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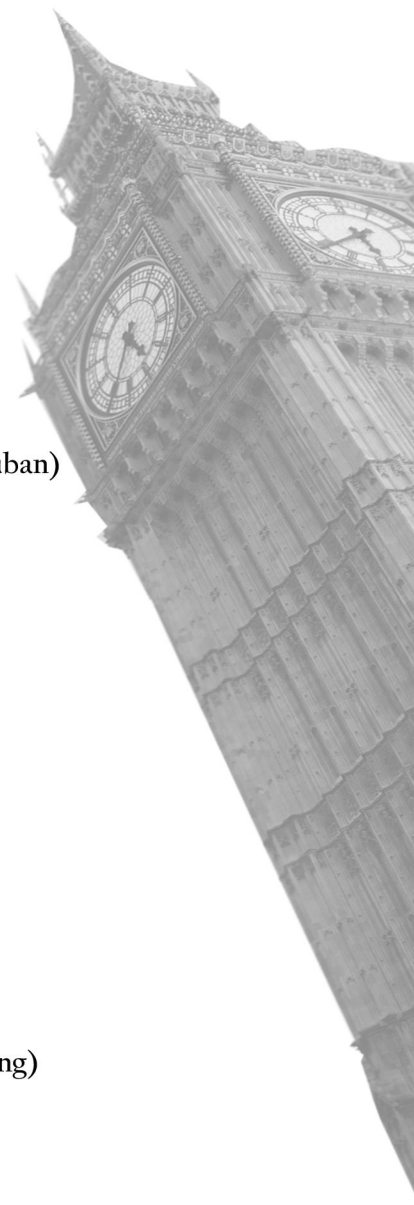


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**STUDENTS' LEARNING STRATEGIES IN ENGLISH  
COMMUNICATION AT IKIP MATARAM**

**Agus Salim, Tawali, Terasne**

English Department

IKIP Mataram

**Abstrak:** Penelitian ini bertujuan untuk menemukan jenis strategi yang digunakan oleh mahasiswa dalam mempelajari cara berkomunikasi dalam bahasa Inggris. Dalam hal ini, peneliti menggunakan metode penelitian kualitatif. Sedangkan untuk mengumpulkan data yang dibutuhkan dalam penelitian ini peneliti menggunakan tiga cara yakni interview, rekaman, dan catatan lapangan. Data yang didapatkan kemudian dianalisa melalui tiga langkah penting yakni reduksi data, pemaparan data, dan pengambilan kesimpulan. Subjek penelitian yang dilibatkan dalam penelitian ini berjumlah 40 yang berasal dari mahasiswa semester lima. Kesimpulan yang dapat ditarik dari hasil penelitian ini adalah bahwa mahasiswa menggunakan strategi yang sangat bagus dan kreatif yang dapat membantu mereka dalam mempercepat proses pemahaman komunikasi bahasa Inggris. Strategi pembelajaran yang digunakan mahasiswa antara lain adalah *confirmation check*, *comprehension check*, *clarification check*, dan *self-repetition*. Melalui strategi ini mereka berhasil meningkatkan kemampuan komunikasi mereka dalam bahasa Inggris.

**Kata Kunci:** *Strategi belajar, Komunikasi Bahasa Inggris*

**Abstract:** This study is aimed at finding out the student's learning strategies in English communication. Due to the learning strategies, researcher applied qualitative method. In collecting data the researcher used three procedures, interviewing, recording, and noting. Then data was analyzed in three ways, data reduction, data displayed, and conclusion. The subject consists of 40 students from the fifth semester. Finally the researcher found out that the strategies that the students used in learning communication was good. It means that the strategies can help them to improve the abilities in doing communication by English. It can be seen at finding of this study. The students' communication ability improve together with the process of teaching and learning in the classroom. There some strategies that they used: confirmation check, comprehension check, clarification check, and self-repetition. Through these strategies their mistake and also self-confident in expressing their ideas is better than before.

