do a number of things with a reading text. They need to be able to scan the text for particular bits of information they are searching for (as, for example, when they look for a telephone number, what's on television at a certain time or search quickly through an article looking for name or other detail). Based on introduction above, the researcher finds out the statements of problem " Does the influence of scanning method improve student's ability at comprehending English narrative text at the Eight - D Grade of SMP Negeri 2 Kamal 2011- 2012 ?"

This skill means that they do not have to read every word and line; on the contrary, such an approach would stop them scanning successfully. Just as with scanning, if students try to gather all the details at this stage, they will get bogged down and may not be able to identify the general idea because they are concentrating too hard on specifics.

A. Reading Process

Many specialists defined that reading is the process of putting the reader in contact and communication with ideas. There are three models of the reading process that will be discussed here. There are:

1. Bottom – up model

    Eskey (1986) denotes that the bottom – up model of the reading process is that 'Reading is a precise process involving exact, detailed, sequential perceptions and identification of letters, words, spelling patterns and larger language unit. This model assumes that a reader proceeds by moving his eyes from left to right across the page, first taking in letters, combining these to form words, then combining the words to form the phrases, clauses, and sentences of the text.

2. Top - down model

    Carell and Eisterhold (1987) denote that top-down processing occurs as the system makes general predictions based on higher level, general schemata and then searches the input for information.

3. Interactive model

    The interactive model of the reading process deals with a particular type of cognitive behavior, which is based on certain kinds of knowledge which form a part of the reader's cognitive structure (Eskey, 1986:15).

According to Francoise Grellet (1981:5) the technique of the teaching of

speed reading at junior high school usually employs the follows:

1. Scanning.

By scanning, they mean glancing rapidly through a text either to search for a specific piece of information example a name, a date or an initials impression of weather the text is suitable for a given purpose (Christine Nuttal, 1982; 34). So, when scanning them only tries to locate specific information and often we do not even follow the linearity of the passage to do. In the words, they simply let our eyes wander over the text until we find what we are looking for, whether it be a place, a kind of food, or a less specific piece of information.

Scanning is strategy used by all readers to find relevant information in a text. Assessment of scanning is carried out by presenting test takers with a text (prose or something in a chart or graph format) and requiring rapid identification of relevant bits of information. Possible stimuli include: a. one to two page news article, b. an essay, c. a chapter in a textbook, d. a technical report, e. a table or chart depicting some research findings, f. a menu and g. an application form.

Among the variety of scanning objective (for each of the genres named above) test taker must locate: a date, name, or place in a article, b. the setting for a narrative on story, c. the principal divisions of a chapter, d. the principal research finding in a technical report, e. a result reported in a specified cell in a table, f. the cost of an item on a menu and, g. Specified data needed to fill out an application.

2. Skimming

Skimming is a process of speed reading that involves visually searching the sentences of a page for clues to meaning. For some people, this comes naturally, and usually cannot be acquired by practice. Skimming is usually seen more in adults than in children.

3. Extensive reading.

Reading longer text. Usually for one's own pleasure. This is a fluency activity, mainly involving global understanding.

4. Intensive reading

Reading shorter texts, to extract specific information. This is more an accuracy activity involving reading for detail.

B. Narrative Genre

Narrative genre is one of the text types that exist in English culture generally, the purpose of narrative genre is to amuse, entertain, and deal with wash factual or sensational experience in different ways (Eltis, 1990; 30). This form of genre can both imaginary and factual (Derewianka, 1990:40). There are many different types of narratives including: a .Humor, b. Romance, c. Crime, d. Real-life fiction, e. Historical fiction, f. Mystery, g. Fantasy, h. Science fiction, i. Diary-novels, j. Adventure (Anderson, 1997:18)

The narrative genre deals with the reconstruction of event and experience people have to consider the significant components which build a narrative genre. Those are:

a. **The Schematic Structure.** Narrative text has five significance schematic structures. Those are: a. Orientation, tells the audience about who in the story is, when the story is taking place and where the action is happening, b. Complication that sets off a chain of events that influences what will happen in the story, c. Sequence of events, deals with how the characters in the story react to the complication, d. Resolution, the characters in the short story finally sort out the complication, e. Coda, that provides a comment or moral based on what has been learned from the story (an optional step) (Anderson; 1997:8)

b. **Language Features**
According to Agustien (1990:42), a language feature is the consequence of the communicative purpose of a

text, which involves several linguistics components. The language features usually find in a narrative are: a. Specific characters, b. Time words that connect vents to tell when they occur, c. Verbs to show the actions that occur in the story, d. Descriptive words to portray the characters and settings

RESEARCH METHOD
A. Research Design

The design of this study was an experimental research that have took two groups, the experimental group and the control group. Both of those groups received different treatment. The experimental group was taught reading by using jigzaw method, while the control group was taught as usual without manipulation. Before the treatment was given, the researcher gave the pre-test to the two groups.

The design to conduct the experiment can be illustrated as follows :

GROUP	PRE-TEST	TREAT MENT	POST-TEST
A	Y_1	X	Y_2
D	Y_1	-	Y_2

Where : A : The experimental group that was taught reading with jigsaw technique

D : The control group that was taught reading without jigzaw technique

Y_1 : The pre- test administered before the experimental treatment

Y_2 : The post-test administered after the experimental treatment

X : The independent variable or treatment

B. Population and Sample
1. Population

The population of this research is the students of the Eight Grades of SMPN 2 Kamal academic 2011-2012 that consist of 94 students.

2. Sample

Sample can be done by using Random sample was 26 students in the Eight - D Grades with 13 students experimental group and 13 students control group.

C. Data Collection

One of the most important aspects of teaching reading was how to test students' comprehension of what they have read. In order to get the data of this study, pre-test and post-test about reading comprehension were. The researchers got the test items from the reading passage taken from a selected English book.

In constructing the test, the researchers had validity and reliability. A good test should be valid, reliable, and practical. To see whether the instrument could be used as a pre-test and post-test.

1. Validity

The test can be called a valid test if it measures internal knowledge or measure what should be measured. For that reason, before the test is administered, it has to be tried to examine its validity. Since this is concerned with achievement test, the content validity is used. Heaton (1975: 154) says that the content validity demands that the test should be constructed as to contain a representative of the course.

Concurrent validity was also used in this study. This validity was also obtained as a result of comparing the result of the try out test with the result of students'. A test technique was used to know that validity was correlation of the product moment using raw scores. The researchers used the formula below (Suharsimi Arikunto, 2001:170).

$$r_{xy} = \frac{N\Sigma XY - (\Sigma X)(\Sigma Y)}{\sqrt{\{N\Sigma X^2 - (\Sigma X)^2\}\{N\Sigma Y^2 - (\Sigma Y)^2\}}}$$

rxy : The coefficient of correlation between the two variables.

ΣX : Total of pre-test

ΣY : Total of post-test

X^2 : Quadrant of pre-test

Y^2 : Quadrant of post-test

2. Reliability Of The Test

Characteristic of a good test is reliability. Reliability is meant the stability of the test scores. Obviously, the simple technique would be to retest the same individuals with the same test. If the results of the two administrations were highly correlated, we could assume that the test had temporal stability. Reliability as applied to educational measurements, defined as the level of internal consistency or stability of the measuring device overtime. If the research different between her or his experimental and control on a variable measured by test, it is necessary that a test of high reliability is used.

There were some procedures to establish the reliability of the test:

a. Making tabulation of testiest' scores
b. Measuring the mean of the testiest' scores
c. Measuring the standard deviation by the formula below

$$r_{11} = \frac{2 \times r_{1/21/2}}{1 + r_{1/21/2}}$$

Where:

r_{11} : Instruments of reliability

$r_{1/21/2}$: r_{xy} (correlation of index)

D. Data Analysis

The researcher will analyze the data that has taken from the samples by using statistics analysis. The statistics that use the researcher is " Product Moment " the patterent is :

$$t = \frac{Md}{\sqrt{\dfrac{\Sigma X^2 d}{N(N-1)}}}$$

Where:

Md : Different of mean from post-test – pre-test

xd : Deviation from subject d - Md

$\Sigma X^2 d$: Total quadrant of deviation

N : Subject in sample

db : $N - 1$

RESULT AND DISCUSSION

In doing the research, the researcher divide two groups, they are 13 students in experimental and 13 students in control group. The researcher got the data from the result of pre-test, treatment and post-test, as follows:

1. The level significant of validity and reability

The researchers made measure level significant of validity and reability. The result calculation of validity and reliability were presented in the following table (1)

Table 1

The result of calculation in experiment class

	Total number of student (N)	t-value	t-table
Validity	13	0,146	5% = 0,555 1% = 0,684
Reliability	13	0,254	5% = 0,555 1% = 0,684

From the result of validity proven that was 0,146 critical value at 0,05 and level significant was 0,555, and result of reability was 0,254 critical value at 0,05 and level significant was 0,555. Because validity and reability was lower than critical value. because t-value < t-btabel so reliability not reliabel.

2. The score of the first treatment and the second treatment

Treatment	Score	Mean
Treament 1	1085	83,46
Treament 2	1150	88,46

The researcher knows the result of the first treatment. The result of the treatment in teaching reading of narrative text had shown that 13 student as experiment group in getting score average because the researcher calculated a result of score in the first treatment was average.

In the second treament the researcher given narrativ text about "The Magic Candle". The student are very interested that it. The researcher knows the a result of the second treatment. The result of the second treatment in teaching reading of narrative text had shown that 13 studets experiment group in getting score very high because the researcher calculated of a result of score in the second treatment was a very high.

3. The result of pre-test scores and means of experimental and control groups

Group	Total number of student (N)	Scores	Mean
Control	13	955	73,46
Experimental	13	1030	79,23

4. Theresult of post-test scores and means of control and experimental groups

Group	Total number of student (N)	Scores	Mean
Control	13	975	75
Experimental	13	1170	90

5. The result of calculation score t-test in control and experiment class

Group	Sum		Average		D	D²	t value	t table
	X	Y	X	Y				
Experiment	1030	1170	79,23	90	140	2250	4,938	5% =1,781% =2,68
Control	955	975	73,46	75	20	300	1,173	5% =1,781% =2,68

6. Hypothesis Testing

In this previous explanation, it was stated that the purpose of this study was to find out the influence of scanning method improve students ability in comprehending narrative text. There were two hypotheses ; Alternative hypothesis and null hypothesis. In order to test the hypothesis, the writer used the result of the statistical computation of t-test. If the result of t-value was lower than t-table, the null hypothesis was accepted. On the contrary, if the t-value was greater than t-table, the null hypothesis was rejected and the alternative hypothesis was accepted.

From the distribution of t-table with the level of significance 5%, it was found out that the result of t-value (4,938) was higher than t-table (1,78) with the degree of freedom of 12. This result showed that the difference between the control and the experimental groups was significant. The null hypothesis, which says that there was no significant difference in terms of reading ability between the students who were taught by using scanning method and those who were not taught by using scanning method , was rejected. While, the alternative hypothesis, which said that there was significant difference in terms of reading ability between the students who were taught by using scanning method and those who were not taught by using scanning method . It could be said that using scanning method in narrative text as additional material had significant influence to improve the students' ability in teaching reading.

DISCUSSION

Comparing Pre-Test and Post-Test in teaching reading of narrative text and teaching reding of narrative text by using scanning method, the result of post-test had gotten higher. In teaching reading of narrative text by using scanning method , it was better. T-value is higher than critical value, the hypotheses is accepted Null hypotheses is rejected, so there is the influence of scanning method improve students ability in comprehending narrative text at Eight – D Grade of SMP Negeri 2 Kamal 2011 – 2012.

From the research finding, the writer concluded that the use scanning method in teaching reading narrative text was sucsessfully.

CONCLUSION AND SUGGESTION
A. CONCLUSION

Using scanning method students is easier to answer the question. So the student's just score higher. The highest score of the students who are taste by using scanning method 100 and the lowest score 85. The highest score the students who are not using scanning method is 65 and the lowest score is 60.

After the researcher had obtained the data analyzed them, the researcher can got is it influence the scanning method to improve student's ability to comprehending in narrative text at Eight - D Grade SMP 2 Kamal 2011-2012. The computed t hypothesis is 4,938 and it is higher than t table 2,179. It means that the alternative hypothesis is accepted and there is a significant between scanning null hypotheses is rejected.

B. SUGGESTION

Based on the finding and the research, conclusion above, the researcher would like to give suggestion, like: 1.Improving the student's ability in English / reading the teacher should be more creative to develop student's vocabulary by giving some test. 2. The student's should be more active in improving their vocabulary and reading skill by looking dictionary, reading English book. 3. The teacher should select the materials which are suitable for the student. 4. The teacher should give explanation scanning method and gave some narrative text and answer question by directly. 5. The teacher should be give greater motivation and solution to the student's in studying English.

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THE INFLUENCE OF COOPERATIVE INTEGRATED READING AND COMPOSITION (CIRC) METHOD ON READING SKILL

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Abstrak: Penelitian ini bertujuan untuk menemukan pengaruh dari penggunaan metode pembelajaran jenis *Cooperative Integrated Reading and Composition (CIRC)* pada kemampuan membaca mahasiswa di IKIP Mataram. Motode penelitian yang digunakan untuk menemukan jawaban pertanyaan penelitian adalah metode experiment dimana peneliti menempatkan dua kelompok mahasiswa yang kemudian diberikan perlakuan yang berbeda. Kelompok experiment diajar dengan menggunakan metode Cooperative Integrated Reading and Composition (CIRC) sedangkan kelompok control diajar dengan menggunakan metode pembelajaran konvensional. Data kemudian dikumpulkan dan dianalisa dengan menggunakan program SPSS, sebuah program analisis data yang terinstal di computer pribadi yang siap menghitung rata-rata nilai, nilai tengah, range, modus, dan juga menghitung t-test sebagai langkah awal untuk menemukan tingkat signifikansi pengaruh penggunaan metode CIRC. Hasil analisis data menunjukkan bahwa nilai t-test = 7.443 yang diperoleh lebih tinggi jika dibandingkan dengan nilai t-table = 1.684 dengan taraf signifikansi 0.05 atau 5%. Maka dengan demikian, pertanyaan penelitian terjawab dengan perolehan nilai yang berbeda secara signifikan antara nilai yang diperoleh oleh kelompok experimental dibandingkan dengan nilai yang diperoleh oleh kelompok control.
Kata Kunci: *Metode Cooperative Integrated Reading and Composition (CIRC), Kemampuan Membaca.*

Abstract : The research is aimed at finding out the influence of using Cooperative Integrated Reading and Composition (CIRC) Method on reading skill of IKIP Mataram students. The research method used in this study is experimental research in which the researcher puts two different groups and gives them different treatments. The experimental group of the study is taught by means of Cooperative Integrated Reading and Composition (CIRC) Method, whereas the control group of the study is taught by using conventional reading method. The data were analyzed by using SPSS program in which the researcher simply input the data into the program and find out the mean, median, range, mode, and the result of t-calculation to determine the effectiveness of CIRC Method. The result of data analysis shows that t-test = 7.443 is higher than t-table = 1.684 at level of significance 5% (0.05). The statement of problem is completely answered in which It is proved by the differences in students' achievement where the mean score of experimental group is significantly higher than mean score of control group.
Key Words: *Cooperative Integrated Reading and Composition (CIRC) Method, Reading Skill.*

INTRODUCTION

It is truth that learning a language, English language in particular, cannot be separated from mastering the four basic skills of language, listening, speaking, reading, and writing. Compared to other three language skills, reading is considered as the most important skill to master. As the matter of fact, without reading skill no one will write a letter. The students can easily acquire their listening and speaking skills without attending the class because they can practice these two skills from the

environment outside of the classroom. In contrast, we cannot do that way in acquiring reading skill because we need special guidance and instruction from the teacher or instructor.

In line with the importance of reading in the teaching learning activities, reading skill also plays very vital role in national examination. As the matter of fact, about 70% of the questions that are examined in the national examination are performed in reading text (National Examination Test 2005). Based on this fact, we know that if the whole questions are sixty questions, it is about forty-two questions are presented in reading form (text). In short, we can say that mastering reading will save the students from the national examination failure. Unfortunately, the importance of reading is not in line with the students' skill in reading since manystudents still find it difficult to determine the main idea of the text, find the detail information, and many other aspects relate to reading skill.

Catherine (2002) states that the lack of students' reading skill caused by two factors, intrinsic and extrinsic factors. The intrinsic factors are those which come from the students themselves, like a low motivation in reading practice and fatigue. While the extrinsic factors are those factors that come from outside of the students themselves, like the environment where the students live, the media, method, and material that is used by the teacher in the teaching reading process, and may also come from the availability of good material in reading.

The lack of students reading skill in IKIP Mataram then motivates the researcher to find out an effective solution to solve this problem. One of the solutions that the researcher will use to solve this problem is by using selected method that focuses its activities on developing students' reading skill. Therefore, in this study, the researcher would like to examine the influence of Cooperative Integrated Reading and Composition (CIRC) method as the branch of Cooperative learning method toward students' reading skill.

The researcher defines the research question that reads "Does using Cooperative Integrated Reading and Composition (CIRC) Method more effective than that of using conventional method to teach reading skill at IKIP Mataram?"In line with the research question, the objective of conducting this research is to find out whether using Cooperative Integrated Reading and Composition (CIRC) Method is more effective to teach reading skill than that of using conventional method at IKIP Mataram.

The significance of this study expectedly will give some advantages toward language teaching and learning. The following points are some significances of this study:(1)The result of this study can be used as a good recommendation for the teacher who wants to develop the students' reading skill. (2)Giving a new teaching learning experience that more enjoyable and pleasing for both teacher and students because the method is done in cooperative way. (3) The result of this research can be applied as the reference for the next researchers who want to investigate the related studies.

RESEARCH METHOD

The kind of this research is experimental research in which the researcher plans to put the Cooperative Integrated Reading and Composition method into experimentation and find whether or not this method effective in improving students' reading skill compare to the use of another conventional method. Creswell (2008) states that an experimental design is the traditional approach to conduct quantitative research. In experimental research, the researcher tests an idea (practice or procedure) to determine whether independent variable (CIRC Method) influences the outcome or dependent variable (Students' reading skill).

Experimental research is commonly conducted when someone want to establish possible cause and effect between the

independent and dependent variables. It means that the researcher attempt to control all variables that influence the outcome except for the independent variable. Then, when the independent variable influences the dependent variable, we can say the independent variable "caused" or "probably caused" the dependent variable.

In an experimental design, the researcher divides the subject of the research into two groups, the Experimental Group and Control Group. The Experimental Group was taught by using Cooperative Integrated Reading and Composition (CIRC) Method, whereas the control group was taught by using direct instruction method.

The population of this study is the fourthsemester students of IKIP Mataramwhich consists of six classes, II A, II B, II C, II D, II, E, II F and II G. The total amount of all students is 315 students.The researcher took two representative classes (based on the result of random sampling) which will be placed in experimental and control group. The class that is placed in experimental group is X class that consist of 20 students, and the class that is placed in control group is Y class that consist of 20 students.

Test is used as the main instrument in which the test is provided in reading test in which the test measured the following indicators to determine the successful of the students in reading achievement. The indicators of reading are finding the main idea of the (text implicit information), finding the detail information of the text (explicit information), finding the type of text, and analyzing the feature of the text.

FINDING AND DISCUSSION

By presenting the results of the study in this research, it intends to define the answers of the research questions which have been formulated in the earlier part of this study. The statement of the problems are completely answered by analyzing the data obtained from the results of pre-test and post-test, that is calculated by using t-test.

The research activities during five times meeting in this study can be described through the following steps:
1. Pre-test

The researcher came to the class and simply delivered the pre-test for both experimental and control groups to measure the students' basic vocabulary mastery. This pre-test has been designed and prepared by the researcher based on the former observation result, it was about the condition of sample with students' vocabulary mastery.The test presented in pre-test is consist of 20 items in every set of test, where five scores gave for the right answer in each item and no score for the wrong one. The total number of the test in every set is 20 items. So, the students got points 100 for answering all question successfully. The same scoring system also applied to give the score for the students in post-test.

2. Giving Treatment

The treatment was given in five meetings regularly to the research sample, where the experimental was taught by using CIRC method, and control group was taught by using conventional teaching method.For the experimental class, the students were divided into five groups which consist of four students in each group. Then the task delivered for the each group to be discussed, it was about synonyms and antonyms commonly found in the text.

3. Post-Test

Post-test was delivered to measure whether any change happened for both groups. It was done by the same way such in pre-test, where the test is consist of 20 items in each set. The same scoring system was also applied in giving students' score for post-test. However, the variation of each item in the test was presented to prevent the copy paste answer from the previous test.

The students' score for both experimental and control groups can be seen on the tables below.