**Key Word:** *Learning Strategies, Communication*

## **INTRODUCTION**

English communication ability is the main aim for the learner to get. As the foreign learner, they often evaluate their success in learning English when they feel and they have to improve in their spoken language proficiency. Therefore, Richard (1990) in his book states that, the mastery of speaking skill in English priority for any second and foreign language, then mostly the learners considered that are successful in learning English when their communication ability, there are some elements of teaching

speaking that should be mastered, namely grammar, vocabulary, pronunciation, and fluency.

These communications are integrated and should be taught regularly, to build the students' ability to communicate in the class or where ever they are. However, if these elements are not mastered lot of problem in communicating can be encountered. For example, the difficulties in pronounce the word can not differentiate the roles English conversation. Consequence, to express message appropriately within the overall

social and culture context communication are missing.

These facts are apparent in IkipMataramstudents, that proved when the first observation conducted AgusSalim, Tawali, and Trasne. The first research was conducted to answer whether the lecture and the students in process teaching and learning communicated English. Then, the result show that, the students communicated in two languages Indonesia and their own local language, this caused by same factors they have not enough vocabulary, and social academic environment is not conducive communicate by English regularly. Finally, the researcher concluded that the students and the lecturer did not communicate well in English as long as the teaching learning process.

Due to the previous of related observation, this continuation research examinee's that the students' strategies are the way of the student in improving their speaking ability. (Murcia at.al,1995) explains that social cultural competence refers to the students' pragmatic knowledge. This knowledge will guide the student to understand social cultural norms of the target language. While, discourse competence will help the students to be able to select, sequencing, and arrangement of words structure, and utterance to achieve unify a spoken message.

She also described, that interaction competence will also lead the students to master action and conversational. The last competence is strategy. The ability will introduce the student to identify the specific behavior of though process that they use to enhance their own second language learning.

The writer found out that, through the strategies that they use in their speaking ability especially in communication. Thus, the observation entitled; improving the students' communication competence through learning strategies at IKIP Mataram.

The statement of problem in this study is "What learning strategies are applied by the students of FPBS IKIP Mataram in improving their English communication competence"?whereas the objective of the

study is to find out the strategies that applied by the students of FPBS IKIP Mataram in improving their communication competence.The finding of this study is expected to motivate the researcher to find out the proper strategies that can be applied in learning speaking. This study is also hoped can be the first way to open the next chance for the other researcher to get the better solutions in teaching English.

## RESEARCH METHOD

This study is dealing with qualitative approach. It simply tries to find out the learning strategies that applied by the student to improve theirs English Communication competence. In other words in the study is un participation research, in which the researchers seeing, noting , and gathering the data without take part in the process of teaching and learning. (Bogdan and Bikley,1992:63,Rimer,2008)

This study was conducted at English faculty of IKIP Mataram, the subjects are student of fifth semester, that consist of one class and they are forty students.

The data collection was conducted from April 15<sup>th</sup> and June 26<sup>th</sup> 2013,at FPBS IKIP Mataram in second semester of G class. Meanwhile, the main instrument was the research himself (Bogdan and Biklen,1992). As the means instrument the research acted as the observer on the process of teaching-learning in the class, white wrote down the particular behaviors classroom, and the recorded and the verbal utterances that uttered by whole participants as long as the teaching-learning occur. In this study the, data where collected in some procedures, recording, interviewing, and looking at the documents.

In doing observation the research applied two procedure *structured* and *unstructured* observation (Hopkins, 1993:100). In structure observation the researcher prepared the meeting schedule, and the filed-notes while, in unstructured observation research used the filed-notes to write the non-verbal data, of the participants which appeared as long as teaching-learning process in the class. The research sat down at the back of the

classroom and did not interact neither with lecturer nor with the students during the teaching-learning process (Spradly,1980:59)

There are two activities that the research applied in this step, they are *recording* and *transcribing*. The process of recording was done since the first day of the observation in the class. The data were the teacher and students' verbal interaction. This was done to ensure that all interactional conversation as long as teaching-learning process in the class is captured.

The interview was conducted in three periods from June 15<sup>th</sup> until 26<sup>th</sup> 2013. The first and second period was done with the student, and the third period was conducted with the teacher. the interview is aimed to get the additional data. The material are related to the teaching patterns that are applied by the teacher, the participants' ways in negotiate by using the target language between and other, the problem encountered the students to communicate by English and their perception about the teacher's pattern, the learning materials, and their preparation before they come to class.