Descriptive Statistics

	N	Range	Minimum	Maximum	Sum	Mean		Std. Deviation	Variance
	Statistic	Statistic	Statistic	Statistic	Statistic	Statistic	Std. Error	Statistic	Statistic
Experimental	20	40.00	60.00	100.00	1670.00	83.5000	2.26820	10.14370	102.895
Control	20	40.00	40.00	80.00	1230.00	61.5000	1.99011	8.90003	79.211
Valid N (listwise)	20								

Paired Samples Test

	Paired Differences					t	df	Sig. (2-tailed)
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
				Lower	Upper			
Pair 1 Experimental - Control	2.2000E1	13.22188	2.95581	15.81341	28.18659	7.443	19	.000

The frequency of students' scores can be seen through the following table:

Statistics

		Experimental	Control
N	Valid	20	20
	Missing	0	0
Mean		83.5000	61.5000
Std. Error of Mean		2.26820	1.99011
Median		82.5000	60.0000
Mode		80.00	60.00
Std. Deviation		10.14370	8.90003
Variance		102.895	79.211
Range		40.00	40.00
Minimum		60.00	40.00
Maximum		100.00	80.00
Sum		1670.00	1230.00
Percentiles	25	80.0000	60.0000
	50	82.5000	60.0000
	75	92.5000	65.0000

Experimental

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	60	1	5.0	5.0	5.0
	70	2	10.0	10.0	15.0
	80	7	35.0	35.0	50.0
	85	5	25.0	25.0	75.0
	95	3	15.0	15.0	90.0
	100	2	10.0	10.0	100.0
	Total	20	100.0	100.0	

Control

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	40	1	5.0	5.0	5.0
	50	1	5.0	5.0	10.0
	55	2	10.0	10.0	20.0
	60	9	45.0	45.0	65.0
	65	4	20.0	20.0	85.0
	70	1	5.0	5.0	90.0
	80	2	10.0	10.0	100.0
	Total	20	100.0	100.0	

Based on the result of computing the t-test, the researcher compares the result of t-test with the value of t-table that is aimed to test the hypothesis that reads "Using Cooperative Integrated Reading and Composition (CIRC) method is more effective to teach reading skill than that of using the conventional teaching method"

The result of t-test can be compared with the value of t-table as follow:
t-test = 7.443> t-table = 1.684 at level of significance 5% (0.05). From the result of comparison between the result of t-test with the value of t-table above, we can seethat the result of t-test is higher than the value of t-table. Thus, it can be interpreted that the hypothesis (HA) is completely accepted at level of significance 5% (0.05).

Based on the result of data obtained above, the statement of problem is completely answered. It is proved by the differences in students' achievement where the mean score of experimental group is significantly higher than mean score of control group.

CONCLUSION

Based on the results of comparing both *t-test* and *t-table* value, in which the

result of *t-test* is higher than the value of *t-table*, it can be concluded that the hypothesis which reads "Using Cooperative Integrated Reading and Composition (CIRC) method is more effective to teach reading skill than that of using the conventional teaching method" is completely accepted at the level of significance 5% (0.05).

The statement of problem that reads "Is using Cooperative Integrated Reading and Composition (CIRC) Method more effective than that of using conventional method to teach reading skill?" is completely answered by the result of computing *t-test* that indicates the effectiveness of the treatments given during the treatment process. The result of comparison says that *t-test* is higher than the value of t-*table*, it proves that Using Cooperative Integrated Reading and Composition (CIRC) method is more effective to teach reading skill than that of using the conventional teaching method.

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A CROSS-SECTIONAL CLASSROOM SURVEY OF THE USE OF RIDDLES IN SPEAKING

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Abstrak: Permainan sebagai media pembelajaran menciptakan atmosfir pembelajaran yang menyenangkan, menghibur, dan menarik.Terdapat banyak kategori permainan yang bisa diaplikasikan kedalam kelas bahasa, beberapa diantaranya adalah permainan fisik, permainan kata, permainan cerita, dan permainan tanya. Penelitian ini mensurvei penggunaan teka-teki, termasuk dalam kategori permainan tanya, yang diimplementasikan kedalam kelas berbicara untuk mendeskripsikan persepsi mahasiswa tentang keterlibatan mereka dalam kelas berbicara serta kemajuan yang mereka alami dalam beberapa keterampilan berbicara. Oleh karena itu desain dari penelitian ini adalah survey, diberikan kepada satu kelas, yang dilakukan dalam sekali waktu. Hasil dari survey tersebut menunjukkan bahwa mahasiswa menganggap teka-teki telah membuat mereka terlibat dalam kelas dengan sangat baik dan telah membantu mereka dalam memajukan beberapa keterampilan berbicara seperti kelancaran, kosa kata, dan kemampuan transaksional.
Kata Kunci: *survey sekali waktu, teka-teki, berbicara*

Abstract: Games as a teaching method creates fun, entertaining, and exciting learning atmospheres. There is a considerable number of game categories that can be applied in language classrooms, some of which are physical games, word games, story games, and question games. This research studies riddles which falls under question game category implemented in a speaking class in order to describe students' engagement and perception of their advancement in some speaking skills. The research is conducted using a survey design which is administered to a class and performed only at a point in time. The result reveals that students engage very well and perceive that riddles as a teaching method has helped them to advance in some speaking skills, such as fluency, vocabulary, and transactional ability.
Key Words: Cross-sectional survey, riddles, speaking

INTRODUCTION

Fun learning is a key to successful learning. One way to create fun learning is by employing games as a teaching method. Sigurðardóttir (2010) contends that games are very functional to use in language classrooms. An array of its functions are activating students who have been inactive as students' involvement in their own learning is crucial; engaging students in emotinally-involved learning since while they are playing games, they experience strong emotions such as happiness, amusement, excitement, and suspense; encouraging shy students with low confidence to get involved because games bring non-serious atmosphere and emphasis is put on fluency instead of accuracy; meeting the needs of students of all ages for games always spark interest and stay as a different variation amidst other different teaching methods. Considering the valuable benefits of games, this research is conducting a survey of teaching speaking by means of riddles to gain students' perceptions of whether or not riddles

engage students in learning and help them develop in some speaking skills.

LITERATURE REVIEW
a. Teaching Speaking

The primary goal of teaching speaking is unquestionably to make students able to communicate in the target language. Richards (2008) categorizes communication into three types, namely interaction, transaction, and performance. Interaction is aimed at establishing and maintaining social relations, focused more on speakers than on message, in either casual or formal circumstance, such as exchanging greetings, engaging in small talks, and recounting recent experiences. Next to that,transaction is aimed at exchanging of information, focused more on clear and accurate messages than on participants involved, such as classroom talks between a teacher and students about a lesson, making a telephone call to obtain certain information, and asking someone for directions. In transaction, to make information successfully communicated and understood is paramount, preventing to say that accuracy is second to that. Furthermore, peformance is aimed at transmitting information before an audience, focused on its impact on listeners, in monologue form rather than dialogue with a recognizable pattern which is closer to written language than to conversational, such as classroom presentations, public announcements and speeches. Not all the three is investgated further in this research, but merely communication as transaction.Transaction has specific main features, they are focus primarily on information instead of participants, use communication strategies, deal with questions, repetitions, and comprehension checks which might result in negotiation and digression, and consider linguistic accuracy is not of paramount importance.

As it is generally known, there are a lot of challenges that might appear when teaching speaking, some of which are fear, anxiety, boredom, and lack of interest. One way to overcome this is to vary teaching methods. There are a lot of available teaching methods ready to use, one of which is games. AsSigurðardóttir (2010) has analyzed,there's a broad range of game categories that can be implemented in teaching, among which are physical games, word games, story games, and question games. In regard to this research, the category of games that is examined is question games, to be precise, riddles.

b. Riddles

In Cambridge Advanced Learner's Dictionary, riddle is lexically defined as a type of question which describes something in a difficult and confusing way, and which has a clever or funny answer, often asked as a game. According to Alaosun & Faleye (2015), riddles do not only serve its function as recreational in a way that they bring a sense of entertainment and amusement, but also educational to an extent that they are useful in language as they create opportunities with words and meanings.

Further, Alaosun & Faleye (2015) explain ways of how riddles are constructed. *First*, logical semantics. For example, "It is greater than God and more evil than the Devil. The poor have it, the rich need it and, if you eat it, you'll die. What is it?" In this case, the riddle is composed of philosophical semantics, that nothing is greater than God, and nothing is more evil than devils. The poor have nothing, and the rich need nothing. If a person eats nothing, he/she will surely die. *Second*, metaphor. For example, "It walks on four legs in the morning, two legs at noon and three legs in the evening. What is it?" In this instance, the riddle contains a metaphor of a lifetime. The words morning, noon, and evening used in the riddle represent periods of infancy, adulthood, and old age, while the word legs is a metaphor for a person's life journey. Therefore, the correct answer to the riddle is man. *Third*, personal experience. For example, "There was a green house. Inside the green house there was a white house. Inside the white house there was a red house. Inside the red

house there were lots of babies. What is it?" In this way, the riddle demands a good experience in the area of agriculture or food. If a person has experienced seeing watermelon, then he/she will understand that a green house refers to a large round fruit, that is watermelon, whose layers consist of varied colors; green, then white, then red, and that lots of babies refers to the watermelon's seeds. *Fourth*, linguistics. For example,"I am the beginning of the end, and the end of time and space. I am essential to creation, and I surround every place. What am I?" In this point, knowledge of grammatical structure, phoneme-grapheme system, and semantic features of language is used used. It can be seen that the riddle plays a linguistic feature of graphemic position of letter E in the words end, time, space, creation, and every place. E becomes the first letter in the word end. Then E becomes the last letter in the words time and space. Next E becomes the stem of the word creation. Lastly, E encircles every place. Given the ways how riddles are composed shows variations of techniques to solve them.

Additionally, as quoted by Amali et. al. (2012) from Finnegan, riddles are grouped into three types, namely descriptive riddles, shrewd witty words, and idiophones. Only descriptive type of riddles is employed in this research. In descriptive riddles, riddles are conveyed through questions which obviously seek for answers. That type of riddles performs substantial functions like offering entertainment, sharpening intelligence, training memories, developing language, and improving skills in abstract meaning.

RESEARCH METHOD

Fraenkel & Wallen (2008) explain that a survey research is a research conducted to collect information from a group of people in order to describe some aspects or characteristics by asking questions. Administration of the questions might be by direct administration, mail, telephone, or interview. Types of the questions are either closed-ended or open-ended. A survey research can be carried out cross-sectionally in which information is collected at just one point in time or longitudinally in which information is collected at different points in time in order to study changes over time. Pertinent to this research, the survey is administered to students of 2014-C in a speaking class at STKIP PGRI Jombang with a purpose to describe students' perceptions of whether or not riddles as a teaching method engage students in learning and help them develop in some speaking skills. The survey is in form of questionnaires given directly to the respondents. The questionnaire employs close-ended questions employing four-level Likert scale consisting of 1 means strongly disagree, 2 means disagree, 3 means agree, and 4 means strongly agree. The survey is carried out at just one point in time.

FINDING

There are two aspects surveyed in this research so that they can be describedvividly, namely students' engagement in speaking by means of riddles and students' perception of their advancement of some speaking skills. The first aspect is measured using seven indicators, and the result is portrayed as follows:

No	Indicator	Answer			
		1	2	3	4
1	Students listen carefully to how speaking by means of riddles is conducted	0	0	62.5	37,5
2	Students listen carefully when riddle questions are delivered	0	0	33,33	66,67
3	Students think seriously to solve riddle questions	0	0	37,5	62,5
4	Not only answer, students provide comprehensive explanation to the answers	0	4,17	54,17	41,67

5	Students who have answered willingly give opportunities to others who want to argue over the answers	0	4,17	66,67	29,17
6	When there's no correct answer confirmed, students listen carefully to lecturer's answers and explanation	0	0	33,33	66,67
7	Students follow through all riddle questions attentively	0	0	41,67	58,33

The second aspect is measured using five indicators, and the result is shown as follows:

No	Indicator	Answer			
		1	2	3	4
1	Fluency	0	12,5	70,83	12,5
2	Vocabulary	0	0	29,17	66,67
3	Expression	0	8,33	58,33	33,33
4	Intonation	0	20,83	66,67	12,5
5	Transactional ability	0	4,17	66,67	29,17

DISCUSSION

To refer to the four-point likert scale used, it can be briefly contended that point 1 which means strongly disagree and point 2 which means disagree demonstrate negative outcome, whereas point 3 which means agree and point 4 which means strongly agree present positive outcome.

Going into detail over the first aspect; students' engagement in speaking, the fact that a large majority of students agree and strongly agree that they pay attention to how speaking by means of riddles is conducted, listen to the riddle questions carefully, think seriously to overcome the riddle questions and provide comprehensive explanation, give other opportunities to argue over the answers, listen to lecturer's confirmation attentively, and follow the riddle questions from the start till the end have revealed that a large majority has engaged very well in speaking by means of riddles. Only 1 ut of 24 students, which accounts for 4.17%, disagree that he/she does not provide explanation to the answer and does not give others opportunities to argue over his /her answer.

In the same way, students have perceived riddles as a teaching method in speaking positively in that it helps them develop in some speaking skills, such as fluency, vocabulary, expression, intonation, and transactional ability. Only few students show disagreement. In fluency, 3 out of 24 students which accounts for 12.5% disagree, in expression 2 students/8.33%, in intonation 5 students/20.83%, and in transactional ability 1 student/4.17C%. None of the students strongly disagree with each indicator in both aspects.

CONCLUSION

Considering the finding above, it can be concluded that students have engaged very well in the speaking class which is carried out by using riddles as a teching method. Likewise, students have perceived riddles positively in helping them andvance in some speaking skills.

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POLITENESS STRATEGIES OF CLASSROOM DISCOURSE INTERLOCUTIONS AND POWER RELATIONS

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Abstrak: Penelitian ini bertujuan untuk menemukan pengaruh dari penggunaan metode pembelajaran jenis *Cooperative Integrated Reading and Composition (CIRC)* pada kemampuan membaca mahasiswa di IKIP Mataram. Motode penelitian yang digunakan untuk menemukan jawaban pertanyaan penelitian adalah metode experiment dimana peneliti menempatkan dua kelompok mahasiswa yang kemudian diberikan perlakuan yang berbeda. Kelompok experiment diajar dengan menggunakan metode Cooperative Integrated Reading and Composition (CIRC) sedangkan kelompok control diajar dengan menggunakan metode pembelajaran konvensional. Data kemudian dikumpulkan dan dianalisa dengan menggunakan program SPSS, sebuah program analisis data yang terinstal di computer pribadi yang siap menghitung rata-rata nilai, nilai tengah, range, modus, dan juga menghitung t-test sebagai langkah awal untuk menemukan tingkat signifikansi pengaruh penggunaan metode CIRC. Hasil analisis data menunjukkan bahwa nilai t-test = 7.443 yang diperoleh lebih tinggi jika dibandingkan dengan nilai t-table = 1.684 dengan taraf signifikansi 0.05 atau 5%. Maka dengan demikian, pertanyaan penelitian terjawab dengan perolehan nilai yang berbeda secara signifikan antara nilai yang diperoleh oleh kelompok experimental dibandingkan dengan nilai yang diperoleh oleh kelompok control.

Kata Kunci: *Metode Cooperative Integrated Reading and Composition (CIRC), Kemampuan Membaca.*

Abstract: The research is aimed at finding out the influence of using Cooperative Integrated Reading and Composition (CIRC) Method on reading skill of IKIP Mataram students. The research method used in this study is experimental research in which the researcher puts two different groups and gives them different treatments. The experimental group of the study is taught by means of Cooperative Integrated Reading and Composition (CIRC) Method, whereas the control group of the study is taught by using conventional reading method. The data were analyzed by using SPSS program in which the researcher simply input the data into the program and find out the mean, median, range, mode, and the result of t-calculation to determine the effectiveness of CIRC Method. The result of data analysis shows that t-test = 7.443 is higher than t-table = 1.684 at level of significance 5% (0.05). The statement of problem is completely answered in which It is proved by the differences in students' achievement where the mean score of experimental group is significantly higher than mean score of control group.

Key Words: *Cooperative Integrated Reading and Composition (CIRC) Method, Reading Skill.*

INTRODUCTION

It is thought that politeness act as the domain of functional linguistic study concerned with the meaning-based analysis. It is close-related to what is so-called as the study of sign's relation to the interpreter (Levinson, 1983), in which the meaning is underlied on the pragmatically-rooted meaning. Thus, politeness theory is involved to the domain of functional linguistics viewing a language meaning which is not said. Furthermore,, politeness could have elucidated the wide scale of scenarios of the language use by engaging with worth social lives. So that, it is a

prominent theory considerably accepted as the relevant one to modify the languageuse. So, politeness is the theory designed for accounting towards the redressing of the affronts to face posed by face-threatening acts to the hearer.

Language as the means of communicating the intentions, is exerted for self-expression, verbal thinking, problem-solving, and creative writing. It is possibly oriented to rely on the linguistic strategies, in favour of attaining the communicative purposes. It indicates that the communicative strategy as a prominent way of reaching the succesfulness of communication. The linguistic strategies have been considered as the strategic choice to save the hearer's face or to accept the addressee's face wants. Politeness as the linguistic feature ingrained in socio-cultural perspectives the society must maintain and develop it. Thus, MP, model person as a part of the society has been constrained by the shared socio-cultural norms they encouter. Moreover, the tendencies of using the linguistic strategies merely influenced by the same genus of the strategy which is used under the particular place and the same condition, in favour of getting the payoffs of communication. Latter is the sociological variables, the assessment of seriousness to FTAs-making up comprising with social distance (D), relative power (P), absolute ranking (R) (Brown & Levinson, 1987).

Regarding to the classroom discourses consisting multifaceted both social interlocutions and academic interlocutions, this study has investigated on the power-solidarity. The educational discourse as a part of socializing or producing a multiple aspects of social lives. It is like as Kumaravadivelu's thought that classroom discourse , like other discourses, is socially constructed, politically motivated, and historically determined. Thus, this implies that the social, political, and historical conditions develop and distribute the cultural perspectives which can shape and reshape the humans' social lives (Kumaravadivelu, 1999). In short, this study has endeavored to investigate the relationship between politeness strategies and power relations. In line with the statement, power relations and politeness are closely-interrelated; the positively polite behavior expresses friendliness, as opposed to the negatively polite behavior shows the respect (Buitkiene, 2006).

As the results, based on the research problems formulated, those would have been oriented to come with the investigation under a scientific inquiry. This study proposed the problems on the pragmatic politenss strategies, as the keyword, and power relations. Thus, such proposed problems have been analyzed through Brown and Levinson's theory. Then, the second focus of this study have been elucidated through Kumaravadivelu's CCDA (critical classroom discourse analysis), the improvement of critical discourse analysis.

In turn, based on the research problems such study aimed to identify the politeness strategies exerted employed by the lecturers and learners of the classroom discourse, to identify the dominant politeness strategies exerted by the classroom interactants, and to describe how power relations are reflected by classroom discourse-contextualized pragmatic politeness strategies.

THEORETICAL UNDERPINNINGS
In this regards, the discussion is concerned with the theoretical underpinnings deemed as conceptual guidelines brought to research problems. The theoretical underpinnings underlying this scientific inquiry, that is,Brown and Levinson's theory (1987). Precisely, as the starting point of their theory, they link to three basic notions; the view of communication as rational activity, in which a willful model person endowed with rationality," as the application of specific mode of reasoning or what is so-called as strategic choices as practical reasoning to the ends of communication. The second theory is not main concern on this study, Grice's (1975), the co-orperative principles and maxims of

conversation involved in on-record politeness super-strategy, in which people operate on the assumption that ordinary conversation is characterized by " no deviation from rational efficiency without a reason" (Brown & Levinson, in Galaczi, p.5). And concept of face which is attributable to Goffman's notion (1967). This theory must be attributable to two general classifications of face concept, that is, negative face and positive face.

Likewise, a writer has well-established the other theory too, as practical theories, allowing the others to deep investigation through explaining the discursive practice embedding at classroom discourse as the reflections of pragmatic politeness strategies. As basic assumptions on this research, a researcher had assumed that presence of power-solidarity exercises enacted or dominated over other at particular at academic discourse, this current study will be imported through the concept of CCDA (Critical Classroom Discourse Analysis) as the main theory for explaining and even dismantling the possibility of courter-discourses making power-solidarity. in the context of classroom discourse.

1. Brown & Levinson's Politeness Theory

Brown and Levinson's politeness theory (1987) basically based on the two important ideas; concept of face and rationality. Face is a person, the public self-image, of which wants to be presented. Thus in intercourse-establishing, face must be presented. It is simply due to have face in communicative interaction to show up at least personal-esteem. It is stated that face is concerned with emotional and social sense which must be expectedly recognized by the other interlocutors.

In terms of the theory of Brown and Levinson, politeness theory, is pertinent to its a nature and even how it functions in social intercourse was supported by concept of face. Thus, face is the general concept of politeness theory. Moreover, they defined negative face as independent face which might be unimpeded by other. It indicates

person belonging to negative face want, to whom must be fulfilled at free circumstance without any other impositions. He would be always in freedom to do something and personal preserve and its face must be respected in independent way. As against, positive face as "the want of every member that his wants to be desirable to and respected at least some others" (Brown and Levinson, 1987). It is claimed face is not a permanent entity, "face could be lost, maintained or enhanced, and must be constantly attended to in interaction" (1987:61). Hence, each individual must closely observe his/her behavior so as to mitigate another's face threat, in which it is called as face-saving acts. Doing the FSAs, in favour of overriding Face-threatening acts referring to speech acts that might infringe the face wants of others.

The latter is model of rationality, mode of reasoning, as Kenny (in Brown & Levinson, 1987:64) stated that "just like standard logics have a consequence relation that will take a person from one proposition to another while preserving truth, a system of practical reasoning must allow one to pass from ends to means and further means while preserving the satisfactoriness of those means. The underlying theory bounding to Brown and Levinson seeking to elucidate, in detail, on concept of face and politeness strategies in practical ways belonging to any both inter-linguistic contexts and extra-linguistic contexts remain in the form of various strategies.