Another way in collecting, the researcher also looks to the syllabus, course outline of speaking II (see appendix 5). These are considered may help the research to get further information about the ways of teachers in manage the teaching and learning in the class. In addition, the researcher uses camera to capture the process of teaching-learning in the class.

The data was analyzed in four steps: data collection, data reduction, data display, and data conclusion (Miles and Huberman, 1984:23). This analysis was done in searching by doing. Its mean that, the data analysis was done together with data collection. In this process the recording of the students' voice was transcript into the texts, and then the texts reduced dealing with the research problem. As the next step the data was displayed as findings. At the next chapter the elaborate. Finally, the conclusion was written as the answer of the observation question.

This observation is aimed to apply the learning to develop the students' speaking

ability. When this proved, the method can be used not only in IKIP Mataram but also to all collage and universities in Lombok even in Indonesia. At the same time, it is a product of this research. Meanwhile, the achievement of indicator consist of: 1) the students' abilities in communicate by English are improve. 2) The strategy can be used as a new way to teach the students for improving their ability in speaking.

## **FINDING**

### 1. The learning strategies that used by the students

In addition to the interactional features performed by the teacher, the observation also reveals ten interactions features used by the students. These features are confirmation checks, clarification request, comprehension checks, self-repetition, other repetition, completion, self-correction, other correction, code switching, and translation as shown in the table 4.3.

#### a. Confirmation check

This confirmation check occurred when the student (addressee) intended to show the other student or teacher (addressor) that addressee had understood the message conveyed by the addressor to addressee. Confirmation check is meaning based in nature, because the focus was on meaning rather than on form.

#### b. Clarification request

This refers to asking someone for help in conversation by hesitating or asking for clarification on verification. In other word, this interactional feature occurred when the addressee partially or wholly did not understand the addressor's utterance. Therefore, the addressee request for clarifications from the addressor as shown in the following data.

#### c. Comprehension check

As stated in chapter one, comprehension checks occur when the addressor wants to check whether the addressor's own preceding utterances has been understood by the addressee

or not. They are usually in the form of tag questions, repetition with rising intonation of all or part of the utterance, or by question such as 'do you understand?' 'Right?' or 'do you follow?' For more illustrations data below are presented.

d. Self-repetition

Self-repetition is the student's repetition of part or the whole of his or her preceding utterance. It is realized in the student's exact or partial repetition of the same lexical item (s) from own preceding utterance, incorporated into a new utterance and the student's semantic repetition. The examples of the data are presented below.

e. Other Repetition

In this interactional feature, other repetition, the addressee repeats a part or the whole of the addressor's utterance. There are two types of the other repetition identified: (1) repetition with one word and (2) repetition with phrase. The following are some examples.

f. Completion

To negotiate meaning in the international conversation the student also uses the device 'completion'. Completion is done by the addressee to interrupt the addressor's utterance (teacher utterance or student utterance) which is left incomplete immediately preceding the addressor's utterance through rising intonation and/or pause. The purpose is to proceed or to keep the interactional conversation going on. Based on the utterances, completion can be classified into: (1) completion by one word (2) Completion by a phrase, (3) Completion by a cause, and (4) Completion by a stance. For the data below as the illustration.

g. Self-correction

Self-correction is an interactional device used by the students to correct their own utterances. Self-correction can be classified into two kinds: (1) retraced false start, a type of correction

in which correction is done by repeating a word or a phrase before the part corrected and (2) utterance false start, a kind of self-correction in which no repetition on a word or a phrase is done before the part corrected. Further illustration, the following data

h. Other correction

Other correction is another kind of error correction done by the addressee to the addressor's utterance containing error. It occurs when the addressor's utterance is perceived to contain error, then the addressor's utterance is perceived to contain errors, then the addressee realizes the addressor's wrong utterance which needs to be corrected by the addressee. The utterance that needs correction is called 'trouble source' or the source of errors consisting of a) grammatical errors, b) wrong choice of words, and c) phonological errors.

i. Code-switching

Code-switching is the use of the mother tongue by the students when they find it difficult in interactional conversation in the target language. It is intended to overcome longer pause by the addressor and to request for help from the addressee of what to say in the target language. The data are illustrated below.

j. Expansion

Expansion is another strategy used by the students to clarify meaning to take their listener understands their utterances. This can be done by: 1) adding meanings to a word, a phrase or a sentence, 2) giving a synonym to the previous word in an utterance, and 3) adding more words to a word or a phrase in an utterance. Data which are displayed below as the illustration.