The strategic choices of employing politeness strategies, in which the participant merely intended to same genus of strategy used at a particular place and the same condition. As the starting points, Brown and Levinson consider that those used so-called concerns in favour of getting intrinsic payoffs, and by virtueof the relevant circumstance prevailing would have been affording more advantages. The use of synchronously-shared strategy and at under one domain's circumstance, these are closely-related to two considerations, such as a prior consideration of getting payoffs and sociological variables (Brown &

Levinson, 1987). The second consideration, sociological variables, is called as the assessment of seriousness toward FTAs-making up or the calculation of FTAs which actually one makes. Therefore, this consideration as a fundamental assumption by Brown and Levinson to generalize a concept of politeness through their politeness theory which is universally prevailing to whole culture. In short, this involves three factors , as in: social distance (D) of speaker and Hearer (a symmetrical relationship) is a symmetrical social dimension of either similarity or difference belonging to the participantsstanding for the aim of action, and it is based on the assessment of interaction frequency represented.Relative power (P) of speaker and hearer (asymmetric relationship), the degree to which speaker may maintain his hearer's face want due to power-relative. And aabsolute ranking of Imposition (R) relates to the heavier the imposition made on the hearer, the more politeness will generally have to be used.

It is admittedly to exert particular strategy, in favour of minimizing face-threatened. In doing the FTAs by means of softening the participant's face. So, self must conform himself on the particular rational assessment belonging to other's face condition. The strategic choices considered to be employed in purpose to do FTAs by using the politeness strategies.One must acknowledge and observe the relation of particular strategy-used relevant with the ends which can satisfy the other's face wants. The speaker might have figured out the strategy related to the particular circumstances by either solidarity strategy or difference strategy (Yule, 1996).
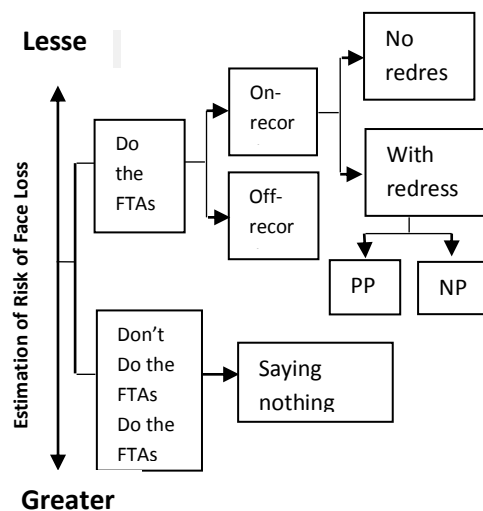

Figure 1. The Possible Strategies for Doing the FTAs (Brown & Levinson, 1987).

From the schema above, the politeness strategies can be employed through do the FTAs or don't do the FTAs. The intention to do the FTAs can be exerted through four politeness strategies, that is, bald on-record politeness is the wants to do the FTA with maximum efficiency of communication more than he wants to satisfy H's face needs. However, this strategy can be exerted by the MP having closed relationship and feeling very comfortable in his environment. This politeness strategy is mostly employed through imperative forms. Moreover, this strategy has been in line with Grice's maxims (Grice 1975). Positive politeness (PP) is redress referring to other's positive face, in which his wants should be recognized as desirable expectation. The redress to FTAcan be explained as " the action which gives face to the addressee, that is, that attempts to counteract the potential face damage of the FTA" (Brown & Levinson, 1987). Thus, positive politeness with redressive action involving satisfaction to the other's desire by communicating with similar thing to his want.

Negative politeness (NP) is by redressing (or the redress) to the hearer's negative facethe want to be desired in independent ways, a freedom to do actions, and need not to be imposed by other (Yule, 1996). In addition, negative politeness with redress, that is, restricted to not be imposed, not to be shared (Brown & Levinson,

1987). The off record speech that can not affect the other except it will result the influencing communicative acts to the hearer. In other words, the speaker can do it with off record by giving the interpretation concerning to his own desire. Then the other as if, could not hear what he has to have communicated himself to a particular intention. Conveniently, the off record can function to do FTA by leaving up to the addressee for interpreting what the intention is. Furthermore, the use of off-record utterance may affect to the information either more general one or actually distinct from what is meant, even if such off-record speech acts may elicit less informative speech, but it actually might have ruled out the possible states of affairs.

Don't do the FTAs (Yule, 1996), This strategy is so-called as *say nothing* strategy which circulated at self and other. This strategy may be used at particular circumstances, at which it will be exerted by going on non-verbal language, like gestures, facial expressions. These can be utilized to indicate that a speaker wants to show his an intended-desire then will be recognized by the other.

2. Power Relations

According to CDA (henceforth; Critical Discourse Analysis) perspective, power is a central condition of social life in which it is not static but dynamic. Power is generated as natural effect of human being's interexchanges and it circulates within overall people (Fairclough, 1989). Likewise, power does not belong to particular person but it must be inherent to every person.Power-relations are well-defined as the practice of power and/or solidarity by one party over the other in the course of social intercourse. In this sense, it refers to either dominance or social solidarity exercised at social interexchanges. In relative to concept of power, it is clearly observable in social lives. Similarly, as encoded by Fairclough (1989), power is present in any context when community interacts each other.

The nature of power in discourse is related to discourse as a place at which power is being exercised (Fairclough, 1989). Relative to different types of power produced at particular discourse can be shared within three distinct constraints negotiated by the powerful individuals and non powerful individuals. These are constraints on contents (on what is said and done), constraints on relationships (the social relationship which people bring to discourse), and constraints of subject role (the position controling the others). Moreover, power involves control dominated by members or one group over other groups. Such control may pertain to action and cognition, that is, a powerful group may limit the freedom of action of others, but also influence their minds.

This study corresponding to politeness strategies as elaborated, in detail, on concepts of politeness. In this concern, a writer is interested in firmly-established consideration to take accounts on relational intercourses of lecturers-learners, that is, politeness strategy making-up of classroom discourse related to embedded power-relations appearences. Politeness as strategic choice to redress the infringed-face has been closely-interrelated with power, as revealed that 'power, hierarchy and politeness are deeply interwoven' (Ermida, 2006).

On the contrary, Regarding the concept of solidarity as a value, Sequeiros (1997) found that teachers and students consider solidarity as a
sporadic, romantic value that entails closeness with others. On the other hand, the concept of solidarity is also illustrated in light of the ambiguous linguistic perspective. As Tannen has investigated the way solidarity is expressed through linguistic channels. According to Tannen (in Mendez & Gracia, 2011), solidarity and power have ambiguous relations as both can be generated using the same linguistic means. In that sense, when a person expresses solidarity, elements of power relationships emerge depending on the intention of the speaker and the interpretation of the hearer.

3. CCDA (Critical Classroom Discourse Analysis)

A critical theory affords a special feature as guideline for producing the enlightenment and proper emancipation. Moreover, this theory not only describes and explains, but roots out the abstracted meanings as well. Similarly, in keeping with educational discourse practiced at classroom setting, a such theory is constructed to penetrate the hidden meanings and the underlying conncetions prevailing at classroom. It is actively assumed as the powerful system of discourse seeking to deconstruct the dominant discourses existing at instructional behaviors (Kumaravadivelu, 1999).

Classroom discourse, as the other discourses, is socially constructed, politically motivated, and historically determined. It must be social, political, and historical conditions, develop and distribute the cultural capital forming as well as reforming the classroom participants' lives. The social attributes belonging to the classroom participants such as the racialized, stratified, and gendered experiences in the classroom are not only motivated and made by the learning-teaching process they do but also the broader linguistic, social, economic, political, and historical conditions. Thus, CCDA is deemed as a critical tool to conduct a classroom discourse, where it puts a critique on scopes and methodological perspectives towards two current models of analysis; (classroom) interaction analysis, (classroom) discourse analysis. It is stated that the current models of analysis give limited and limiting perspectives on classroom discourse. Thus, presence of a critical theory to classroom discourse which enunciated in or derived from Foucauldian poststructuralism and Saidian postcolonialism can be employed to develop a critical construct for understanding what actually transpires in second language classroom (Kumaravadivelu, 1999). CCDA is necessarily the same as CDA, as the primary interest of a critical study is to deconstruct and expose social inequality as expressed and legitimized through language use.

A critical classroom discourse analysis is posed as a part of theoretical concept under this scientific inquiry in which it has a transformative function, seeking to play a reflective role, enable a researcher to and cope with sociocultural and sociopolitical structures that directly or indirectly shape the character and content of classroom discourse. CCDA is assumed that classroom reality is the integrated part of a large society which is socially constructed, politically motivated, and historically determined. Unlike classroom interaction analysis having a perspective on classroom as a self-contained minisociety isolated from the outside large world. As against, CCDA must be considered as the integral part of the larger society in which the reproduction of counter-discourse, domination, and resistence exist. In short, such social inequalities have been motivated by several factors as social class, gender, race, etc. (Sadeghi, 2012). In addition, as Foucault (1972), proposed that view of discursive discourse empowers and dispowers, previlages, and marginalizes.

CCDA is designed as a method for examining social and cultural tool that could be employed to show the social phenomena and to deconstruct the hidden meaning underlying on the discourse. Moreover, According to Luke that the critical theory attempts to take its focus on how social relationships, identity, knowledge, and power are constructed via written and spoken texts in societies and pegagogical spaces (http://www.gseis.ucla.edu/courses/edu).

Discourse is defined as 'language-in-use' (Rymes, 2008:12). Similarly, the critical theory sees a discourse as a social practice (Fairclough, 1989:22). This notion implies some other notions; language is a part of the society, language is a social process, and language is a socially conditioned process, in which conditioned by other non-linguistic parts of the society.

It is believed that the critical theory sees discourse as a social practice that can shape social identities, interactions, knowledge systems, and beliefs, as it is also shaped by them in turn (Fairclough & Wodak, 1997:258). Furthermore, discourse as the discursive practice may have the ideological effects in which it can help to produce enequal power between social class, gender, and etc. In short, the classroom discourse can become *critical* classroom discourse analysis when the classroom analyst considers the ideological effects (Ryme, 2008). The critical theory can empower the powerless, giving voice to the voiceless, and non-critical to the critical discourse analysis. Thus, critical classroom discourse analysis might have been paraphrased as critically seeing a language use in classroom contexts. The classroom contexts can be used to understand how the social contexts and the social texts are affecting one other.

The critical approach might have widely been used in pedagogical domains. It is oriented to the problem-based research in which it would have attempted to make a bridge between educational research and critical discourse analysis. There are three possibilities of classroom discourse which can be bridged with the critical theory, namely educational practices could be considered as the communicative events. So that, the classroom discourse's properties; texts, talks, and other semiotic interactions that learning comprises are potentially to be analyzed. Second, the discourse study could give the particular ways of how to conceptualize that is compatible with socio-cultural perspectives in educational research (Gutierrez, *et al.* in Rogers, 2011). Discourse study and educational research are socially committed paradigms that explain the problems through range of theoretical perspectives (Rogers, 2011).

The critical approaches to discourse analysis address that the research into meaning making always attempts to explore the power-relations (Rogers, 2011). Thus, such critical approach is served to critically address the complexity of movement accross educational sites, practices, and systems in the world where the social inequality is enacted.

RESEARCH METHOD

In this part the researcher ought to construct a formal framework pertinent to the inclusive components of research method, that is, research design. According to Blaikie (2000) defined a reserach design is the integrated statements of and justification for the more technical decisions encompassed in planning a research project. Thus, such current scientific research has been considered by taking a decision-makings, in keeping with the project of research. Thus, the design process is dealing with a research project, it is the prominent way in which the control could be achieved.

So, the research design under this scientific study was initiated from the research problems, as the starting point of the research. Then those would had been coped with by the literature reviews, so as to provide an important link amongst the existing knowledge and research problems. Doing the literature reviews is intended to refine the research problems, to identify the the contradictory findings, to take into consideration on the methodological perspectives (McMillan, 1992). As the theoretical reviews were allocated at literature review on the relevant theories are apparently integrated one other, in fovour of fulfilling the purposes of allocating the literature reviews.

Relative to the method perspectives, this study was a descriptive qualitative approach beacuse it meets the qualitative conditions under its four characteristics. Likewise, this approach was used to describe the social phenomena of classroom discourse. Before this study was going to be done, the researcher had taken the other methodological perspectives, namely determining the types of data, the sources of data; the participants of research and settings. sellecting the data collection teachniques, the instrumentation, and the technique of data analysis.

Thus, those are included to the process of data collections and data analysis. Data analysis has been conducted within both informal data analysis and formal data analysis. Thus, this study has been analyzed from the data collection terms, in which the collection and analysis process can be done by turns. The analysis has been done at time of data collection and at the ends of data collection process. However, the analysis process at the ends has been considered as most important analysis activity under this current study. Furthermore, the data analysis activities have been done by using Miles and Hubermen's (1994) technique of *interactive model analysis*. It comprises of *reduction* stage, *display* stage, and *conclusion/verification* stage. The latest, the researcher took the conclusion process. Afterwards, the conclusion had been verified, in order to cross-check the reseracher's mind on the conclusion.

This scientific research was carried out under qualitative approach. This was done, in favour of delivering the findings of reserach which were not determined in advance (Mack,*et al*. 2005:1). Dorney (2007:24) stated that qualitative research as a kind of research approach involving procedures of data collection that produce primarily open-ended, non-numerical data, that are then analyzed primarily by non-statistical analysis. Furthermore, the role of qualitative perspective in light of data analysis would have not statistically been analysed. Besides, this may envitably be presented in quantitative way, that is, as estimating the number of subjects, the number of pragmatic politeness strategy usages, and the frequency of the five politeness super-strategies.

According to Bogdan & Biklen, 1982), the researcher had been as the key instrument in terms of considering the types of data, technique of data collections, and the instruments. The participants of this research are the lecturers to learners, thelearners to lecturers, and the learners-learners of the sixth semester of English Departement of the Faculty of Education for Language and Arts, Mataram Institute of Teacher Training (IKIP Mataram), consisting of 152 students. Those are selected from the three classes containing of class B: 62 students, F: 38 students, and class I: 52 students. The three classes having different subjects consisting with Sociolinguistics, Micro Teaching, Seminar on English Language Teaching (ELT), and Contrastive Error Analysis having transcribed and recorded. In relation to the frequency of research mettings at the fielwork comprising of six mettings. From the three classess (B, F, I), the reseacher had come to collect the data for one class two times.

Technique of data gathering of this research is the participant observation. It is done through entering the natural research settings by simply observing and documenting the social behaviors and overall events being studied. Furthermore, the researcher took part in the activities belonging to the participants, while observing by using both descriptive fieldnotes and reflective fieldnotes, and documenting the classroom interlocutions via the digital video. The use of such technique due to enable the researcher to learn the multiple perspectives occuring or held by the participants of study (Mack,*et al*. 2005). Moreover, the participant observation is the most common data collection technique of qualitative reserach methods (Mack, *et al*. 2005).

It is the supplementary technique of data collection, video-recording which had been settled. It could be as the cross-checker as well as the additional information server of the previous technique's data. Conveniently, it may be used to produce data for basic research on learning and teaching process of formal learning settings (Derry, 2007). Recordings, the commulative details of video-recording, could be deemed as primary data too. As is revealed that video-recordings incresingly being utilised as primarily field materials that are called as data oriented towards research questions (Erickson, in Derry, 2007).

It is admittedly relied on the use of research instruments or tools of storing data, therefore, the participant observation is much pertinent to not only data management, but data documentation as well. Even as the qualitative reserach characteristic is a reseracher as key instrument, it is dealing with matarial instrument as tool of gaining data. So, the reseracher used the fieldnotes to gather the important information belonging to classroom discourse, such as academic utterances amongst lecturers-learners, learners-lecturers and learners-learners. The use of the participant observation through semi-fieldnotes may refer to both particular objects of research and rely on the detailed, accurate, and extensive objects (Bogdan & Biklen, 1982:74). The semi-structured fieldnotes had been used to chalk up the information pertaining to politeness strategies through descriptive fieldnotes and reflective fieldnotes.Likewise, the reserach's data were transcribed, by means of utilising video-recording. To collect highy-quality video recordings, the researcher used a minimal equipment that must allow him to be fast, cheap, and mostly in control while collecting the recordings of the information unfolded..

Data analysis is the process of systematically searching and constructing the meanings of the wholeness of collected data of the particapant-observation through descriptive fieldnotes, reflective fieldnotes, and video-recording. The analysis and interpretation of ethnographic research must inductively be settled, namely searching patterns and meaning methodically. The technique of data analysis as the process of research findings have been systematically analyzed, according to Miles and Huberman (1994:10), through the systematic process of data analysis consisting of the three activities, namely data reduction, data display, and conclusion drawing/verification. Moreover, the researcher had taken to utilize Miles and Hubermen's interactive analysis model (1994) which have been done under this study. The analysis process would have continously been proceeded from the time of data collection the ends of data collection. Thus, pertaining to the use of the semi-structured fieldnotes, that is, the use of descriptive fieldnotes and reflective fieldnotes had been done by turns to the ends of data collections. So that, such current study has been conducted by both informal data analysis (field-based analysis) and formal data analysis (outfield-based analysis).

These are the following data analysis processes: Data reduction refers to the process of sellecting, focussing, and abstracting research data that appear in written-up fieldnotes of the descriptive fieldnotes, the reflective fieldnotes, and the recording trancriptions. Furthermore, the researcher focussed and sorted out the data which are relevant to research problems. Thus, from various types of notes and trancriptions have been coded, identified, and grouped under specific categories. Thus, in this phase data analysis flows were executed into several steps, namely:

a. Coding and Giving identification; After data are collected and transcibed in the forms of fieldnotes and recorded transcriptions on politeness strategies, these would had been given codes to each relevant data. Then, such types of data coded would been attributed with particular identifications.

b. Making clusters; Having data coded and identified, the analyst tended to classify the data according to particular categories. Research data were in the form of politeness strategies ought to be grouped on each specific clusters. Thus, the classifications of data can be presented according to the five politeness strategies. Those are; bald on record strategy, negative strategy, positive strategy, and off-record strategy, and saying nothing strategy; self and other.

Displaying data, that is, an activity to an organized and compressed assembly oriented to facilitate the analyst to conclusion drawing. In this phase, the researcher organized data to compressed

assembly of information to determine what sort of data which should be presented at particular organizations. Thus, this study presented the data on several matrices, such as tables and charts/graphics. All are designed to assemble the organized information pertaining to relevant research data into an immediately accessible, compact forms so a researcher must be facilitated to analyze, see what is happening, and either draw justified conclusion on go on to the step of analysis. In short, the politeness strategies used have been presented in form of matrices.

Conclusion Drawing/Verification is the last stream of data analysis activity, conclusion drawing in favour of taking inferences or interpretations. From the beginning of data collection episode, on qualitative research, a researcher must have decided what thing means, such as taking notes of classroom regularities, patterns, explanations, possible configurations, causal-effect proposations. In short, the technical ways have been performed by a qualitative analyst, by focussing his conclusions to reflect the previous well-formulated research problems, that is, focus on politeness strategies, comprising of the use of politeness strategies and the dominance of politenes strategy usages through discussing and analysing the raw data on the assembly of data framed in various types of indeces. In addition, the next focus on power relations reflections by performing the five politeness strategies.

The next is the verification process, by which it might have been as brief as a fleeting second thought cross-checking an analyst's mind during writing into the conclusion, with dating back to the various fieldnotes and recording transcipts. Moreover, it had been applied in terms of crossing the fielnotes and recorded-transcripts more elaborate and thorough.

RESEARCH FINDINGS AND DISCUSSIONS

This part is to present the findings of the analysis that must be brought to the three well-formulated research questions, as the following:

1.The Politeness Strategies

In this part of the research question's finding which is underlain by a question *What sort of politeness strategies are employed by the lecturers-learners, learners-lecturers, and learners-learners of classroom discourse.* It comprises with some politeness strategies found in the classroom discourses, as in:

a). Bald on-record politeness strategy

It is expressed and acted to the others in form of bald and direct utterances. This type of strategy is mostly produced or employed in imperative sentence to let other do what self's intention which has to be required. The use of this strategy is employed by two ways; case of non-minimization of the face threat and case of FTA-oriented bald-on-record usage. The former is used due to the fact that it can be performed as a strategy to melt the infringing face of the threatening acts when the interactants are mutually familiar to each other, in favour of reaching the maximally-efficient communication. It is oriented to the great urgency to increase the maximum communication, so the redress would not be necessarily important. The latter is actually oriented to face saving of the infringed face in which a speaker can orient to the mutual needs from the negative face infringement by speaker's preserve via pre-emptive invitations (welcomings, farewells, and offers).

Such strategy has been used at classroom discourse by showing it by presenting the data transcribed from the observation, as in:

S12 : What the history of 'taboo'?
S1 : The history of taboo will be answered by Abdul Hanan
S13 : The history of taboo...
S12 : ***Stand up, please!***
S13 : The word 'taboo' comes from the Polynesia language ...
Notes L : Indicates to the lecturer as the producer of the utterances (For the following data shown)

S : Indicates to the student as the speaker (producer) of the utterances (S consists of student 1, student 2, and etc.).

(*'BIW'*): The bolded italic word(s) points with the intended strategy of politeness acts

This stretch of academic interlocution was taking place at mid of learning objectivity, at which the audience putting forward a question, lets the speaker stood up in conveying the answer. In short, this treatise uncovers that the use of bald on record strategy, an addressor who might have communicated, by means of bald on strategy, indicates the range of friendliness, or to show the affirmity. Moreover, such strategy may enclose the use of the mitigating devices, such as *please*, on which the bald on record politeness strategy employed by the learner can soften his strategy, so that the utterance seems to be respectfully-neighboring strategy.

b). Positive politeness

Positive politeness strategy has several sub-strategies which have been employed under this study, but the *noticing or attending to the H's interests, needs, and goods*exerted by claiming the common grounds is presented in this article.

This strategy suggests that an addressor should take notice of the hearer's conditions. It is meaning that as though the addressee wants the addressor notices and approves the addressee's interests, wants, and etc. As the data were transcribed on the natural academic interlocutions employed by the classroom interactants, that is, lecturer and students that the use of such strategy conveniently exerted by both lecturers and learners, in favour of providing the shared or grounded attention to the hearer's interests. Thus, by virtue of the the use of attending of H's interest strategy to lessen the FTAs occupied at H. According to Brown & Levinson on this strategy, it is inteded to respectively attend or notice to the addressee's needs, goods, and the like.

Conveniently, the usage of this strategy might contribute to the width of social relationship, due to S has endeavoured to rear what H haves, for example; goods, feelings, minds, and etc. By utilizing this strategy, in favour of doing the FTAs, it can strengthen as well as envoke H's psychological motivation. In this case, a lecturer has attempted to exert it as a strategic choice for absolutely encouraging learners' motivation, In short as well as make learners' trust grow. such strategy was exercised by the classroom participants under this a scientific inquiry. As the treatise of the academic interlocution has lively transcribed, as in:

L :And...I want to comment on the media as the additional instrumentation of teaching and learning process

Is not avaiable, here

hen, *you have references on your paper are good*

Here, this treatise reveals that the use of this noticing an interest of hearer may contribute to the proper relationship making-up. Thus, that stretch of interlocution belonging to a lecturer that he may claim to notice the learners' goods by feeding or marking as a good or desirable job. In line with such classroom discourse, it is type of leacturer's approval or approbation expressions oriented to the learners upon their academic chores.

c). Negative politeness

The negative politeness strategy, astrategy demonstrating the distance between the interlocutors and avoiding the intruding actions to each other's territory (Cutting, 2002). Likewise, such strategy is oriented to the wants to be desired in independent ways to do the FTAs, or presence of freedoom to do the actions, and need not to be imposed by the others (Yule, 1996). Such strategy has been employed in form of *being conventionally indirect* sub-strategy through being direct mechanism.

Being conventionally indirect sub-strategy is a genre of positive politeness which is often utilized by the classroom discourse participants (lecturers and learners). This strategy is inteded to give the hearer out by being indirect and is

oriented to do it by on record (Brown and Levinson, 1987). Theoretically, this sub-strategy is strictly used by means of the use of the conventionally indirect startegy. It means that the speaker may use the conventionally indirect utterances. The indirect conventions must be compromisably known each other. In regard with the classroom interlocution utilising such sub-strategy can be shown:

S8 :Well, thank for the moderator gives me the chance for me em..m I want...
Hello, what's up?
Ss :...(making a noise)
L : Calm down!
Could you mind to pay attention, please!
We have to continue the presentation if you makethe class runs well

Based on the data transcribed and obtained at or from the fieldwork which is presented above; the lecturer tried to exert the negative politeness strategy. The usage of such strategy is basically motivated by the relative power embedded at the speaker having to have maintained her learners in partial ways to do the FTAs. In the context of such discourse, the presentation was being conducted by thepresenting group, in which the learning process was occurring. While, the other made a noise, so that this atmosphere lets the lecturer utter the utterance, in favour of asking the learners to make the class up. The utterance produced by the lecturer, like *Could you not mind to pay attention, please,* in which this expression had been considered to use, infavor of redressing the learners' negative face. Thus, according to the theory this utterance must be conventionally compromise amongst the classroom discourse participants (lecturers-learners, learners-lecturers, and learners-learners)or it can be rendered within *i.e. pay attention!.*

d). Off-record politeness

This strategy is not seemingly able to do the face threatened, but it can be used by attributing the communicative intention by inviting the conversational implicatures. In line with this scientific research, there are several sub-strategies employed to do the FTAs via two general mechanisms. Furthermore, each of them must invite the implicature through violating the Grice's conversational maxims. The uses of off-record politeness were employed via inviting conversational implicatures and being vague or ambiguous. Thus, the sub-strategy which was employed under inviting the conversational implicatures is *giving a hint withthe violation of relevance maxim*representing the other sub-strategies under a particular mechanism.

Giving a hint is used by leaving the hints up to the hearer in the hope that the hearer can interpret what is said. The speaker may say something that is not explicitly relevant to the referent. So that, the speaker can be taken for granted that he does the violation of relevance maxim. Such sub-strategy is used simply by avoiding the responsibility for doing it, but it can be done through the off record and leave it up to the hearer to decide how to interpret it (Brown & Levinson, 1987).

L :Now, you! what is your title?
S5 :'the use of semantic mapping to increase students' vocabulary
What's semantic mapping do you mean?
This is the first time I see this title(i.e. what a difficult title is your paper)

The context of classroom discourse carried out tells that the speaker might have done the off record strategy to do the FTAs, in which it was exerted through doing it indirectly. Furthermore, the speaker must give the hearer a hint which was expectedly can be caught or interpreted what the speaker meant. In short, by virtue of the data obtained from the observation that the speaker endeavored to utilize the off-record politeness strategies through violating the maxim of relevance, that the conversational implicature can be invited. As the example of academic conversation carried out by the classroom participants can be shown in which those of classroom discourse used the strategy of giving hints to the hearer in

the hope of being able to interprete what the speaker means.

So, the just-mentioned classroom discourse explains that the use of giving a hint to the hearer is strategic choice to do the face being threatened. It lets the addressee to catch the interpretation up by understanding the hint fed by the addressor. As the expression uttered is *this is the first time I see this title,* in which it might have implied that *i.e. what a difficult title is your paper.* Thus, this expression which is used to do the FTAs can be considered as a criticism to the hearer.

In turn, the use of off-record politeness can be shown through the former way is by being vague or ambiguous. This is done through the violation of manner maxim. This mechanism of doing the off-record politeness is employed under *be incomplete/use ellipsis*sub-strategy.

L: As a professional teacher
   you have to know how to make
   appropriate indicators in your RPP
   You can check in taxonomy Bloom
   Follow the ABCD formula!...
   ...So, when you give writing lesson to
   your students
   so, you have to follow the ABCD in
   taxonomy Bloom
   ***But, if there is a teacher does not
   understand about this......***
   (The lecturer used an incomplete
   sentence)

In this discourse, the lecturer endeavored to use ellipsis strategy to minimize the hearer's negative threatening face wants in which he stated something intrinsically triggering to the FTA. So, it violated the maxim of manner as well as it can be considered as the sub-strategy functioning to do the FTA by violating the maxim of quantity, due to its incompleteness of the sentence. In keeping with the data of this research that those can be found at the fieldwork, that is, the use of ellipsis strategy.

e). Don't do the FTAs strategy

This strategy is done through saying nothing circulating between self (speaker) and other (hearer). Moreover, this may be utulized by using non-verbal languages, just like gestures, mimics, and nasality, and the like. This saying nothing politeness strategy can be said as the succesful strategy if the hearer responded, whereas the fruitlessness of the such strategy because the hearer did the on-record or off-record strategies.

In respect to the classroom interlocutions carried out by the research participants, this type of politeness strategy is rarely utilized, due to the fact that this must be going in unspoken langauges. Fortunately, this type of politeness can be considered as the potential ways to do the face-threatening acts. Thus, one of the examples of the saying nothing strategy in classroom discourses have been practiced by the research participants is:

S1: May be, there is the additional from the audience
S8: I want to give comment about the
   positive effect of taboo...
   The example is when the girl shaking
   hand with the man in Ajaran Islam
   (AI) is prohibition...
   May be that's all
   thank you
   S1: Any other addition, comment?
   ***(S1 pointed toward the audiences by
   raising his eyebrow at open flies)***
   Ss: There is no

Notes:
(AI**)**: Ajaran Islam means Islamic
   perspective
(IBW):Italic Bold Word represents the the
   proposed politeness strategy
   (Don't do the FTAs)

By virtue of such classroom discourse transcribed by the researcher that the speaker has exerted the last of the four politeness strategies by using his own gestural sign indicating the use of saying nothing strategy. The use of such strategy is close-related to the context of conversation being occurring, in which the speaker endeavored to offer the terms for giving the additions toward the audiences by saying

any addition, comment?. The speaker handed over the turns as he pointed the audiences by raising his eyebrow at open flies. This indicates that the addressor exerted the saying nothing strategy in which it might imply that he needed the audiences to make the additions, comments or questions towards his members of presentation group.

2.The Frequency of Politeness Strategies

It is particularly wished for presenting the findings of the second research question on the most frequency of using the politeness strategies stating that *What politeness strategy is mostly employed by the classroom discourse interactants; lecturers-learners, learners-lecturers, and learners-learners.*

By virtue of the observational processes and even the video-recording prosessions were carried outthat the five politeness strategies have been discovered on which the classroom interlocutions are contextualizing to classroom discourse. It is thought that the classroom discourse transcribed as well as recorded at particular occassions pertaining to the pedagogical processes lively being executed by the classroom discourse participants, at which it is led-in by the lecturers, in favour of reaching the pedagogical objectives. In line with the politeness strategy usages, the researcher has analyzed the overall classroom interlocutions, and he devided them into thirteen extracts of discourse. Likewise, the four poltenessstrategies have been classified into particularly-given classifications at each strategy. Thus, each extract of classroom discourse has been fulfilled by variety of politeness strategy classifications.

Thus, to answer such question is to possiblly present the overall frequecies of the five politenessstrategies, namely bald-on-record politeness strategy 53times of usage, positive politeness strategy 203times of usage, negative politeness strategy 137times of usage, off-record politeness strategy 14times of usage, and don't do the face-threatening acts/saying nothing strategy 11times of usage. Those politeness

startegies have been utilized by the overall classroom discourse participants, in favour of doing the positive and negative face wants. Besides, those politeness strategies' frequencies of usage can be converted into presentage degrees. The use of precentage to represent the politeness strategy usages, in purpose of facilitating the readers to pick up the information on the frequencies of the five politeness strategies. In short, those frequencies of usage can be shown, as in:
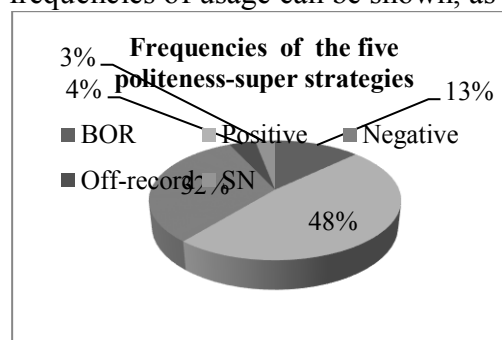

Figure 2. The Usage Frequency of the Five Politeness Strategies

Based on the descriptions of the second research focus finding that the most frequent usages of the five politeness strategies is the positive politeness strategy.

3.The Reflections of Power-Solidarity Exercises

In turn, this part of the research finding representations is to put forward the findings pertaining to the reflections of power and even the realizations of solidarity exercised by the classroom discourse participants by inviting the pragmatic politeness strategy usages contextualizing to classroom discourses; academic interlocutions.

Relative to the critical classroom discourse analysis, as the theoretical attributes to analyze the texts, interactions, and social contexts.It is a type of discourse analyical research that primarily studies any social power abuses, dominations, and social inequalities are enacted and resisted by the texts and talks in classroom. CCDA can be considered as the improvement of CDA, in favour of seeing and describing the nature of power and solidarity.

Moreover the critical social theory has dual agendas, in terms of analyzing the social discourse, that is, critiquing and resisting the dominations. The other is creating the society free of oppressions (Rogers, 2011). Thus, such theoritical thought has been taken to be utilized for power-relation data analysis for granted.

In turn, the classroom discourses consisting with various genres of communications, that is, verbal communication and non-verbal communication have been considered as the resources of power and solidarity reflections. The uses of communicative strategies under Brown & Levinson's politeness strategies might have represented the social phenomena which can elicite the availability of power-relation enactments. It is thought that wherever the communication took place the possibility of power would be there (Fairclough, 1985).

Thus, the whole type of discourse occuring at variety of settings must be taken for granted to generate power. It is pertaining to classroom interlocutions carried out by lecturers and even learners that can reflect power and solidarity through inviting the politeness strategies. As stated at above-mentioned details of the focus one and two that there are manifold communicative strategies which might be used to do politeness towards the others; bald on-record, positive politeness, negative politeness, off-record politeness, and saying nothing strategy. By virtue of those super politeness strategies have been exerted by the classroom discourse participants at various rates of life stages in learning processes, those might have been thought to exercise the power-relations.

In short, referring to the well-formulated research question, that is, *How are power-relations reflected by classroom discourse-contextualised pragmatic politeness strategies.* Thus, the findings suggested that there are several influential indicators of enacting the power and showing the solidarity. Based on the analysis,the indicators/ways of doing the powerful discursive practices are:

1). Case of FTA-oriented bald-on-record usages

The use of case of FTA-oriented bald on-record usage can be thought as an exercise of power. Theoretically, bald on record must be realized in form of bald and on-record expression needing to be maximumly-efficiet communication. That, most of the bald on record forms are represented in form of imperative sentences, and offerings. In this case, the use of bald-on record must relatively be in line with the use of directive acts, in which the directive acts might represent the act of demanding. On pricipal, the demanding expression is used to direct or get the hearers to do what speaker intended, for instances, the order must be satisfied through the successfulness of demands.

The use of bald-on-record politeness strategy can be utilized directly by proposing his own demand toward the hearer to execute what is ordered. Thus, this must be categorized as the indicator of enacting the power over other, due to its directiveness or demands. In truth, the demanding expressions might be utilized by the individual having a higher social status over the others, for instance, the relationship of lecturer and learners at particular occasion and particular context. But in this context, a lecturer has typical role at classroom as an instructor and control holder, so he has to have a give authority, in terms of classroom managements.

2). The conventional indirectness usages

The conventional indirectness is derived from the use of negative politeness strategy. One may use the sub-strategy of being conventionally indirect to save the negative face wants by using the indirect expression to do the FTAs. The form of expression being reproduced via being conventionally indirect is in form of question, affirmative, and etc. but such forms might be interpreted as request. This is concerned with what Fairclough stated upon his own idea on speech act that specch act is 'uttering as acting' related to critical language study.

Thus, it might have led its user to do the discursive practice.

3). Being pessimistic

Being pessimistic, a strategy to redress the negative face wants explicitly carried out, in favour of saving the hearer's face want. This is utilised by the speaker to communicate his own intention about the hearer. Basically, it would be done due supposing that he would have wanted to express his doubt upon something which could not be performed by the hearer. The *be pessimistic* strategy abviously might have not saved the hearer's negative wants, in case it would have not put the trust upon the hearers. Thus, it may elicit the existence of discursive practice pertaining to being powerful over the others.

4). The use of performatives and imperatives

Manifold linguistic attributes that is able to trigger the exercises of power at various genres of discourse. Relative to the use ofsuch strategies in favour of maintaining the negative face being infringed, might have encouraged to show the power. The use of performative could imply the request which lets the hearer to do what is ordered. In this sense, that of performative is modified in form of imperative (e.g. learn more! i.e. 'I asked you to learn more').

Thus, the use of performative must be taken for granted as the potential trigger for showing power supposing that the speaker has abviously performed the demanding. So, the imperatives which are produced to conveythe intentions absolutely make the discursive paractices. Similarly, it is thought that the speaker has exerted his own powerful personality to force the hearers' role.

5). The use of rhetorical question

The rethoretical question is well-compared with the question which have not to be responded. It is done through giving the rethorical question alerting the intended meaning behind the expression being produced. Basically, the rethoric has been in the same thought with the persuassive form, in which it might have enlightened or attract the addressee's intentions.

The classroom discourse carried out that the lecturer has practiced the model of speaking in rhetorical way, in which he utilized it, in favour of letting the learners conceive what is communicated beyond what is said. In such discourse, he produced the utterance seemingly appeared a question to persuade the hearer. The expression bellow can be implied as *you haven't any way to particiapte,* thus, the use of such expression can persuade the hearer to follow what the speaker suggested. In short, the use of this strategy of politeness can be thought as a practice of power, or way of showing powerful ideology.

6). The use of ironic expressions

This strategy is employed by means of saying something opposite of what is actually happened. In this case, the speaker utilized, in favour of hiding what is actually there. By virtue of study, the classroom discourse participants has been eager to practice it so that the partner of communication might have not be imposed.

Besides, the use of this strategic choice must be embedding with powerful force, in which it might have been directed by the speaker by saying something is not actually paralled with the truth. Moreover, this strategy is utilised by violating the Grice's conversational maxim, that is, maxim of quality. In short, the speaker having to have done such strategy, by means of violating the quality maxim, seemingly intented to enact his power. Based on the classroom interlocution employed that the lecturer has enlightned over the learner through his own role. Likewise, not only the availability of pragmatic markers identifying the enactments of power, but thorough passeges of classroom conversation might have figured out the realizations of power. It is simply because of the authority belonging to the lecturer as control-holder at classroom.

On the contrary, the practices of solidarity can be realized through: The ackbowledgement to H's conditions The acknowledgement to the aspects of hearer's conditions, just as physical conditions an well as the psychological conditions must

be thought to have potentially-noteworthy influences. In this case, to show the solidarity over the others, one might have indicated his own notices, attending, and sympathy to the hearer.

The lecturers could have implemented the communicative strategies in relational ways, in favour of presenting his own solidarity feeling, solidarity attitudes, and harmonic behaviors. In this case, the lecturer endeavored to show his sympathy, by means of giving greetings and asking about the learners' state of affairs or physical conditions, and prayer as well. These state of affairs can represent the proper realizations of solidarity. One of the outputs of doing harmonic behaviors is the participants of discourse can participate under the confortable atmospheres. By virtue of the solidarity practices, these can well-enlighten the learners' motivations, grow-up learners' trusts, and even increase the learners' effectiveness of learning.

2). The use of in-group identity markers

The in-group markers are understandable that the speaker may claim the common, shared, identical grounds, in favour of reaching socialco-operations. The use of in-group pragmatic markers might have boostered to practice the solidarity at classroom discourse under this scientific inquiry.These are done, in favour of claiming the same grouds, the identical orientations, and the shared aims. The use of in-group identity marker includes the use of address forms and the use of in-group code/language.

3).Giving general praises through 'Exaggerating devices'

Giving something longed for noticing by showing the general praising words can be conducted through discussing the results of learners' tasks; by saying *A great work on Grammar, you got A,* using opini words by saying *good, great, fantastic, etc.,* and the praises could be typically given when the students have done what the teacher has hoped they would (Wherry, 2005). It is thought that the use of praising word might have influencing impacts to increase the learners' motivation of learning if the general or non-targeted praises must be collaborated with the effort feedback (giving a noticing words toward learner's hard work) and ability feedback.

Thus, the classroom discourses performed by the classroom interactants inform that the use of prises towards learners' works might have been considered as making solidarity amongst the lecturer-learners' relationship. By virtue of the data under this research giving general praises must be considered as well as possible to maintain the social relations.

44). Establishing the agreement

The agreement-making has been employed by showing the shared thoughts towards the statements argued. These have been practised in forms of argumentational supports. In short, this practice of solidarity would be oriented to claim the common ground and shared opinions. As well as it would be tended to accomodating the diversities on which those will be linked up into a united idea.

CONCLUSION

This part is oriented to the concluding remarks are made with reference to the research questions well-formulated at advance, and even as the research answers, as in: the analysis of the first focus is to find the the politeness strategies which are employed in classroom discourse, that is, bald on-record politeness strategy through the two ways; case of non-minimization of the face threat and case of FTAs-oriented bald on record usages. Positive politeness strategy which is employed by some sub-strategies. Negative politeness strategy which is executed through several sub-strategies by following the particular mechanisms of doing the negative politeness. Off-record politeness has been performed through the two general ways, that is, invite conversational implicatures which comprise with particular sub-strategies of off-record politeness. And don't do the FTAs strategy has been found.

The second focus of this study is to identify the most frequent usage of the five politeness strategies. Bald on-record

politeness strategy 53 (13%) usages, positive politeness strategy 203 (48%) usages, negative politeness strategy 137 (32%) usages, off-record politeness strategy 14 (4%) usages, and the latest, saying nothing strategy (SN) 11 (3%) usages. As the result, the most frequent usages of the five politeness strategies are the postive politeness by showing the solidarity mechanisms.

In turn, the last focus is to present the reflections of power and solidarity enacted as well as practiced by the classroom discourse participants, namely the uses of FTAs-oriented bald-on-record strategy, conventional indirectness uses, being pessimistic, performative and imperative usage, the use of rhetorical question, and the use of ironic expression. As against, the realizations of solidarity are in form of the acknowledgement of H's conditions, the uses of in-group identity markers, giving the general praises, and showing the agreement.

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CATASTROPHE IN LOVE IN THOMAS HARDY'S *THE WELL-BELOVED*

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Abstrak: Di artikel ini, peneliti menganalisa Catastrophe in Love dalam novel Thomas Hardy, *the Well-Beloved*. Peneliti menggunakan teori New Criticism. Peneliti menganalisa hubungan cinta tokoh utama dengan gadis gadis dari tiga generasi sebuah keluarga, si ibu, si anak, dan si cucu. Akhirnya penulis menyimpulkan bahwa setelah berpacaran dengan gadis gadis dari tiga generasi tersebut, si tokoh utama mengkhiri kisah cintanya dengan kesedihan, dengan kata lain kehancuran dalam cinta.
Kata Kunci: *catastrophe*

Abstrak: In this article, the researcher analyzes Catastrophe in Love in Thomas Hardy's *the Well Beloved*. The researcher then uses New Criticism theory. The researcher analyzes the main character's love affair with girls of three generation of a family, the mother, the daughter, and the granddaughter. At last, the researcher draws conclusion that the main character, after having his romance with the girls of the three generations, end in sorrow, in other words he undergoes a catastrophe in love.
Key Words: *catastrophe*

INTRODUCTION

On reading literary works, we always come up with an idea that the heroes or the heroines end in happiness as those literary works mainly deal with the fight between the good and the bad which the good defeats the bad. It does not happen to Thomas Hardy's works. Most of the main characters or the protagonists in Thomas Hardy's works are the victims of the blind life force. The main characters mostly end in sorrow as the things that happen to his characters are sometimes brought about by element of unfortunate and malicious chance. "Man, in Hardy's books is the product of heredity and environment. He is the product as well as the victim of the blind life force that Hardy sees occasionally as malignant………….. We see his people against the background of the native Wessex, suffering, struggling figures in conflict with forces too strong for them" (Bakker, 1975:77).