2. Overcoming The Students' Silence

The lecturer sometimes fails to evoke students' responses. There are some occasions where the students give no response to the teacher's elicitation. For the illustrations data is presented below.



T: *hi, students do you understand to whate I am talking about. This expressions is followed funny body language.*

SS: *yes sir, (while laughing)*

T: *ok now keep attention to the topic.*

## CONCLUSION AND SUGGESTION

### A. Conclusion

This study is aimed at find out the students' learning strategies that they applied as long as teaching learning process. There are some strategies that were applied by them; confirmation check, clarification, repeat, comprehension check, self-repetition, completion, other correction, code-switching, expansion, all of these strategies could change the student communication abilities at the end of the research. These strategies seem change the students' ability especially in speaking confident in uttering their ideas than before. Unfortunately, they did not use the strategies consistent, so the result of this research is not maximum.

### B. Suggestion

In term of student strategies in improving the speaking ability, there are two suggestions the researcher need to deliver to both student and learner. Dealing with the strategy the student applied as long as the research conducted is good, and it is proved by the interaction at the end of the data collection. However, the students did not use those strategies continuously; it can be seen from their daily interaction in class. Most of the languages are dominant Indonesia and sasak. Therefore, they are speaking English when they are learning and discussing with the lecturer. Then, the researcher suggests the lecturer also need to give the student a kind of task that will encourage the students to practice their English everyday.

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**THE EFFECTIVENESS OF USING SHADOW READING IN  
TEACHING ENGLISH INTONATION**

**Ika Lusi Kristanti**  
English Department  
STKIP PGRI Jombang

**Abstrak:** Mengajar pelajar bahasa kedua mendorong dosen untuk menunjukkan kreativitas mereka di dalam kelas. Misal: mereka dapat menggunakan teknik baru dengan memperhatikan analisis kebutuhan, seperti menggunakan shadow reading dalam mengajar bahasa Inggris. Shadow reading merupakan salah satu teknik mengajar yang diterapkan mengajar bahasa Inggris, khususnya mengajar intonasi bahasa Inggris. Karena intonasi berperan pada bagian yang penting sekali dalam menyampaikan ide-ide, perasaan dan informasi ke yang lain. Disamping, memperhatikan pergantian nada, pelajar bahasa kedua juga harus memperhatikan ekspresi dan artikulasi dalam bahasa Inggris. Fenomena tersebut mendorong peneliti untuk melakukan penelitian pada mengajar intonasi bahasa Inggris dengan menggunakan shadow reading. Dalam penelitian ini, peneliti ingin menemukan keefektifan menggunakan shadow reading dalam mengajar intonasi bahasa Inggris. Peneliti menggunakan mahasiswa semester pertama STKIP PGRI Jombang sebagai subjek dalam penelitian ini. Penelitian ini menggunakan desain quasi experimental. Penelitian ini didesain dengan menggunakan test, yaitu pre-tes dan post-tes. Hasil penelitian ini menunjukkan bahwa menggunakan shadow reading efektif dalam mengajar intonasi bahasa Inggris. Melalui shadow reading, pengajar dapat membawa suasana yang menyenangkan ke dalam kelas pelajar bahasa kedua. Hal tersebut juga dapat meningkatkan kemampuan pelajar dalam menggunakan intonasi bahasa Inggris secara tepat.

**Kata kunci:** *Teknik Mengajar, Intonasi Bahasa Inggris, shadow reading*

**Abstract:** Teaching second language learners encourages lecturer to show up their creativity in class. For example: they can use new technique by considering need analysis, such as: using shadow reading in teaching English. Shadow reading is one of teaching technique applied in teaching English, especially teaching English intonation. Because intonation plays crucial part in conveying ideas, feeling, and information to other. Besides, considering pitch movement, second language learners also must consider the expresiveness and articulacy in English. The phenomenon encourages the researcher to conduct this study on teaching English intonation by using shadow reading. In this study, the researcher is eager to find the effectiveness of using shadow reading in teaching English intonation. The researcher takes the first semester students of STKIP PGRI Jombang as the subject of this research. This study uses quasi experimental design. It is designed by using test, mainly: pre-test and post-test. The result of this study shows that using shadow reading is effective in teaching English Intonation. Through shadow reading, lecturer can bring hilarious atmosphere into the class of second language learners. It also can increase second language learners' ability in using English intonation correctly.

**Key words:** *Teaching Technique, English Intonation, Shadow Reading.*

## INTRODUCTION

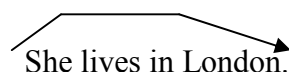
Intonation is one of suprasegmental features that relates with speech. Intonation help us to indicate what is shared knowledge between the speaker and the listener and what is new information (Kelly, 2000:87). It's needed to learn and understand by second language learners. Because it relates with the meaning of speech. In dealing with intonation in the language classroom, we need to examine the nature of these unconscious processes, bring them to the surface and show how we believe they work. To be of use to students, work on intonation in the classroom needs to focus on practice rather than theory. We need to show learners how the choices they make with regard to intonation serve to determine the meaning of utterances. Traditionally, theorists have attempted to show links between grammatical constructions and certain patterns of intonation (Kelly, 2000:86).

As well as helping to determine meaning, intonation gives us clues about the attitude of the speaker, or how he feels about what he is saying. When listening to people speaking, we get clear messages about their attitude from the ways things are said. We can get a good idea, for example, as to whether someone is interested, bored, being kind, being honest or lying, and so on. Such ideas can be used in the classroom to help underline the function of particular phrases and utterances (Kelly, 2000:86-87). Through the correct intonation of speech or utterance, we can convey our ideas, feeling, and information to others easily.

Utterances are made up of syllables and the syllables where the main pitch movement in the utterance occurs are called tonic syllables. The syllables that establish a pitch that stays constant up to the tonic syllable are called onset syllables. Thus, in the following example *lives* is the onset syllable, which is conventionally shown in capitals. *Lon* is the tonic syllable, which is conventionally shown in capitals and underlined.

she LIVES in LONdon

we can also represent the intonation patterns in this utterance with an arrow:



She lives in London.

Notice that in this particular example the voice starts at a certain pitch, then goes up very slightly on the onset syllable and then stays level until the tonic syllable where the pitch falls noticeably. The pitch at which a speaker begins an utterance will depend on their own pronunciation habits, but will generally be higher than their normal habit if they are nervous or excited and lower if they are bored or very relaxed. The pitch that is held from the onset syllable to the tonic syllable is known as the key. In the above example there is only one tonic syllable and we can say that utterance is therefore composed of one tone unit. Tone units are conventionally noted by being enclosed within two pairs of slanted lines. So an utterance consisting of one tone unit is shown like this:

//she LIVES in LONdon// (Kelly, 2000:88).

In brief, intonation is an important area of study for second language learners. Teaching English intonation needs lecturer's and teacher's creativity in class. Because the successful of teaching learning process lies on lecturer's and teacher's hands. In class, many second language learners think that learning English intonation is difficult one. In their mind, intonation is complicated. They must consider the pitch movement, expressiveness and articulation in English. It needs long time to understand intonation. Lecturer and teacher need new technique in teaching intonation. They can use new technique by considering need analysis, such as: using shadow reading in teaching English intonation.

Shadow reading is one of teaching technique applied in teaching English, especially teaching English intonation. Rojas (2007:45) proposes that shadow reading enables students to gain understandings in

their own language to support the development of concepts and understandings. It is challenging activity for learners to practice and understand more about English intonation. In this case, shadowing is different from repetition. When shadowing, you have to replicate what you hear as soon as possible (i.e., on-line) but when repeating, you have to keep what you hear in mind until the audio or speaker stops then repeat (off-line) (Hamada, 2017:171). Shadow reading help second language learners to understand more about English intonation, such as: pitch movement, the expresiveness and articulation in English.