The aforesaid very distinctive feature of Thomas Hardy's characters who end sorrowfully attract the researcher to analyze. One of Thomas Hardy's novels that is analyzed in this article is *The Well-Beloved*. *The Well-Beloved* is telling about a character which is quite impressive to the researcher. He falls in love with girls of three generation of a family. Not being able to get married to the first girl, he keeps waiting for nearly twenty years, for the daughter of the girl. Not being to get married to the daughter of his first beloved, he keeps waiting for another twenty years, for the granddaughter of the girl. Though he fails to get married to the girls, his struggle to get what he wants impresses the researcher. He was 'the wandering Jew of the love-world' (51) who eventually is regarded by the world as 'the selfish design of an elderly man on a maid' (147).

Therefore, the researcher here raises catastrophe in love as the topic of this

article. Catastrophe is then the ruins of the fortune of the hero (Little, 1966:85). Ruin here does not mean that the main character is physically destroyed but the complete failure of his effort in achieving his girls to die for.

THEORY

The researcher uses New Criticism to analyze the novel which concentrates on elements within works of literature without focusing on historical, social, and biographical influences (Robert Scholes, www.cla.purdue.edu/blackmon/critical.htm. While elements of a literary work, in this case, a prose, are plot, character, and setting (Little, 1966:82). Rather, the researcher uses plot as the analyzing element in Thomas Hardy's *The Well-Beloved*. Further, plot consists of exposition, the introduction to the characters, their relationships with one another, the physical background in which they find themselves (Little, 1966:83), conflict (two opposing forces), which may be one of man against nature, man against man, in the mind of the chief character, man against himself (Little, 1966:83), suspense, the readers' growing concern about which force will win, and how (Little, 1966:84), climax, a turning point in the whole action of a plot. It is the point at which the fatal step is taken, the essential decision is made which results in the action concluding one way or the other (Little, 1966:84), and resolution, the rounding-off of the action, the conclusion, one way or the other, of the conflict (Little, 1966:85).

RESEARCH METHOD

The researcher uses impressionistic criticism method. William Hazlitt states that impressionistic criticism "you decide from feeling, and not from reason; that is, from the impression of a number of things on the mind…though you may not be able to analyze or account for it in the several particulars" (Abrams, 1993:40). It means that the researcher is allowed to criticize the literary work subjectively, using his own feeling, regardless the available theories.

RESEARCH FINDING
Analysis

Thomas Hardy's *The Well-Beloved* consists of three parts, part one, a young man of twenty, part two, a young man of forty, and part three, a young man of sixty, each of which includes chapters, respectively. Accordingly, the researcher elaborates how the narrator depicts the main character, Jocelyn Pearson, to undergo such a failure in romance from the beginning to the end of the story. Unlike the story of love in the other novels, with the unity of elements of the plot from the beginning to the very end of the story, Thomas Hardy's *The Well-Beloved* is quite otherwise. Each part seems to be a Jocelyn Pierston's new love story. Each part includes his failure of getting his beloved girl. Part one, the first girl, the researcher may say, Avice 1, the girl of his age, part two, Avice 2, the girl of twenty years younger than he, the daughter of Avice 1, part three, the girl of forty years younger than he, the daughter of Avice 2 as well as the granddaughter of Avice 1. As the researcher focuses only on Jocelyn Pearson's love, which dominates the story and when the researcher considers that each part includes the whole elements of the plot of the affair with Avice 1 in part one, with Avice 2 in part two, with Avice 3 in part three, the researcher, therefore, gathers each element of the plot in part one, two, and three under one analysis. Such uniqueness of plot is the only ground the researcher raises for analysis in this article.

Analysis
Catastrophe in Love in Thomas Hardy's *The Well-Beloved*

As mentioned above that the researcher analyzes the novel from the plot, the researcher, therefore, elaborates the elements of plot one by one. For each element of the plot, the researcher divides into three parts; A Young Man of twenty, A Young Man of forty, and A Young Man of sixty. Since the analyzed problems are about love, the elaborated elements of the plot focus on Jocelyn Pierston's love affair, consequently.

Exposition

As it is said above that exposition is the introduction to the characters, their relationships with one another, the physical background in which they find themselves. The narrator elaborates it in different way as long as the beloved girls the main character, Jocelyn Pierston, confronts are in different situation.

A Young Man of twenty

The narrator opens the first chapter with the reunion of Jocelyn Pierston with his old fellow islander, Avice 1, after about five years of separation, which seems to the reader that they are lovers. They are. The future will tell us.

> 'Why, 'tis dear Joce!' she burst out joyfully. And running up to the young man she kissed him (8).

It strengthens the reader's opinion that they are true lovers as Jocelyn kisses her in return.

> …….there was some constraint in the manner in which he returned her kiss, and said 'My pretty little Avice, how do you do after so long?' (8).

The following Avice's 1 sentence confirms that they do what lovers always do:

> 'I—I didn't think about how I was altered!' said the conscience-stricken girl. I used to kiss him, and he used to kiss me before he went away (9).

A Young Man of Forty

The narrator opens the chapter with another romance of Jocelyn Pierston. In his age of forty, Jocelyn Pierston's love feeling grows up anew with the daughter of Avice 1, Avice 2. He was made acquainted not deliberately with Avice2 when he takes a glimpse of her on his visit to Avice's 1 grave. He pays a romantic attention to her.

> He had no opportunity for a further study of her by distant observation, and hit upon a pretext for bringing her face to face with him (68).

Jocelyn Pierston feels that his first affection comes anew on seeing Avice 2. His Well-Beloved reappears in front of him.

> However, the Well-Beloved was alive again; had been lost and was found. He was amazed at the change of front in himself. She had worn the guise of strange women; she had been a woman of every class, from the dignified daughter of some ecclesiastic or peer to a Nubian almeh (71).

A Young Man of Sixty

Likewise, the narrator opens the chapter with another romance of Jocelyn Pierston. In his very late age, he falls in love with the daughter of Avice 2, the granddaughter of Avice 1, Avice 3.

> He now felt that his old trouble, his doom—his curse, indeed, he had sometimes called it—was come back again (114) ….that the three Avices were interpenetrated with her essence (115).

Jocelyn Pierston is quite a tough man. In his age of sixty, unmarried, he encourages himself to get close to the very young girl, years younger of his age, for affection.

> I hope to make the acquaintance— of your daughter,' he said in leaving, knowing that he might have added with predestinate truth, 'of my new tenderly-beloved (115).

In his thought, the too young girl he confronts now is supposed to be his loving-heart who has existed since he was a young man of twenty. She only moves from place to place.

> He was subject to gigantic fantasies still. In spite of himself, the sight of the new moon, as representing one who, by her so-called inconstancy, acted up to his own idea of a migratory Well-beloved…. (116).

Thus, a man who has been romantically involved with a girl but fails to get her feels the same way to the daughter of his lover, feels the same way to the granddaughter of his lover.

The three Avices, the second something like the first, the third a glorification of the first, at all events externally, were the outcome of the immemorial island customs of intermarriage and of prenuptial union, under which conditions the type of feature was almost uniform from parent to child through generations…………. (118).

Conflict

A Young Man of Twenty

As it is said above that conflict is two opposing forces, which may be one of man against nature, man against man, in the mind of the chief character, man against himself. In the case of Jocelyn Pierston as the man character, man against man, in this case against his beloved girls.

Jocelyn Pierston confronts a difficulty in continuing a love affair with Avice 1, as her mother is not convinced of his being faithful in Avice 1. He is supposed to get romantically involved with many girls. He is a wealthy man, instead.

'Well, it can't be helped now. You must be careful in the future. He's got lots of young women, I'll warrant, and has few thoughts left for you. He's what they call a sculptor, and he means to be a great genius in that line someday, they do say' (9).

On her mother's utterances, Avice 1 hesitates. She has been in love with him, too. She is quite upset of abandoning him. She is afraid he will remain indignant.

'oh, what shall I do!' she was saying bitterly. 'So bold as it was—so shameless! How could I think of such a thing! He will never forgive me a forward hussy, and yet—and yet I quite forgot how much I had grown. But that he'll ever believe!' (9-10).

A Young Man of Forty

On meeting Avice 2, Jocelyn Pierston's memory is brought back to the years when he had a romantic affair with the mother of Avice 2, Avice 1. Jocelyn Piesrton is, in Avice's 2 thought, to blame

because he was beating about the bush in the romantic involvement with her mother. He didn't come to the point. He was round the corner (129), instead. Her mother felt quite upset for this.

Avice fell into thought, and continued, 'Mother had a very sad life for some time when she was about as old as I. I should not like mine to be as hers. Her young man proved false to her because she wouldn't agree to meet him one night, and it grieved mother almost all her life. I wouldn't ha' fretted about him, if I'd been she. She would never name his name, but I know he was a wicked, cruel man; and I hate to think of him' (75).

Knowing that Jocelyn Pierston is waiting for her on her usual road by which she passes every day, she withdraws. She takes another road. Jocelyn Pierston misses her.

One evening, when she had left her cottage and tripped off in the direction of the under-hill townlet, he set out by the same route, resolved to await her return along the high roadway which stretched between that place and East Quarriers (77).

A Young Man of Sixty

Jocelyn Pierston's affection towards Avice 3 is blooming. He is aware that he is years older than she. He is quite conscious that in the case of age, it is supposed to be unequal marriage. However, he has things to be proud of. He has a social standing in the island. He inherits much property from his father, through which, he promises a very happy life in the future even though he is dead. He proposes her for marriage.

'It might have been as far as feelings were concerned….. Now, Avice, I'll to the point at once. Virtually I have known your daughter any number of years. When I talk to her I can anticipate every turn of her thought, every sentiment, every act, so long did I

study those things in your mother and in you. Therefore I do not require to learn her; she was learnt by me in her previous existences. Now, don't be shocked: I am willing to marry her—I should be overjoyed to it, if there would be nothing preposterous about it or that would seem like a man making himself too much of a fool and so degrading her in consenting. I can make her comparatively rich, as you know, and I would indulge her every whim. There is the idea, bluntly put. It would set right something in my mind that has been wrong for forty years. After my death she would have plenty of freedom and plenty of means to enjoy it' (119).

Jocelyn Pierston feels that abandoning Avice 1 is terrible thing he has ever done in his life. He feels the same terrible thing in dealing a love affair with Avice 3. He is afraid of being dumped by her.

'When I went away from the first Avice,' he continued with whimsical misery,' I had a presentiment that I should ache for it some day. And I am aching—have ached ever since this jade of an ideal learnt the unconscionable trick of inhabiting one image only' (124).

Suspense

As mentioned above that suspense is the readers' growing concern about which force will win, and how.

A Young Man of Twenty

The feeling of Jocelyn Pierston's affection towards Avice 1 turns out to be a question. He regards her merely as a friend, just some girl, a girl who has no special place in his heart.

….his affection for her was rather that of a friend than of a lover, and he felt by no means sure that the migratory, elusive idealization he called his love, who, ever since his boyhood, had flitted from human shell to human shell an indefinite number of times, was going to take

up her abode in the body of Avice Caro (10).

However, Jocelyn Pierston encourages himself to advance a proposal of marriage to Avice 1 with a hesitating answer from her.

"Will you have me as your husband?"

'ah!—mother says I am only one of many!' (11).

A Young Man of Forty

The reader is curious of what happens next after Jocelyn beholds the Well-Beloved's involvement in a private confab with an army dressed man. 'Then he decided that she had a soldier-lover' (81). Being aware that he has many things to make ends meet, that has a good reputation more than Avice 2 does, he ignores the romantic involvement between Avice 2 and the soldier. Therefore, he never gives up getting her. He plans to propose her for marriage the following day.

'I would—tomorrow. Why shouldn't I? What are fame and name and society to me—a descendant of wreckers and smugglers, like her. Besides, I know what she's made of, my boy, to her innermost fibre; I know the perfect and pure quarry she was dug from: and that gives a man confidence (82).

A Young Man of Sixty

Avice 2, the mother of Avice 3, seems to accept Jocelyn Pierston's proposal of marriage to her daughter on consideration that he is a man of good social standing, a man of property. In such an event, the reader's concern grows up whether or not Avice 3 agrees to marry him even though her mother has given her a consent recollecting that he has failed to marry the previous two Avices, Avice 1 and Avice 2.

She felt perfectly sure that it was the best thing she could for her girl. Not a young woman on the island but was envying Avice at that moment; for Jocelyn was absurdly young for three score, a good-

looking man, one whose history was generally known here; as also were the exact figures of the fortune he had inherited from his father, and the social standing he could claim— a standing, however, which that fortune would not have been large enough to procure unassisted by his reputation in his art (138).

Climax

As mentioned above that climax is a turning point in the whole action of a plot. It is the point at which the fatal step is taken, the essential decision is made which results in the action concluding one way or the other.

A Young Man of Twenty

Avice's 1 hesitation in accepting Jocelyn's proposal of marriage becomes clear as she cancels her appointment to meet Jocelyn Pierston. She observes it through a letter.

My dearest—I shall be sorry if I grieve you at all in what I am going to say about our arrangement to meet tonight in the Sandsfoot ruin. But I have fancied that my seeing you again and again lately is inclining your father to insist, and you as his heir to feel, that we ought to carry out island custom in our courting—your people being such old inhabitants in unbroken line. Truth to say, mother supposes that your father, for natural reasons, may have hinted to you that we ought. Now, the thing is contrary to my feelings; it is nearly left off and I do not think it good, even where there is property, as in your case, to justify it, in a measure. I would rather trust in providence (17).

A Young Man of Forty

Jocelyn Pierston is stick to his commitment. Regardless of Avice's 2 love affair with the soldier, he encourages himself to propose her for marriage.

'My darling, sweet little Avice! I want to ask you something—surely you guess what? I want to know this: will you be married to me, and

live here with me always and ever? (97).

A Young Man of Sixty

Avice 3, who seems to follow her mother's wish to marry Jocelyn Pierston, out of the blue, makes up her mind to marry another person, her previous lover, the true one. It has been observed in a letter which is forwarded to her mother.

Tell Mr Pierston it was not premeditated, but the result of an accident. I am sincerely sorry to have treated him with what he will think unfairness, but though I did not love him I meant to obey you and marry him. But God sent this necessity of my having to give shelter to y Love, to prevent, I think, my doing what I am now convinced would have been wrong (142).

Resolution

As mentioned above resolution is the rounding-off of the action, the conclusion, one way or the other, of the conflict.

A Young Man of Twenty

The end of Jocelyn Pierston's love affair with Avice 1 seems to have a sorrowful ending. He learns a trustworthy intelligence that Avice 1 has got married to somebody else, her cousin.

There came a time when he learnt, through a trustworthy channel, two pieces of news affecting himself. One was the marriage of Avice Caro with her cousin…. (37).

A Young Man of Forty

The end of Jocelyn Pierston's love affair with Avice 2 seems to have a sorrowful ending. Avice 2 turns out to have got married to another man secretly.

I mean he courted me, and led me on to island custom, and then I went to chapel one morning and married him in secret (98).

A Young Man of Sixty

The end of Jocelyn Pierston's love affair with Avice 3 seems to have the most sorrowful ending since he no longer intends to get married to somebody from the beauty point of view. He gives it up. Rather, it is a

truly total catastrophe in love, in pursuing beautiful girl.

His life seemed no longer a professional man's experience, but a ghost story; and he would fain have vanished from his haunts on this critical afternoon, as the rest had done. He desired to sleep away his tendencies, to make something happen which would put an end to his bondage to beauty in the ideal (147).

CONCLUSION

We know from the above explanation that the narrator tells the story not like the story in common which has the unity of plot from the beginning to end in that in the case of Jocelyn Pierston's love affair, the narrator depicts him as undergoing three eras of love affair. Each of which has the elements of plot as well as contains the catastrophe of his affection. Likewise, the narrator tells the story quite uniquely. At the first era, namely, at the age of twenty, Jocelyn Pierston is romantically involved with Avice Caro, at the second era, namely, at the age of forty, he falls in love with the daughter of Avice Caro, and at the third era, namely, at the age of sixty, he falls in love with the granddaughter of Avice Caro. Again, all of his romance with the trio Avices end in sorrow, in other words he undergoes a catastrophe in love.

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USING PICTURE SERIES COMBINED WITH STORY TELLING TECHNIQUE IN TEACHING SPEAKING AT SENIOR HIGH SCHOOL STUDENTS

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Abstrak: Berdasarkan hasil dari studi awal, ditemukan bahwa kemampuan berbicara siswa rendah. Penulis kemudian menggunakan gambar berseri yang dikombinasikan dengan teknik bercerita untuk menyelesaikan masalah siswa dalam berbicara. Artikel ini adalah sebuah Penelitian Tindakan Kelas (PTK) yang dilaksanakan pada kelas XI-IPA di MAN Genukwatu Ngoro Jombang. Tujuan penelitiannya adalah untuk mengetahui bagaimana penggunaan gambar berseri bisa meningkatkan kemampuan berbicara siswa. Kemampuan berbicara siswa bisa meningkat setelah menggunakan gambar berseri yang dikombinasikan dengan teknik gambar berseri Sejurus dengan itu, penggunaan gambar berseri juga memberikan dampak positif terhadap keaktifan siswa dalam proses belajar mengajar.
Kata Kunci: *Gambar Berseri, Teknik Bercerita, Kemampuan Berbicara*

Abstract: Based on the result of the preliminary study, it was found that the speaking ability of the students were low. The writer then used Picture Series combined with Story-Telling technique to overcome the students' problem in speaking. This article is a report of a classroom action research conducted to the second year students of science department at *MAN Genukwatu* Ngoro Jombang. The purpose of this study was to know how can using picture series improve the speaking ability of the students. The students' speaking ability could improve after using Picture Series combined with Story-Telling technique. In line with that, the use of picture series also gives positive impact toward the students' participation in the teaching learning process.
Key Words: *Picture Series, Story Telling Technique, Speaking Ability*

INTRODUCTION

As stated in the Content Standard (Depdiknas, 2006) the teaching of English at Senior High School (SMA/MA) has the goals as follows: 1) to develop the students' oral and written communicative competence to reach the level of informational literacy, 2) to make the students have awareness toward the nature and importance of English to improve the nation's competitiveness in the global world, and 3) to improve the students' understanding about the relation between language and culture, in other words, the goal of teaching English is to enable the students to possess the ability of speaking, listening, reading, and writing.

According to the Standard of Competence for the speaking skill for senior high school at the first semester of the second year, students are expected to be able to express meaningful ideas for both simple transactional and interpersonal communication, and express meaningful ideas in short functional text and essay in *narrative, report and analytical exposition* to interact with people in their nearest environment. In addition, according to Basic Competence, students are expected to be able to express meaningful ideas in short functional text using oral language varieties accurately, fluently, and in an acceptable way in daily life context.

Speaking, as one of the language skills, should be developed because it facilitates students to communicate in English. Besides, many language learners

consider speaking ability as the measure of knowing a language. According to Malley and Pierce (1996) speaking seems to be an important skill that a learner should acquire. They add that speaking skill is very important to enable students to communicate effectively through oral language, because the inability of the students to speak may result in the inability to express their ideas even in a simple form of conversation. Similarly, Lawtie (2004:1), states that speaking is fundamental to human's communication; therefore speaking skill should be taught and practiced in the language classroom.

In line with that, Richards and Renandya (2002), Huda (1999:72) states that the oral communication is an important skill required for English language teachers. But it is the most difficult skill to develop further; he states that the environment in Indonesia provides less support for learners because English as foreign language is not spoken in the community. In this case, learners need to identify and use their own learning strategies to develop the speaking skill.

Eventhough the students have learned English for more than three years at Junior High School and Elementary School, most of them still cannot communicate in English. It often occurs in the English classes that students are able to complete a dialogue in the written form but they find it difficult to answer or respond orally. The situation is not in line with the fact that speaking skill is very essential in mastering the foreign language. According to Brown (2001:273), an important thing of the students' speech in the classroom is the students' response. Harmer (2001), states that a learner will be considered to master the target language when he can utilize it in speaking.

Based on the preliminary study carried out at Madrasah Aliyah Negeri (MAN) Genukwatu at the Science Program on January 2016 showed that the students' ability in speaking test was still low. The score of the Science Program was Poor which regarded as insufficient because it did not yet complete the minimum adequacy criteria or *Kriteria Ketuntasan Minimal* (KKM): 80 for speaking skill. The writer found many problems related to the teaching of speaking. Most of the students were not motivated in speaking. Meanwhile, the teacher was not good at using media to facilitate them to speak, and the teaching was monotonous. In other cases, some of students wanted to express their ideas and feelings about the materials, but they did not know how. This was due to their limited vocabulary. Some of them knew how to construct sentences but they were shy to speak. They were ashamed and afraid of making mistakes. The writer believed that those problems make the students' speaking ability low.

In accordance to the test scores, it can be seen that speaking is difficult for students. It indicates that the teaching of speaking needs improvement.