## RESEARCH METHOD

Research is a process of formulating questions, problems, or hypotheses; collecting data or evidence relevant to this questions/problems/hypothesis; and analyzing or interpreting these data (Nunan, 1992:3). The three steps must be done by researcher. In this case, the researcher takes quasi experimental design as the design of this research. There are two group, mainly: control group and experiment group.

The researcher gives Pre-test ( $t_0$ ) to experimental class and control class. Then, researcher only gives the treatment by using shadow reading in teaching intonation to experimental class. Finally, the researcher gives Post-test ( $t_1$ ) to experimental class and control class.

The subject of this study is the first semester students of STKIP PGRI Jombang. The researcher takes 2016 A class as control group and 2016 B class as experimental group. There are 44 students in 2016 A class and 46 students in 2016 B class.

There are some steps of conducting the research. They are: determining the class as the subjects of the study, giving the try out to other class, giving pre-test to both experimental and control group, giving treatment to experimental group only, giving post-test for both experimental and control groups.

The researcher analyzes students' tests by using t-test formula (Arikunto, 2010: 354-355):

$$t = \frac{M_x - M_y}{\sqrt{\left(\frac{\Sigma X^2 + \Sigma Y^2}{2N - 2}\right) \cdot \left(\frac{1}{N} + \frac{1}{N}\right)}}$$

$$\Sigma X^2 = \Sigma X^2 - \frac{(\Sigma X)^2}{N}$$

$$\Sigma Y^2 = \Sigma Y^2 - \frac{(\Sigma Y)^2}{N}$$

$M_x$  = mean of experimental class

$M_y$  = mean of control class

$\Sigma X^2$  = the sum of deviation square of experimental class

$\Sigma Y^2$  = the sum of deviation square of control class

$N$  = number of students of each class

The score of pre-test and post-test are analyzed statistically by using a procedure of t-test formula with significance degree 5%. Then, the researcher calculates the degree of freedom based on Gay's theory (2007:402)

Find the degree of freedom (df), with the formula:  $df = n_x + n_y - 2$

Note:

$n_x$  = number of subject in experimental group

$n_y$  = number of subject in control group

The formula gives the interpretation to the result of t-test by considering on the criteria of hypothesis, mainly:

- If  $t_{\text{value}}$  is higher or same as  $t_{\text{table}}$ , the Alternative Hypothesis ( $H_a$ ) is accepted.
- If  $t_{\text{value}}$  is less than  $t_{\text{table}}$ , the Alternative Hypothesis ( $H_a$ ) is rejected. It means that there is no significance different between two variables which are observed.

## FINDING AND DISCUSSION

The result of data analysis shows that  $t_{\text{value}}$  is higher than  $t_{\text{table}}$ . In this case,  $t_{\text{value}} > t_{\text{table}}$  on the degree of freedom 60 with significant level 5%. It means that the hypothesis of the research is accepted. It be concluded that teaching English intonation by using shadow reading is effective.

Experimental group students get higher score than control group students.

The result shows that shadow reading is suitable applied in teaching English intonation. Shadow reading engages them in language learning, especially in learning English intonation. While in teaching English intonation without shadow reading, the students are not attractive and motivated in the process of teaching learning. They get difficulties in understanding the patterns of English intonation. Because the former way in teaching English intonation is only repetition.

In this case, shadowing is different from repetition. When shadowing, you have to replicate what you hear as soon as possible (i.e., on-line) but when repeating, you have to keep what you hear in mind until the audio or speaker stops then repeat (off-line) (Hamada, 2017:171). Shadow reading help second language learners to understand more about English intonation, such as: pitch movement, the expresiveness and articulacy in English. This is in line with Rojas's theory (2007:45). Rojas (2007:45) proposes that shadow reading enables students to gain understandings in their own language to support the development of concepts and understandings. It is challenging activity for learners to practice and understand more about English intonation. Through shadow reading, lecturer can bring hilarious atmosphere into the class of second language learners. It also can increase second language learners' ability in using English intonation correctly. So, their English intonation is better than before.

## CONCLUSION

Based on the result, the researcher concludes that shadow reading is effective in teaching English intonation. It can be seen that the students' English intonation is better than before. In teaching learning process, students are interested in learning English intonation.