There are several ways to improve the speaking ability of the students. One of them is using pictures series as proposed by Wright (2004:128). She proposes the most useful contribution a picture can make. It contributes to the students' understanding, in which they may grasp information and meaning from it. Furthermore, she suggests that pictures can be used in activities that refer little more than mechanical practice in the use of the language or may be used in communicative activities in their own language.

Wright (2004:129) also identifies some benefits of using pictures in teaching. First, pictures can motivate students to speak or write. Second, pictures can create a context within which the students' response will have meaning. Third, they can provide the students with information to use in controlled practice work. Pictures can show objects, actions, events, and relationship can cue answers to questions, substitutions, and sentence completion. Fourth, pictures can sponsor, stimulate, and possibly guide spoken and written description, narrations or dialogue. Fifth, they can offer information for free writing and speaking. "Free" in the sense of the

teacher offering no language guidance or restriction.

Meanwhile, GU Jianxin (1998) also identifies a number of benefits of teaching speaking by using pictures. First, they promote cooperative learning. Second, they increase opportunities to develop spontaneous interactive language skill. Third, they strengthen awareness as independent language learners. Finally, they strengthen the ability to disintegrate details.

This study aims to improve the speaking ability of the students by using picture series combined with story telling strategy to eleventh graders of science program at *MAN Genukwatu* Ngoro Jombang.

METHOD

The design of this study is collaborative classroom action research (CAR). According to Latief (2008:22) classroom action research is a means to develop the teachers' technique in teaching and to improve the students' achievement.

The design of classroom action research will be used in this study is a cyclical process adapted from Kemmis and Mc Taggart (1992:5) which consists of four steps: (1) planning of action (2) implementing of action, (3) observing of action, and (4) reflecting of action.

The subjects of the research are the students of the second year of Science Program which consists of 28 students: 25 female students and 3 male students based on two considerations. First, the class is selected because the problem of speaking are found in this class. Second, the writer is the English teacher in that class.

The instruments that will be applied in this study are observation checklist, field notes, and test to obtain the information during the teaching learning activities using pictures series. All of the instruments are designed to determine whether or not one cycle of the actions meets the criteria of success.

RESULT
Cycle 1

Cycle 1 was carried out on the first and the second weeks of February 2016. It was conducted in three meetings with the time location 2 x 45 minutes for each meeting. The first meeting was used for modeling the use of picture series using story telling strategy, the second meeting was used for implementing the use of picture series trough story telling strategy in speaking class, while the third meeting was used for administering the speaking performances of the students to measure the speaking ability of the students.

The writer also employed observation checklists and field notes as the instruments to evaluate the students' participation during the teaching and learning process. The scoring guide was employed as the instrument to measure the students' achievement. It was used to assess the students' performances of the speaking ability.

The result of the analysis students' score in Cycle 1 showed that a significant improvement of the students' speaking ability in preliminary study to the students' speaking ability in Cycle 1. In preliminary study, only two students (7.1%) among 28 students got GOOD qualification. Meanwhile, in Cycle 1 there were 15 students (68.18%) among 28 students got GOOD qualification. It means that there was 61.08 points improvement from preliminary study to Cycle 1.

Based on the criteria of success there should be 80% out of 28 students who achieved GOOD qualification in speaking. Since there were only 15 students (68.18%) out of 28 students who got GOOD qualification, it was still below the stated criteria of success. Therefore, the writer decided to continue the next session.

Based on the observation checklists for those three meetings, it can be inferred that there was good improvement on the students' involvement in each meeting. In meeting 1, 6 students (21.43%) of the students were actively involved in the teaching and learning process, whereas in

meeting 2, it was 10 students (35.71%) of the students. It means that the improvement of the students' involvement from meeting 1 to meeting 2 was 14.28%. meanwhile, in meeting 3, 14 students (50%) of the students were actively involved. It indicated that the improvement from meeting 2 to meeting 3 was 14.29%. So, the improvement from meeting 1 to meeting 3 was 28.57%.

Based on the previous explanation it could be concluded that the students' involvement of learning activity as the implementation of the picture series was good enough.

Cycle 2

Cycle 2 was carried out on the third week of February 2016. It was conducted in two meetings with the time location 2 x 45 minutes for each meeting. The first meeting was used for implementing the use of picture series trough story telling strategy in speaking class, while the second meeting was used for administering the speaking performances of the students to measure the speaking ability of the students.

Same as in Cycle 1, the writer employed observation checklists and field notes as the instruments to evaluate the students' participation during the teaching and learning process. The scoring guide was employed as the instrument to measure the students' achievement. It was used to assess the students' performances of the speaking ability.

Based on the result of the students' speaking performance in Cycle 2, there was better improvement of the students' achievement. In preliminary study, there were only 2 students (7.1%) out of 28 students who got GOOD qualification in telling a story by using picture series. While in Cycle 2, there were 23 students (82.14%) out of 28 students who got GOOD qualification in telling a story by using picture series. It means that there was 75.04 points improvement from preliminary study to Cycle 2.

In summary, the use of picture series really helped the students' speaking ability and increased the students' motivation in

the teaching and learning process. Therefore, because the obtained data indicated that the result of the action had met the criteria of success, the research terminated.

Based on the observation checklists for those two meetings, it can be inferred that there was good improvement on the students' involvement in each meeting. In meeting 1, 20 students (71.43%) of the students were actively involved in the teaching and learning process, whereas in meeting 2, it was 24 students (85.71%) of the students were actively involved in the teaching and learning process. It means that the improvement of the students' involvement from meeting 1 to meeting 2 was 14.28%.

Meanwhile, based on the data from the field notes, it can be reported that that the use of picture series were appropriate with the condition of the classroom. The students seemed interested in the strategy used since the strategy challenge them to work cooperatively. The teacher could explore the students' prior knowledge relating with the text by asking more questions related to the material at the beginning of the process. The teacher aslo could motivate the students to be active in the teaching and learning process.

DISCUSSION

The implementation of the story telling strategy using picture series gives the students fun activities, especially media (picture series) help them reduce reluctant to speak. Using picture series enhanced not only the students' speaking ability but also their involvement in the teaching learning process and their motivation in learning English. It was a wonderful technique that can lead the children to discover the joy in learning. Vale and Feunteun (1995:7) state that story telling is a technique or an approach in teaching language. It demonstrate the value of practical tasks as social, motivational, and language teaching tools in the learning situation. It also makes students learn language enjoyable. Through this strategy, students with their various

language abilities find a non threatening medium to participate. Besides, Brumfit and Johnson (1979 in Mixon and Temu, 2006:14) explain that telling stories in class is natural way to learn a new language. There are no comparisons of an intellectual nature but only a desire to participate in an individual or group story telling session.

Meanwhile, the use of picture series as media is also effective in improving the students' speaking ability. The picture series can activate students' motivation. This is in line with Wright statements (1989) which say that picture can motivate students to pay attention to the learning process and contribute to the context in which the language is being used.

The finding of this study has proven that picture series through story telling strategy can improve the students' speaking ability. It can be seen from the improvement of the students' performances. In the starting point (preliminary study) there were 2 students (7.1%) out of 28 students got GOOD qualification in speaking test. After the implementation of the story telling strategy using picture series, it became 15 students (68.18%) out of 28 students already achieved GOOD qualification in the speaking test. However, the result didn't meet the criteria of success yet. Finally, after conducting Cycle 2, the students' performances had met the criteria of success with 23 students (82.14%) out of 28 students achieved GOOD qualification in the speaking test. The use of picture series also brought positive effects to the students' attitude during the teaching and learning process. They were excited and happy to have picture series. Picture series attract them to pay attention to teaching learning process.

In regard to the use of picture series, they really help both the teacher and the students. They facilitated students' learning activity that made the activity more interesting. It can be seen that the students enjoyed some activities and they were motivated to be involved in the activities during the use of the picture series. Besides, a number of students said that the picture

series which were used were very interesting. These media increased the students' self confidence so that the media seemed to facilitate them to speak. Picture series can help children to tell a simple story without feeling pressured. Since story telling is about bringing stories to life and pictures provide a great way to do that. Pictures by their very nature do things that are not humanly possible. In this case, using picture series in telling something like story can help the tellers to say or do what actually they could not say or do. Indirectly, the teller can hide behind the picture series, in other words freeing up them from what they said.

In addition, Wendelin (1991 in Faris, 1993:130 – 131) assert that engaging students in story telling activities develops their communication skills and encourages shared learning experiences.

Regarding the story telling activities, it is important to consider the students' activities in group work. Through group working, the students can share their ideas and opinion to get comment and feedback from their peer in the group. Besides, group working creates learning community among the students in which they could work together and help one another. According to Ur (1996:121) the use of group work can increase the amount of learner talk and lower the inhibitions of learner who unwillingly to speak in front of the whole class. In line with this, using picture series has proven to improve the students' speaking ability individually in front of the classroom since they have been trained when they are working in groups. It can also lessen the students reluctant in sharing the ideas and speaking terms of telling the story.

CONCLUSION AND SUGGESTION

Referring to the research findings and discussions stated in the previous chapters, it can be concluded that the use of picture series combined with story telling strategy can improve the students' speaking ability mainly in narrative texts. It is proven that the students' speaking ability and their

participation during the implementation of story telling strategy by using picture series gradually improved.

Dealing with the students' speaking ability in telling narrative stories, the use of picture series can help them to speak. The improvement can be seen from the number of students who got achieved GOOD qualification. The number of students who achieved GOOD qualification showed a great improvement; in preliminary study was 2 students (7.1%) out of 28 students, became 15 students (68.18%) out of 28 students in Cycle 1 and 23 students (82.14%) out of 28 students in Cycle 2. It means that it has met the criteria of success of this study whereas the criteria of success of this study was 80% of students get GOOD qualification in their speaking performances.

In line with that, the use of picture series also gives positive impact toward the students' participation in the teaching learning process. It is proven from the result of the research which shows that the students' participation increased during the implementation of the use of picture series using story telling strategy. There were 50% students' active participation in Cycle 1 during the teaching and learning process using picture series. The students' participation was increased to 85.71% in Cycle 2.

The implementation of the use of picture series in improving the students' speaking ability can be done successfully when it pursues several procedures. Those are 1) deciding on the teaching material by looking at the curriculum or syllabus, 2) dividing the students into groups. Each group consisted of four students, 3) giving explanation about the narrative form in order that the students knew the construction of narrative form, 4) Explaining the past tense form, 5) giving modeling to tell the story using picture series in front of class, 6) distributing the picture series and then the students would see the story that they would tell in front of the class, 7) giving vocabulary to the students related to the story, 8) asking the

students to discuss the story in their groups, 9) asking students to tell the story using pictures individually in front of the class, 10) asking the students to give some questions to the story told by their friends, 11) giving correction the students spelling and pronunciation. In this activity, the teacher spell some miss spelling words and it was followed by all students in order that the students knew the correct one.

The writer suggests the other teachers to employ picture series as an alternative media in teaching their students. Before using picture series in their classroom, the teachers should have good preparation on the material and strategy. Furthermore, the teachers should deliver the procedure of using picture series clearly and make sure that the students understand the instructions given in every stage of the procedures. The teachers have to dig up their own creativity to make such good media. The important thing of teaching learning process is that the teachers have to involve their students in learning activities and motivate them to do their best frequently. Giving external motivation is immensely required because it will support the students' internal motivation. The teachers' role and employment of appropriate technique, material and media are the external factors which can motivate students to learn English joyfully.

It is also suggested for the principal to provide facilities to improve the teachers' teaching quality by making a policy or cooperating with some experts to hold an in service training about teaching methods and media for the teachers. Further, the school principal can supply various kinds of English story books with local and foreign contents in the library to enrich the students' reading account. In addition, having the event such as story telling competition is worthwhile to elevate the students' interest and motivation in learning English.

Finally, it is also recommended to the further researchers, particularly those who are interested in using picture series and have similar background of students'

and classroom's problem to utilize the outcome of the study as relevant reference for their researches.

With regards to the suggestion above, hopefully the educational practitioners will be able to maximize the of picture series in improving the students' speaking ability.

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BROADCASTING: AN ALTERNATIVE TO SUPPORT SPEAKING SKILL ACHIEVEMENTS

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Abtrak: Penelitian ini bertujuan untuk mengetahui implementasi tehnik *broadcasting* terhadap kemampuan berbiacra mahasiswa. Penelitian di dasarkan pada masalah rendahnya nilai bahasa inggris mahasiswa pada *skill* berbicara yang di sebabkan oleh rendahnya motivasi, keterbatasan penuasaan kosa kata, maka penelitian mengunakan pendekatan pendidikan berbasis proyek sebagai usaha untuk mengatasi masalah yang di hadapi oleh mahasiswa bahasa inggris angkatan 2014. Penelitian ini dilakukan dalam 2 tahapan, mahasiswa diberi sebuah proyek untuk membuat video *broadcasting* dalam kelompok kecil yang terdiri dari 3 (tiga) mahasiswa. Penelitian ini menggunakan teori Kemmis dan McTaggart (2000) dan Tennoe, Henssonow, Surhone (2010) untuk menjawab pertanyaan bagaimana pelaksanaan pembelajaran berbasis proyek dengan tehnik *broadcasting* dapat meningkatkan kemampuan berbicara mahasiswa secara signifikan. Hasil pada siklus 1 menunjukan bahwa nilai mahasiswa tidak terlalu berkembang sesuai denga nskor yang di harapkan berdasarkan kriteria kesuksesan.Berdasarkan hal tersebut, maka penelitian di lanjutkan pada siklus kedua, dan pada tahapan ini mahasiswa menunjukan perubahan yang signifikan. Pada tahapan tersebut, ada sebanyak 82% mahasiswa yang mendapatkan nilai sesuai dengan kreteria kesuksesandan 18% mahasiswa mendapatkan nilai 78. Dengan kata lain, implemenasit ehnik broadcasting dengan sangat signifikan meningkatkan kemampuan belajar mahasiswa.
**Kata Kunci*:* *Broadcasting, Project Based Learning, speaking skill*

Abstract: This present research is aimed to know the implementation of broadcasting technique towards students speaking skill achievements. Due to the low English speaking score, less motivation and limited English vocabulary acquire, this research is conducted by employing a project based learning method to overcome those problem faced by the students of 2014. The students are given a project to make a video broadcasting in which they are divided into some small group which consists of three students; this research is conducted in two cycles.The theory of Kemmis and McTaggart (2000) is employed to reveal the question of how the implementation of project based learning with broadcasting can significantly improve students speaking skill achievements. In addition, the result of cycle one show the students score is not significantly achieve the expected score based on the criteria of success standard. Further, this research is conducted to the following cycle, in this cycle 2 students showed the change. There are 82% students who attain the minimal score of criteria of success and 18% students who reach the bottom score of 78 point. As the result, the implementation of broadcasting technique is significantly improving students speaking achievement.
Key Words: *Broadcasting, Project Based Learning, speaking skill*

INTRODUCTION

As the current need to face changing and digital era, the English mastery is a must for mobile person. In many fields, profession and event education setting require the mastery of international language, in which English becomes one of them. Determining ones mastering English can be easily measured from the language choice (diction), fluency in speaking and critically delivered opinion. In fact, those aspects are detected well in oral presentation instead of mediated one. Today, worlds agreed that in seeking job, enrolling further study or even simply proposing a scholarship, the candidate or nomineeare required to have a TOEFL certificate or other document that approved the English mastery. The minimal score or limit of TOEFL is 500 or 5.0 for IELTS test. By considering the current issue, students of STKIP PGRI Jombang are also required to do so, thus, one of the parameter or material in the test is English speaking skill mastery. Since then, the institution past the policy that speaking is given to the student started from IC speaking to Speaking 3 (argumentative speaking).

The phenomena arose among the student in learning process is that most of students score is on demand and/or below standards. On the basis of the observation, the low score caused by some factors; students' low motivation which is affected from the limited vocabulary mastery, inaccuracy of pronunciation that lead different meaning. Further, the monotonous learning process; teacher are not effectively and creatively delivered the material then make student to feel bored quickly. In addition, the employment of out of date learning media and learning technique is the last factor that makes students score is poor.

Come from the phenomena above, this present research is conducted to STKIP PGRI Jombang students who take speaking 3 class. Virtually, this current research come to reveal the implementation of project based learning with broadcasting technique as alternative to support students

speaking skill especially in speaking 3 (argumentative speaking)

I. Theory

This present research conducted with two major theoretical based; project based learning (one of the best practice learning approach) and broadcasting. Further, they are elaborated well afterwards;

Project Based Learning

Best practice is introduced by the expert in early of 2000'; this new learning approach comes with various techniques which required teacher creativity and student involvement. There are many types of best practice include problem based learning, project based learning, cooperative learning and contextual teaching learning. Project based learning approach deals with a learning process in which involve student to be engage in a certain project as a learning media. This approach also known as one of the learning strategy to encourage student creativity and critical thinking, engaging them in problem solving, interact in team work is trough project-based learning (PBL) (Thomas, 1999; Esche, 2002; The George Lucas Educational Foundation, 2005; Turgut, 2008).

Basically, Project based learning performed by following some steps; questioning, planning, scheduling, monitoring, assessing and the last is evaluating. The steps are held in sequent and hierarchically.
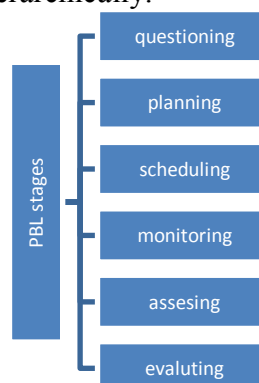

Figure 2.1 The Stages of BPL

The application of the project based learning deals with this present research is throughout six stages. The first step is questioning, it deals with the process of

determining the materials, steps and needs during the project. The group might accomplish the success due to well managed preparation. Planning is the second step of this project; deals with measuring the time scheduling, the job descriptions, and the news materials or reportage. Scheduling is the third step of this present research; in this stage the students arrange the schedule to finish the project in time. In fact, students are given time about 3 weeks to finish the project.

In line with the main goal of this approach, this present research also required students' creativity and involvement. It means that the teachers only need to monitor and assess the students' achievement during the project.At last, this research is ended with evaluation; it done by the teacher to measure whether the project is accomplished well based on the plan and schedule.

Broadcasting

Transmitting or delivering information worldwide massively is also known as broadcasting. It, then, defines as a process to communicate or spread particular information (Henneke: 2003). In term of broadcasting information, there are some modes; News anchor, TV reporter, host, and many others.In fact, those professions deal with public speaking skill that must be owned.

In spite the public speaking skill, the reportage also must have some other skills; Knowledge base, Ability to process new information, Ethical compass, Command of the language, Interviewing finesse, Mastery of multitasking, Appreciation of all roles, Accurate sense of timing. In line with those criterion, the application of this technique in this present research is also lead students to have the skill event in a small percentage since it become the very first experience for them.

METHOD

The implementation of broadcasting technique is aimed to support students speaking achievements. This means that the method do discover the research question is by blending the design of action research (Kemmis&McTaggart:2000) and project based learning. As known that the classroom action research is executed by doing some basic stepsthat initiated with preliminary study to figure the problem faced by the students out. Above all, the very early stage, the researchers measure the students' competence by interviewing them randomly and followed by the steps are; planning, implementing, observing and reflecting. Further, in stage one, planning, the researcher prepared the lesson plan based on the syllabus and also prepared the instrument of the research. In implementing the technique of broadcasting, the researcher do some steps due to the project based learning also have its own stages as followed; questioning, planning, scheduling, monitoring, assessing and the last is evaluating. The next stages is observing, in this stage the researcher do monitoring and assessing process to the students. Those stages are ended with the reflection (evaluating) to determine the student's achievements and decide whether the research is continued or followed by cycle 2. This can be done after the researcher know the students result or score in cycle one.

FINDING

The result of cycle 1

This present research is conducted in two cycles; the first cycle is conducted within two meetings at 23[rd]Mei 2016 and30[th]Mei 2016 which is preceded by observation and material at 9th and 16th Mei 2016. In observation process, the researcher is assisted by the lecturer to find out the students achievement before the application of broadcasting technique in the process. Having known the result the researcher delivers the material and guideline to do the project with the technique. At the end of the research, the students are aimed to finish their documentary project to make reportage based on the theme given. The students are divided into some small groups which consist of three students. The students are also given questioner to

measure their motivation in applying the broadcasting method. The questioner used likert standard which has the score 1 to 5 to show their motivation and agreement.

In addition, the students are monitored and assessed about two weeks (23rd Mei 2016 and 30th Mei 2016) and given chance to present their project achievement to finish their project to be the news anchor or TV host based on the lottery in the first meeting. In that occasion, the students might consult the obstacle they faced and the other group and lecturer give solution and suggestion.

At the end of the cycle one (27th Mei 2016) the students are required to submit their project. They presented the reportage and shared the final result of their documentary project. The researchers tabulate the data which taken from the students test and questioner. In fact, researcher found 2 basic conclusions; (1) The results of the learners involvement and activity which performed in cycle 1 is 63.63% with current criteria, and (2) The results of speaking test at the end of cycle 1 showed that students average value is 76.5 from the bottom limitof criteria of success 78.00. In addition there are only 53.8% of students who achieve the standard of criteria of success. The result drawn based on the score presented in table below:

Tabel 4 *Speaking score*

No.	Nama	Nilai	No.	Nama	Nilai
1	WSR	72	21	KK	68
2	YDY	75	22	LAN	79
3	ZI	81	23	LB	80
4	LK	79	24	MN	84
5	AN	70	25	MIF	74
6	ALM	78	26	NS	80
7	AC	80	27	NM	81
8	AI	81	28	NUH	69
9	AAA	74	29	OR	83
10	BVF	82	30	PRA	81
11	DRP	80	31	SP	78
12	DPS	74	32	SDA	68
13	DDI	74	33	SWR	69
14	DTF	81	34	SA	77
15	EK	80	35	TK	68
16	EDS	79	36	ZQR	84
17	FVI	70	37	HNIP	68
18	IA	80	38	RFHW	80
19	IFM	80	39	AF	68
20	IMM	81			

As the result, the researcher concluded that the student still need more time to practice and try the technique of opening and closing the program, interviewing the interviewees, and delivering news. Thus the researchers need continuum study to make the aim of the research accomplished in cycle 2.

The result of cycle 2

In this cycle 2, the research is conducted in two meetings on 6th June2016 and 13th June 2016. In each meeting the researchers enforce and encourage students' confidence and motivation in finishing the project. The video of reportage are given many times as reference to be a good news anchor and reporter.

By doing so, the researcher found the students creativity rose up and positively change their attitude. It can be determined from the pronunciation production; language choice and their grammatical structure are appropriately arranged.

Based on the results of students' speaking test, there is a better improvement than the average value of students speaking score in preliminary study.The speaking score on preliminary study was 72, meanwhile, the students speaking score at cycle one was 76.5. in addition, this score is positively increase in cycle two that show students speaking score is 81.3. In addition, the data obtained from the speaking students in the second cycle showed that there were 32 students (82%) achieved the success criteria (78), and 7 (18.0%) achieved fewer than 78. This suggests that the results of student achievement speaking skills in the second cycle has met the criteria of success, which takes 75% of the students who got more of the same as the criteria for success.

In clear statement, those explanations are resumed in the following table.

Table 5.the mean score in each cycles

No	Aspek	Penilaianawal	Siklus 1	Siklus 2
1.	Hasilnilai*speaking* mahasiswa	72	76.5	81,3

Based on the elaboration above, it can be concluded that the application of broadcasting technique in cycle 2 is success and the research is aimed its goal. In other word, this research is finished within two cycles only.

CONCLUSION

Lastly, this research come to the conclusion that in implementing project based learning for speaking skill is definitely awesome for students' achievements. Broadcasting comes as the solution to overcome the students' low motivation in learning English since the students are situated as an artist and given a great chance to plan, do, and execute the project based on their own stages in the group. Being a presenter, news anchor or other front liner profession is such a big dream for some student. By feeling at ease, the students do their project well and it is proven with the score they reach in speaking skill. The students accomplish the project with the score of 81.2 (82%) and other students attain 78 (18%).

In other word, in this present research the implementation of project based learning with broadcasting technique is successfully and significantly improves students speaking skill.

Further, based on the data finding, the researcher also made suggestion related to the research; avoid teacher centered learning model, encourage students' motivation and confidence by involving the certain project.

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MORPHOLOGICAL ANALYSIS OF STUDENTS' AFFIX PATTERNS IN WRITING

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Abstrak: Afiksasi merupakan salah satu proses yang harus diperhatikan mahasiswa dalam merubah bentuk kata atau kelas kata. Misalkan dalam mengubah kata sifat menjadi kata benda, mahasiswa harus memahami jenis affiks yang digunakan. Sebagai contoh, kata "happy" (kata sifat) dapat diubah menjadi kata benda dengan menambahkan affiks "-ness". Sehingga kata tersebut berubah menjadi "happiness". Selain itu, mahasiswa juga harus memperhatikan pemilihan affiks yang tepat dalam menulis sebuah karangan. Karena ketepatan dalam pemilihan affiks juga mempengaruhi kualitas tulisan mahasiswa. Pada prinsipnya, penggunaan affiks dalam sebuah karangan berhungan erat dengan fungsi affiks itu sendiri. Karena penggunaan affiks membantu kita dalam mengubah bentuk sebuah kata sesuai yang diinginkan. Fenomena ini mendorong peneliti untuk mengali lebih dalam tentang affiksasi dalam sebuah karangan yang ditulis mahasiswa. Penelitian ini menekankan pada bagaimana proses penggunaan affiks dalam sebuah karangan. Penelitian ini merupakan penelitian kualitatif deskriptif. Sumber data penelitian ini adalah tulisan mahasiswa. Sumber data tersebut diperoleh dari tulisan mahasiswa tentang pengalaman mereka. Sedangkan data dari penelitian ini berupa kata-kata yang mengandung affiks dan root. Sedangkan proses analisis datanya menggunakan teori Fromkin, dkk (2013:65) dan teori Stockwell dan Minkova (2001:64). Berdasarkan temuan, mahasiswa menggunakan dua pola affiks, a) affiks derivasional, b) affiks infleksional. Selain itu, berdasarkan fungsinya, mahasiswa menggunakan pola-pola affiks tersebut untuk: a) membuat kata baru atau membuat kata yang kategori grammatikalnya berbeda, dan b) membuat perubahan grammatikal pada kata atau membuat kata yang fungsi grammatikalnya berbeda.
Kata Kunci: *Morfologi, Affiks, Pola, Menulis.*

Abstract: Affixation is a process that must be considered students in changing the form of words or word class. For example in changing an adjective into a noun, students must understand about the type of affixes used. For example, the word "happy" (adjective) can be changed into a noun by adding affix "-ness". So that the word changed to "happiness". In addition, students also have to pay attention to the selection of appropriate affix in writing an essay. Because the accuracy of the affix selection also influences the quality of students' writing. Principally, the use of affix in an essay is closely related with the function of affix itself. Because the use of affix assists us in changing the form of a word as desired. This phenomenon encourages researcher to dig deeper into affixation in an essay that's written by student. This study emphasizes on how the process of using affix in an essay. This study is descriptive qualitative research. Source of the data is students' writing. It is derived from students' writing about their experiences. Meanwhile, data of this study are words that consist of affix and root. While the process of data analysis uses Fromkin et. All's theory (2013:65) and Stockwell and Minkova's theory (2001: 64). Based on the findings, students use two types of affix patterns, a) derivational affix, b) inflectional affix. In addition, based on the function, the students use the affix patterns to: a) derive new word or create a new word by changing different grammatical category and b) make grammatical changes to words or make different grammatical function of words.
Key Words: *Morphology, Affix, Pattern, Writing.*

INTRODUCTION

Morphology is one of linguitics study relates with the word formation. As a lexical word, morphology consists of two parts: *morp* referring to 'form' and *–ology* referring to 'study'. As a linguistic term, morphology is the study of how words are built of form-meaning units (Hamawand, 2011:2). It basically focuses on structural analysis of word formation. In this term, word formation is closely related with affixation.

Principally, affixation is a process that must be considered in changing the form of words or word class. Onumajuru (2016:11) proposes that "Affixation entails the addition of an affix to a stem to yield a complex stem". In this case, affix cannot stand alone. As stated by Ndimele (2001:16) that affix is as bound morpheme which is not capable of independent existence. It needs root of base form. Kennedy (2014:73) proposes that "most words, however, can consist of a root with one or more affixes at the beginning (prefix) or end (suffix)".

1. Prefixes consist of root that are followed by affixes at the beginning.
 For example:
Un-: the word "happy" is added by prefix un-. It becomes "unhappy".
Re-: the word "read" is added by prefix re-. It becomes "reread".
In-: the word "accurate" is added by prefix in-. It becomes "inaccurate".
b) suffixes consist of root that are followed by affixes at the end.
1) suffixes are used to construct word to noun.
  -ance: the word "different" is added by suffix –ance. It becomes "difference".
  -ee : the word "employ" is added by suffix –ee. It becomes "employee".
  -dom: the word "king" is added by suffix –dom. It becomes "kingdom".
2) suffixes are used to construct word to verb.
  -en : the word "light" is added by suffix –en. It becomes "lighten".
  -fy : the word "beauty" is added by suffix –fy. It becomes "beautify".

  -ize: the word "critic" is added by suffix –ize. It becomes "criticize".
3) suffixes are used to construct word to adjective.
  -able: the word "read" is added by suffix –able. It becomes "readable".
  -ous : the word "humor" is added by suffix –ous. It becomes "humorous".
  -ful: the word "care" is added by suffix –ful. It becomes "careful".
4) suffixes are used to change adjective to adverb.
-ly: the word "happy" is added by suffix –ly. It becomes "happily".
For example in changing root into a noun, students must understand about the type of affixes used, prefix of suffix. For example, the word "happy" (adjective) can be changed into a noun by adding suffix "-ness". So that the word changed to "happiness".

There are two types of affixing process. Fromkin et. All (2013:65) propose that "Affixes may be derivational or inflectional. Derivational affixes derive new words; inflectional affixes, such as the plural affix *s*, make grammatical changes to words". In this case, derivational affix focusses on changing different grammatical category, mainly the change of noun to adjective or the change of adjective to adverb by using prefix or suffix, such as: prefix un-, re-, in-, and suffixes –ance, -ee, -dom, -en, -fy, -ize, -able, -ous, -ful, -ly. Meanwhile, inflectional affix focusses on grammatical changes to words, such as: suffix –s, -ed, etc refer to tense, suffix –s refers to number (plural), and suffix –er, -est, etc refer to degree. Besides, there are two function of affixes. Stockwell and Minkova (2001: 66) propose that the affixes which have the function of deriving new words, then, are called derivational affixes. The other type of affix, which does not participate in word formation at all, is called inflectional. Inflectional affixes, of which English has only a very small number compared with Latin or Greek or Old English are really part of syntax, though some inflectional affixes are the indicators of very broad semantic categories

like tense (plays. played) or number (singular-plural, as in girl, girls). In this term, the function of affixes are a) derive new word or create a new word by changing different grammatical category and b) make grammatical changes to words or make different grammatical function of words.

In fact, a writer especially students also have to pay attention to the selection of appropriate affix and the function of affix in writing. Because the accuracy of the affix selection also influences the quality of students' writing. In sum, the use of affix in an essay is closely related with the function of affix itself. Because the use of affix assists us in changing the form of a word as desired.

RESEARCH METHOD

This research takes descriptive qualitative research as the research method. The researcher describes the phenomenon closely relates with the research questions mainly: students' affix patterns and the function of affix patterns used by students. This research focuses on investigating about how the process of using affix patterns in writing.

Source of the data in this research are students' writing. It is derived from students' writing about their experiences. Besides, the subject of this research is students of STKIP PGRI Jombang. The researcher takes the sixth semester students at STKIP PGRI Jombang as the subject of this study. The researcher takes 2011 A class. The class consists of 20 students. The data of this study is word that consists of affix and root. While, the data is analyzed by using Fromkin et. All's theory (2013:65) and Stockwell and Minkova's theory (2001: 64). Analyzing the data, the researcher uses Fromkin et. All's theory (2013:65) and Stockwell and Minkova's theory (2001: 64) to investigate how the process of using affix patterns in writing.

There are some techniques used in collecting the data. In this study, the researcher collects the data by observation and documentation. The researcher helds observation and documentation to get the better understanding about the research questions. Then, she identifies the data based on what is being investigated in the research questions.

The data is analyzed by using morphological analysis. In this term, the analysis of this research begins with analyzing the structure of words. Then, the researcher applies Fromkin et. All's theory (2013:65) and Stockwell and Minkova's theory (2001: 64) to investigate how the process of using affix patterns in writing. Conducting the data analysis, the researcher takes some data analysis procedures. The procedure of data analysis are: a) data reduction, b) data display, and c) conclusion.

DISCUSSION
A. Discussion about Students' Affix Patterns in Writing

In writing, students use some affix patterns. This research finds out two affix patterns used by students in writing, such as: derivational affix patterns and inflectional affix patterns. Each kind of these affix patterns are described in the following subsections.

1. Derivational Affix

This research finds out that most students use derivational affix patterns in their writing. The example of derivational affixes are used by students in paragraphs. It can be seen in the following tree diagrams.
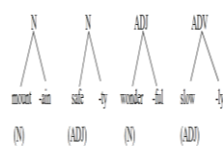

Figure 3.1 Students' Derivational Affix Patterns

Figure 3.2 shows that there are all students who use inflectional affix patterns. For example: in the first paragraph, students use inflectional suffix –s on the roots "month, ticket, son, game, museum, and hour". So, it becomes "months, tickets, sons, games,

museums, and hours". In this term, inflectional suffix –s refers to plural. Besides, students also uses inflectional suffix –ed on the roots "prepare, expect, live, explore, finish, and enjoy". They becomes "prepared, expected, lived, explored, finished, and enjoyed". In this case, inflectional suffix –ed refers to tense (especially past tense). In addition, students use inflectional suffix –er on the root "young brother". It becomes "younger brother". In this term, inflectional suffix –er refers to comparative degree. In brief, there are some inflectional affix patterns used by students in their paragraphs.

Based on the findings that students usually use two types of affix pattern in writing. They are: derivational affix patterns and inflectional affix patterns. All students use these affix patterns as pointed out by Fromkin et. All (2013:65). In this case, students use derivational affixes in writing, such as: suffix –ain to construct word to noun. Besides, students use suffixes –ry and –ty to construct or change from adjective into noun, suffixes –ing, -ous, and –ful to construct or change from noun into adjective, and suffix -ly to construct or change from adjective into adverb. On the other hand, students also use inflectional affix in writing, such as: suffix –s is indicated as plural (number), suffix –ed is indicated as tense, and suffix –er is indicated as comparative (degree).

Based on the finding, all students use many inflectional affixes than derivational affixes. Because the theme of students' writing is their experiences. Their writing tell about past event. So, they always use suffix –ed in their writing. In this way, suffix –ed is inflectional affix. In brief, the theme of writing influence to the selection of appropriate affix pattern in writing. Because the accuracy of the affix selection also influences the quality of students' writing.

B. Discussion about The Functions of Affix Patterns Used by Students in Writing

Students pour out their idea in writing by using some affix patterns. Based on the finding, there are two types of affix patterns used by students in writing, mainly: derivational affix patterns and inflectional affix patterns. Each kind of these affix patterns have the function. They are described in the following subsections.

1. Derive new word or create a new word by changing different grammatical category

Based on the findings of this research, most students use derivational affix patterns in writing. The affix pattern consists of root and suffix or prefix. The pattern is often used by students to construct word to noun, to construct or change from adjective into noun, to construct or change from noun into adjective, and to construct or change from adjective into adverb. They use this affix pattern in some paragraphs. In other word, students want to derive new word or create a new word by changing different grammatical category. The phenomenon is caused by their wishes to change the word class by using affix pattern, mainly: derivational affix pattern.

2. Make grammatical changes to words or make different grammatical function of words.

Besides deriving new word by changing different grammatical category, affix pattern is also used to make grammatical changes to words. Actually, all students use the affix pattern in writing, mainly: inflectional affix pattern. This affix pattern consists of root and suffix. It can be indicated as plural (number), tense, and degree. The phenomenon happened when students want to make different grammatical function of words. It's characterized by root and inflectional suffix.

Based on the findings that students use two types of affix patterns in writing, such as: derivational affix pattern and inflectional affix pattern. They use the affix patterns to: a) derive

new word or create a new word by changing different grammatical category and b) make grammatical changes to words or make different grammatical function of words. This is in accordance with Stockwell and Minkova's theory (2001: 64). The function of affix patterns are derive new word and make grammatical changes to words. In this case, students also have to pay attention to the selection of appropriate affix pattern and the function of affix in writing. If students want to derive new word, they can use derivational affix pattern. In addition, if students want to make grammatical changes to word, they can take inflectional affix as their affix pattern in their writing. Because the accuracy of the affix selection also influences the quality of students' writing. In sum, the use of affix in an essay is closely related with the function of affix pattern itself.

CONCLUSION

1. Students' Affix Patterns in Writing

There are two types of affix patterns used by students in writing. They are: derivational affix and inflectional affix. Each kind of affix patterns consist of root and suffix or prefix.

2. The Functions of Affix Patterns Used by Students in Writing

The affix patterns have two functions in writing. Students use affix patterns to: a) derive new word or create a new word by changing different grammatical category and b) make grammatical changes to words or make different grammatical function of words.

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WEB-BASED MATERIALS FOR EXTENSIVE READING TO PROMOTE STUDENTS' READING HABIT

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Abstrak*:* Seiring perkembangan teknologi, internet telah digunakan secara umum dalam proses pembelajaran untuk meningkatkan minat belajar. *Web Quest* merupakan model pembelajaran berbasis internet yang berorientasi pada pembelajaran berbasis masalah dimana para siswa berinteraksi secara langsung dengan sumber pembelajaran via internet. Kegiatan pembelajaran yang memanfaatkan *Web Quest* merupakan sebuah strategi pembelajaran yang digunakan pada mata kuliah *Literal Reading* dengan tujuan meningkatkan kemampuan membaca mahasiswa. Dengan menerapkan PTK, penelitian menunjukkan bahwa materi yang disediakan dalam *WebQuest* tidak hanya mampu melatih siswa dalam memahami isi bacaan, melainkan juga memperlihatkan budaya dari bahasa target. Lembar kerja dengan instruksi yang sesuai merupakan penentu keberhasilan penerapan strategi dalam meningkatkan kemampuan membaca mahasiswa.
Kata Kunci: *WebQuest, kemampuan membaca, poin capaian peningkatan.*

Abstract*:* Along with the development of technology,internet has been commonly used in the learning process to increase interest in learning. WebQuest is an Internet-based learning model that is problem-based learning oriented in whichthe students interact directly with learning resources via the Internet. Learning activities that use WebQuest is a teaching strategyused in Literal Reading Courseaimed at improving students' reading skills. Employing an action research, the study showed that the materials provided in WebQuest were not only able to train students to comprehend the content of reading, but also provide exposure to the culture of the target language. Worksheets with proper instructions were found as a determinant of the success of thestrategy implementation in improving the reading skills of students.
Key Words: *WebQuest, readingskill, achievement gain point.*

INTRODUCTION

The issue that our national reading habit index remains low is main concerns of national education. Data from World Bank shows that Indonesian students rank is the lowest in reading habits among their peers in Southeast Asia. The score is 51.7. Singapore has a score of 74.4, Thailand is 65.1 and the Philippines' score is slightly higher of 52.6. Hong Kong, by contrast, has a score of 75.5 (Atmadja, 2010). This is mainly influenced by the socio-cultural value in which Indonesia has "speech habit" not "reading habit". In order to bring the students having reading habit, basically, formal environments have had great efforts to encourage students' motivation, intrinsically and extrinsically, especially for reading English texts.

Difference structures and phonetic systems of English and Bahasa Indonesia lead to some constraints faced by Indonesian students learning the language as their foreign language. Comprehending as English text requires a knowledge of the language. In other words, students with limited knowledge of English vocabulary, sentence patterns, and text structure will find difficulties in reading English text (Nation, 2009: 6). Another challenge is the

availability of reading materials. Not all classes in Indonesia are fortunate to have a variety of book worth reading. The lack of reading material worth reading, both the content and the display, also represents another challenge in learning English.

In regard with a view that reading is a process that activates person's memory, the learning goal is, then, to attract the students to actively respond to the meanings presented in text as well as to increase frequency of their reading. In achieving this goal, a set of teaching and learning procedures became precondition that provides some activities that trigger the students to activate their sensory to help their cognition works. Based on the information processing model, in supporting the work of metacognitive process in the brain, three main components take parts on their important roles, stimuli, information store (sensory register, short term memory, and long term memory), and cognitive process (attention, perception, rehearsal, encoding, retrieval)(Hamachek, 1989:190; Slavin, 1997 cited in Hitipeuw, 2009:69).Thus, reading class should be interesting enough to attract the students to read more frequently and train their reading ability.

Probing the issues, this article present web based material to enhance students' reading frequency. The strategy proposed here is Web Quest.Web Questsfirstly introduced by Bernie Dodge (1995: 10). It is a learning activity that is problem-based oriented where students interact directly by using some or all of the learning resources from the Internet, some provide additional video conference. Learning activities through WebQuest is a combination of cooperative and constructivist learning. Through the fiture, the students are exposed to the high-order thinking, authentic assessment (Whalen &Fiorentino: 2004 cited in Irwin and Castelli, 2004: 1), and information technology.

WebQuest implemented as a prospective strategy is a short term WebQuest. There are some rational that

underlie the use of the strategy. First, the short-term WebQuest is the simplest model of Web-based learning. It is expected that WebQuest can be easily introduced to the students who have never known this Internet feature. Second, short-term WebQuest is appropriate to achieve the learning objectives with simple cognitive level; in this case the course objectives were to find the main idea, details, and inferential information in the essay. Third, short-term Web Quest conveys constructivist and cooperative learning so that this strategy of learning can be more interesting and motivating. Employing this strategy the teacher can bring effective interaction between students, teachers, and learning materials through the use of the Internet as a medium of information technology-based learning (Harmer 2007). Short-term WebQuest is believed to increase student motivation and ability to find the main idea, details, and inferential or implied information (Harmer: 2007, Silva: 2006).

THEORY USED
Extensive Reading

Both common sense and research have shown evidence that students improve their reading by reading. By extensive reading, it is meant that students read for a significant amount of time. It is an approach beyond skill development; an activity students "[choose] to do for a variety of personal, social, or academic reasons (Day &Bamford, 2000, p. 4). Susser and Robb (1991) agree that extensive reading involves reading a large variety of materials for general understanding and usually obtaining pleasure from reading.

Extensive reading offers some benefits to language learners. The first is it allows students to meet the language in its natural context and see how it works in extended discourse beyond the language met in textbooks. Secondly, when students read a lot, they meet thousands of words and lexical (word) patterns time and time again which help them master them and

predict what vocabulary and grammar may come next. The next is building reading speed and reading fluency which allows them to process the language more automatically leaving space in memory for other things. The fourth is building confidence, motivation, enjoyment and a love of reading which makes students more effective language users. It also helps lower any anxieties about language learning the students may have. The sixth is that extensive reading helps students get a sense of how grammatical patterns work in context.

Internet and Language Learning

The use of Internet in language teaching reflects the need of internationalization of technology, an agent of change, both in workplace and educational setting. Education, then must share the responsibility of developing "technologically literate people" which the top goal is to help people maintain a standard of living and create a balanced lifestyle (Bitter & Legacy, 2009:4-5). Viewing from pedagogical side, utilizing the Internet in learning is grounded on constructivism theory, in which learners are enhanced to construct their own knowledge based on their experience and the concepts. Based on this theory, the significant advantage of using internet is to promote active learning in which students are not passive recipients of knowledge (Weller, 2002:65-67). The students are encouraged to get involved in a variety of classroom activities and exploring a variety of resources.

Dealing with the technology application in the classroom, McRobb, et.al (2007) suggests that there will a consequence that teachers are supposed to construct an instrument that is time and labor efficient. Collins and Moonen (2001: 12-13) also proposes the idea of flexibility in language learning in terms of location, program, types of interaction, forms of communication, and learning materials and activities. Due to the benefits offered, using the Internet as media or resources for learning is recommended as long as it will not bother teaching and learning process.

Web-Quest in Teaching Reading

Highlighting the use of technology, web-based WebQuest in teaching brings benefits to improve the quality of learning better. Web-based teaching is beneficial in that it provides meaningful learning. WebQuest is aninquiry learning with objectives and clear learning structure. Through Web Quest students can earn and have a learning experience, not just passively receive new knowledge. There are two kinds of learning with WebQuest, namely short-term and long term WebQuest.Short-term WebQuest is simpler because it focused on basic knowledge and skills, which collects and integrates information into an comprehensive new information.This type of WebQuest is limited to specific information associated with the material and formative learning objectives, so that students and teachers can use the web that is already available in the Internet. Long term WebQuest is more complex as it requires higher cognitive abilities because students are required to make the web and use the web actively in the learning process with a longer period of time. Long-term WebQuest requires students to not only gather information but also synthesize information on the logic of scientific thinking to build and/or modify existing knowledge.

One advantages of using WebQuest is that it can provide learning resources for a more authentic reading material. Authentic reading materials build students' content scheme. Web-based materials can be used as model text to dig up authentic information in accordance with the purpose of reading. Another advantage of WebQuest is that it provides an opportunity for students to promote social skills through a working group, either cooperatively or collaboratively.WebQuest can be used for short term or long term depending on the needs of students and the level of technology skills of students and teachers.

However, WebQuest considered time-consuming and requires special preparation. Some careful preparation should be made by teachers, such as searching for and decide the appropriate web address with the materials needed by the students (Abbit and Ophus , 2008: 454). Teachers and students must be Internet literate so webquesting can run well. Facilities such as a computerand Internet connection require no small cost.

METHODOLOGY

This paper presents investigation of the use of Web Quest materials for extensive reading to promote students' reading habit. Collaborative action research is utilized since it opens the opportunity for teachers-practitioners to be involved in research. Collaboration and co-operation are needed in terms of providing powerful medium of reflection. Collaborative action research comprises a process to validate classroom observation and encourage a critical perspective on practice which can be done by involving one or more observers (Kemmis&McTaggart, 1988:5; Linda Ross, 1997 cited in Burns, 1999:11; Koshy, 2005: 29). Forty students of Literal Reading Course were the subjects of the study since they were identified facing some problems related to reading comprehension and frequency of reading. This paper particularly converses about the students' reading habit in extensive reading activity. Questionnaires were distributed after the implementation of Web Quest to forty students of Literal Reading class.The students' reading frequency was recorded through students' reading log and reading journal. Students are required to record quantity of text read, the topic of the text, and their preference of the text read in their reading log. Reading journal records more about the text, for example, the main ideas, supporting ideas, and inferential information. The data yielded from both instruments were analyzed quantitatively to present descriptive analyses.

FINDING AND DISCUSSION

The researchers receive 36 of 44 questionnaires distributed. The students' response on the implementation of Web Quest in the classroom was revealed from the same questionnaires as in Cycle 1 that were delivered after the implementation.

No	Responses of Extensive Reading using Web Quest	Agree	Disagre
1	I was more motivated to read more stories through Web Quest.	32	4

Responses to Question 1 reveal a positive number as it was strongly supported by 100% students taking the extensive reading through Web Quest. This number includes 20% strongly agreeing and the vast majority (80%) agreeing that learning with Web Quest was useful and interesting.

No	Responses of Extensive Reading using Web Quest	Agree	Disagree
2	I enjoy reading because I can choose the text based on my preferences	30	6

Question 2 was used to explore the students' perspective on the joyful reading ofWeb quest used in Extensive reading. The responses show that most of the students (83%) agreed that the text chosen based on their preference help them maintain their reading. Preferences in reading build the student's motivation in reading more English text.

No	Responses of Extensive Reading using Web Quest	Agree	Disagre
3	I can improve my comprehension through sharing and discussion during the extensive reading	29	7

The extensive reading which was done outside the classroom gave the

students more opportunities to discuss and sharing ideas. This can help the students to identify as well as comprehend the text. 80% students gave positive response on how students can collaboratively works with their mind.

No	Responses of Extensive Reading using Web Quest	Agree	Disagree
4	The using of Web quest helps me improve my knowledge on utilizing the Internet for learning	20	16

In regard with Internet literacy, students' admitted that they know that there are some features that can be used as sources of materials to improve their skills. Though 44% argues that their knowledge on utilizing the Internet for learning were

No	Responses of Extensive Reading using Web Quest	Agree	Disagree
7	Web quest did less support the English learning process	12	24

not from Web quest introduced in Literal Reading I, it remains in questions whether this means that the students are Internet literate that knew more than the lecturer who introduced the use of Web Quest.

No	Responses of Extensive Reading using Web Quest	Agree	Disagree
5	Through extensive reading and and reading strategies, I still need to improve my reading ability	29	7

The Web quest used in this study is zunal Web Quest, a free Web quest feature. This activity was accompanied by two worksheets, reading journal and reading log, that were compiled into record book of extensive reading.In short, utilizing Web Quest in Extensive reading possible to provide more encouraging atmosphere in which the students can go with their pace to discover other attractive activities presented in the web pages which is intended for refreshing, and improving their new literacy skill as well. Besides, this Web Quest helps

the students improve their awareness in applying their own strategies for online reading, which actually are not far different from those in printed reading. In progress, this encourages their reading habit.

Item questionnaire number 5 was constructed to seek for students' ability to evaluate their reading skills. A number of students (80%)admitted that their reading skill has been strengthened, whereas 20% were not aware of the improvement.

No	Responses of Extensive Reading using Web Quest	Agree	Disagree
6	The use of Web quest creates joyful learning atmosphere	27	9

To evaluate the students'motivation brought by the Web-based activities, Question 6 was delivered. In fact, cooperation in doing weekly worksheets in WebQuest motivated a high percentage of students (75%) rather than force them to read further. 15% were not sure about this and 10% disagreed.

Question 7 was geared to decide whether the students were satisfied with the use of Web Quest in extensive reading. The data showed that overall the Web quest helps them learn English better. Only 33% students agree that the Internet features did not support them in learning the foreign language, English. This is empirical evidence that Web Quest-based reading in extensive reading was successful.

CONCLUSION

In order to embrace students' interest, especially in reading out of classroom, a series of steady steps must be the first consideration to deal with the teenage world. Web quest is used as the main source of materials for extensive reading in Literal Reading Course.The Web quest used in this study is zunalWebquest, a free Web quest feature. This activity was accompanied by two worksheets, reading journal and reading log, that were compiled into record book of extensive reading.In short, utilizing Web Quest in Extensive

reading possible to provide more encouraging atmosphere in which the students can go with their pace to discover other attractive activities presented in the web pages which is intended for refreshing, and improving their new literacy skill as well. Besides, this Web Quest helps the students improve their awareness in applying their own strategies for online reading, which actually are not far different from those in printed reading.

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THE STUDY OF MIMETIC LITERARY CRITICISM IN CHARLES DICKENS' *DAVID COPPERFIELD* AND CHINUA ACHEBE'S *THINGS FALL APART*

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Abstrak: Penelitian ini merepresentasikan dan merefleksikan kehidupan manusia dalam mengikuti, mendorong, menyertai bahkan berjuang bagaimana meraih identitas budaya dalam konteks rasionalitas dan sejarah kehidupan manusia, petualangan, pengalaman dan pengorbanan dalam kehidupan, Diwarnai dengan masalah-masalah nilai sosial, tradisi dan nilai-nilai superioritas dan inferioritas, novel ini mengungkapkan bentuk-bentuk paradoksal dan paradigma struktur kehidupan manusia serta terurai dalam struktur alur cerita yang berimplikasi pada kajian budaya dalam masyarakat tertentu sehingga menemukan jati dirinya. Analisis penelitian ini dalam pendekatan kritik sastra mimesis yang dikembangkan sebagai reaksi terhadap bentuk-bentuk imitasi, refleksi dan representasi serta seluk-beluknya, sedangkan data-data yang diperoleh dianalisis dengan metode kualitatif dengan aplikasi teknik kualitatif interpretatif melalui langkah-langkah: data dibaca secara menyeluruh, penelaahan data secara komprehensif, interpretasi makna data dan analisis data kritis.
Kata Kunci: *mimesis, imitasi, refleksi, representasi*

Abstract: The research represents and reflects the life of human being in following, encouraging, accompanying, even fighting for how to reach the cultural identity in terms of rational and times for personal history, adventures, experience and sacrifice of life. Colored with the problems of social value, traditional values, and values of superiority and inferiority, this novel tries to convey the forms of paradoxical analyses and paradigm of structure of human life and it is elaborated in the structures of plot in which imply on the studies of culture in a society to find out the self-identity. The analyses of the research are in the approach of mimetic criticism discussed as the reaction to the forms of imitation, reflection and representation and its colors, meanwhile the data analyzed in terms of qualitative method with the techniques of interpretative qualitative in the steps of data comprehensively read, interpretation of meaning and critical analyses.
Key Words: *mimetic, imitation, reflection, representation*

INTRODUCTION

Literature is simply the list of book's that people think always be rewarding to the imagination. No people agree where that list starts and stops, since everyone's reading experience is different. It is a particular historical period of movement, which may often be cross-culture, it may be found in the literature of number of different cultures; for examples, Renaissance Literature, Romantic Literature, Surrealism Literature, Colonial Literature, the Literature of Independent Africa, and so on. In the broadest definition, the word ' literature ' refers to anybody of written materials which have a lasting appeal and which is highly regarded and widely accepted by the readers. Usually this acceptance and regards are based on the expression of universal emotion or ideas in an attractive and appealing form. It is said a work of literature is a text that is valued by the culture which uses special language, and that effects people with emotions which are valued for their own benefit. Literature

in daily life is quite familiar to human being. It is inseparable aspect of human's life and represents as it is regarded as the mirror of social life.

Literature is also the one form of man's expression needs the word to express the special idea, vision of life, and interest in human being life, and the poets' work offer the readers about kinds of the description of life, they may provide problems that must be faced by human beings. So the author needs to use a deep thinking in solving them, the solution of the problems. The authors can increase a new insight and a new experience for the readers, and a mirror of the real life, literature definitely contains thing happening in the life of human being and their surrounding, for literature creates its own world based on the real world.

Literature, is classified in two groups : (1) literature of knowledge or informative literature. It deals with facts, real people's life, and history. The function of this kind of literature is to present information to reach, and to offer knowledge, and example of informative literature : history books, philosophical works, scientific, articles, dictionaries, directories, instructional manuals, travel brochures, magazines, school text books, etc, (2) literature of power or imaginative literature, this deals with thoughts and feelings for examples : novels, poetry, short stories, plays, drama, etc.

Reading literature has many purposes, reading literature attentively and imaginatively promises further pleasure, the enjoyment of how the writer uses the language to create work of art, this way of reading brings us close to understand the achievement of the story and its writer. Reading literature is not merely aimed and giving an entertainment but it is also expected that the readers can use their intelligence in obtaining information in literature, beside that, literature adds the readers understanding of life in the world around them, and the readers can learn and find many aspects of life and characters

because it is the reflection and representation of human life.

THEORY USED

The general description of criticism dealing with the overall term for studies concerned with defining, classifying, analyzing, interpreting, and evaluating the works of literature. *Theoretical criticism* proposes a theory of literature, in the sense of general principles, together with a set of terms, distinction, and categories, to be applied to identifying and analyzing works of literature, as well as the criteria (the standards, or norms) by which these works and their writers are to be evaluated. *Practical criticism*, or *applied criticism*, concerns itself with the discussion of particular works and writers; in an applied critique, the theoretical principles controlling the mode of the analysis, interpretation, and evaluation are often left implicit, or brought in only as the occasion demands.

Impressionistic criticism attempt to represent in words the felt qualities of a particular passage or work, and to express the responses (the impression) that the directly evokes from the critic. *Judicial criticism*, attempts not merely to communicate, but to analyze and explain the effects of a work by reference to its subject, organization, techniques, and style, and to base the critic's individual judgments on general standards of literary excellence. *Mimetic criticism* views the literary work as an imitation, or reflection, or representation of the world and human life, and the primary criterion applied to a work is that of the ' truth ' of its representation of the world and human life. *Expressive criticism* treats a literary work as an expression, or overflow, or utterance of feelings, or as the product of the poet's or the writer's imagination operating on his or her perceptions, thoughts, and feelings; it tends to judge the work by its sincerity, or its adequacy to the poet's individual vision or state of mind; and it often looks in the work for evidences of the particular

temperament and experiences of the author who, consciously or unconsciously, has revealed himself in it. *Pragmatic criticism* views the work as something which is constructed in order to achieve its aims due to the author's strategis and certain effect on the audience, and it tends to judge the value of the work according to its success in achieving that aim. This criticism is also dealing with the strategies of the author in creating the literary work, such as the ways in character or characterization, plot, conflict etc. Meanwhile, *textual criticism* aims to establish an accurate uncorrupted original text identical with what the author intended. This may involve collating manuscripts and printed versions, deciding on the validity of rediscovered versions or chapters, deciphering damaged manuscripts and illegible handwriting.

This article only limits to the mimetic criticism of *David Copperfield* and Things *Fall Apart* dealing with the author's creation in conducting the characters, characterizations, and main characters of this novel.

RESEARCH METHOD

This article is addressed to qualitative research dealing with the study of social reality or with internal perspective. Qualitative research includes narrative research, phenomenology, grounded theory, ethnography, and case studies. Qualitative research is a situated activity that locates the observer in the world. It consists of a set of interpretive, material practices that make the world visible. These practices transform the world. They turn the world into a series of representations, including field notes, interviews, conversation, photographs, recordings, and memos to the self. At this level, qualitative research involves an interpretive, naturalistic approach. This means that qualitative researchers study things in natural setting, attempting to make sense of, or interpret, *phenomena* in terms of the meanings people bring to them (Creswell, 2007:35-36).

Several lists of characteristic of qualitative research are : 1) natural setting (field focused), a source of data for close interaction. Researchers collect data in the field where participants' experience the issue or problem under study; 2) researchers as key instrument of data collection; 3) multiple data sources in words or images; 4) analysis of data inductively, recursively, interactively; 5) focus on participants' perspective, their meanings, their subjective views; 6) framing of human behavior and belief within a social-political/historical context or through a cultural lens; 7) emergent rather than tightly prefigured design; 8) fundamentally interpretive inquiry--- researcher reflects on her or on his role, the role of the reader, and the role of the participants in shaping the study, holistic view of social phenomena (Creswell, 2007:38).

The study of qualitative research refers to the meanings, concepts, definitions, characteristics, metaphors, symbols, and descriptions of things (Berg, 2001:3). It also goes to five features of qualitative research covering studying the meaning of people's lives, under real-world, representing the views and perspectives of the people in a study, covering the contextual conditions within people live, contributing insights into existing or emerging concepts that may help to explain human social behavior and striving to use multiple sources of evidence rather than relying on a single source alone (Yin, 2011:8).

The philosophical underpinnings of qualitative research approach direct to several key features that characterize this research. One of them is an exploratory and descriptive focus. It emphasizes that qualitative research is designed to discover what can be learned about some phenomenon of interest, particularly social phenomena where people are the participant, or as traditionally referred to subjects of the research (Maykut, 1994:39). It develops a general focus of inquiry that helps to guide the discovery of what is to be known about some social phenomenon. Researcher investigates and responds to

exploratory and descriptive question. For qualitative researchers, the lived experiences of real people in real setting are natural setting or the objects of study. Understanding how individuals make sense of everyday lives is the stuff of this inquiry. In qualitative work, the intent is to explore human behavior within the contexts of the natural occurrence. It seeks to understand the world from the perspectives of those living in. It is axiomatic in this view that individuals act on the world based not on some supposed objective reality but on the perception of the realities that surround them. Qualitative studies try to capture the perspective that actors use as a basis for their actions in specific social settings (Hatch, 2002:6-7).

FINDING AND DISCUSSION
The Mimetic Criticism in Charles Dickens' *David Copperfield*

Mimetic criticism of the literary works relate to the imitation, reflection, and representation of human life. The literary works are in the forms of fictions, but the fictions are the reflection of human life or human emotion which are described in the plot of the story of the novels, drama, or poems. We can see the phenomenon which happen in the community. But sometimes we can not understand for the whole. Through the literary works, the phenomenon can be expressed, can be represented. The community life can not get rid of what we call of virtue and vice because these are the characterization of human being. Virtue and vice color the aspects of human life. It depends on what they do or they make. The community, therefore, can read and comprehend the virtue and vice through the literary works as the moral teaching, contemplation for the best life in the future.

In Charles Dicken's *David Copperfield,* he tries to reflect one side of human life which is characterized and told by almost entirely from the point of view of the first person narrator, David Copperfield. He is the main character. He plays the role as a man in this novel, according to general

views of the mimetic criticism, i.e., imitation of human life, the reflection of human life, and the representation of human emotion, the stories of this novel tend to " a sheer imitation" means that the novel describes us a story dealing with the personal history, adventures of life, experience and observation of David Copperfield, and many elements within the novel follow events in Dicken's own life, and this is also an autobiographical of all of his novels. David Copperfield is imitation of his own life, how to struggle for life, how to survive in life, how to solve many problems in life. This is clear that the first person point of view is reflected in the writer of the novel. Imitation and reflection of life is much conveyed in it, for example, how he has to live with his stepfather, how to work in a factory in London, how to experience when his mother and her baby die. All are expressed in this story as the imitation and reflection of human life aimed to the readers that life is reflection before men do everything or after men have done everything. In the representation of human emotion, how David Copperfield feels against many problems in his life, what he feels the thrashings, how nobody leaves to care for him in London until he runs away, walks all the way from London to Dover, and survives for the life. The narration of the novel does not only emphasize on the distress, struggle, sacrifice, or fighting for life, but also the representation of his love when David Copperfield is in soul-searching and then finds true happiness and marries the sensible Agnes Wickfield, who is in love with him.

The Mimetic Criticism in Chinua Achebe's *Things Fall Apart*

In contacts between other cultures, beliefs about superiority or inferiority, due to limited and partial world view are sometimes wrong-headed and destructive. When new cultures and religion meet, there is likely to be a struggle for dominance. For example, the Christians and Okonkwo's people have a limited view of each other, and have a very difficult time understanding and accepting one another's customs and

beliefs, resulting in violence as with the destruction of a local church and the killing of Okonkwo's messenger. In spite of the opportunities for understanding, people must strive to communicate. For example, Okonkwo and his son, Nwoye have a difficult time understanding one another because they hold different values. On the other hand, Okonkwo spends more time with Ikemefuna and develops a deeper relationship that seems to go beyond cultural restraints.

A social value such as individual ambition which is constructive when balanced by other values become destructive when overemphasized at the expense of other values. For instance, Okonkwo values tradition are so high that he can not accept change. It may be more accurate to say the values tradition because of the high cost he has paid to uphold it, i.e., killing Ikemefuna and moving to Mbanta. The Christian teachings render these large sacrifices on his meaningful parts. The distress of loss of tradition, whether driven by his love of the tradition or the meaning of his sacrifices, it can be seen as the main reasons for his suicide. There is no such thing as a static culture; change is continual, and flexibility is necessary for successful adaptation because Okonkwo can not accept the changes of Christian teachings, and he can not adapt it. The struggle between change and tradition is constant, however, this only appears to do to Okonkwo. Change can very well be accepted, as evidenced by how the people of Umuofia refused to join Okonkwo as he struck down the white man at the end. Perhaps he is not so much bothered by change, but the ideas of losing everything he has built up – his fortune, fame, title, etc., that will be replaced by new customs. The suicide can be seen as a final attempt to show to the people of Umuofia the results of a clash between cultures and as a means for the Igbo community and culture to be upheld.

In mimetic criticism, the roles of Okonkwo take the very important behaviour in societal life, through the imitation, reflection, or representation of his life. The life which covers the acts of virtue or the vice, the success or the failure in life or the roles for his community. The notion of failure correlates with the idea of change in Umuofia and a shift in cultural values. Failure, for Okonkwo, is societal reform, and individuals derive strength from their society, and societies derive strength from the individuals who belong to them. In *Things Fall Apart*, Okonkwo builds his fortune and strength with the help of his society's customs. Okonkwo's society benefits from their hard work and determination.

CONCLUSION

Mimetic criticism is one of the literary criticisms which deals with the imitation, reflection, and representation of human life. In these two novels, the natures of the mimetic criticism have been written. These are reflected in the main characters of the novels which take their roles in imitating, reflecting and representing human life and human emotion. Eventhough these are fictive as the literary works but these can be the moral teachings or values in community life.

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