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## THE EFFECT OF MNEMONIC DEVICE METHOD TO TEACH VOCABULARY

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**Abstrak:** Penelitian Pra Experimental One Group Pretest-Posttest ini dilakukan untuk mengetahui efek dari penerapan metode Mnemonic Device dalam mengajar kosakata pada mahasiswa semester pertama Program Studi Pendidikan Bahasa Inggris di IKIP-PGRI Pontianak pada tahun akademik 2016/2017. Populasi penelitian ini adalah mahasiswa semester pertama dan sampelnya adalah kelas B Pagi yang berjumlah 26 orang. Teknik menentukan sampel yang digunakan adalah cluster random sampling. Alat pengumpulan data yang digunakan adalah seperangkat tes kosakata. Data penelitian dianalisa dengan menggunakan descriptive statistik dan inferential statistik. Temuan penelitian sebagai berikut: (1) Metode Mnemonic Device terbukti efektif untuk mengajar kosakata; dilihat dari nilai rata – rata pre-test dan post-test yang berbeda sangat signifikan; dan (2) perbedaan antara hasil nilai pre-test dan post-test berpengaruh terhadap kemampuan penguasaan kosakata khususnya mahasiswa semester pertama Program Studi Pendidikan Bahasa Inggris di IKIP-PGRI Pontianak pada tahun akademik 2016/2017.

**Kata kunci:** *Metode Mnemonic Device, Pengajaran kosakata, Penelitian Pra Experimental*

**Abstract:** This Pre Experimental One Group Pretest-Posttest design was carried out to find the effect of Mnemonic Device Method in teaching vocabulary to the first semester students at the English Education Study Program of IKIP-PGRI Pontianak in the Academic Year of 2016/2017. The population was the first semester students and the sample was B morning class consisted of 26 students. The sampling technique used was cluster random sampling. The instrument used to collect the data was a set of vocabulary test. The data were analyzed by using descriptive statistic and inferential statistic analysis. The findings were: (1) Mnemonic Device Method was effective to teach vocabulary; the mean score of pre-test and post-test were significantly different; and (2) the different between pre-test and post-test scores had strong effects to the students vocabulary mastery especially in the first semester students of English Education Study Program IKIP-PGRI Pontianak.

**Keywords:** *Mnemonic Device Method, Teaching vocabulary, Pre Experimental Study.*

## INTRODUCTION

Vocabulary is the main element of whole languages including English. It has a crucial role in language learning. By mastering vocabulary of a language, students are able to communicate, read, write and understand the target language. Furthermore, having a lot of vocabulary enable students to express their ideas or feelings by using proper words, comprehending passages, enabling a good listening skill and

composing a meaningful composition, therefore, assisting students to build up a large store of vocabulary is needed to assist students in English language and getting a good achievement in English language learning.

However, teaching English is a challenging and demanding task for many lecturers in English education study program. There are many problems encounter by the students such as, discovering about which

ways or skills will best help them better learn, retain and retrieve vocabulary (Tavakoli and Gerami, 2013:300). All of the problems occur because the students have to memorize a great amount of vocabulary in learning English as a foreign language. They have trouble in memorizing and remembering the words which are completely different from their first language in the system of the structure and pronunciation.

The students tend to connect the English words to their own language words and avoid difficult words which have hard pronunciation or spelling from their own language. They also have difficulties in memorizing the list of words. Amiryousefi and Ketabi (2011:181), claim that students, however, complain that they can not remember the words they have learned. It happens because they do not use English in their daily life. The student tend to forget the English words after they go out from the class. These problems make their vocabulary store small because these problems make them forgetting the words immediately after the teacher has elicited the words meaning or after they have looked them in the dictionary.

In order to deal with the existing difficulties experience by the students in learning English as mentioned in the previous paragraph, the researcher interested to apply Mnemonic device method in teaching vocabulary. Mnemonic Device Method is considered as one of the effective methods to assist the students in adding the number of vocabulary in their stores. According to Read (2000:41), "Mnemonic Device Method is very effective method for gaining an initial knowledge of word meaning in second language". It focuses on absorbing, processing, and keeping the list of vocabulary words in memory system based on the brain system and its particular use is in developing better ways to take in information so that it will be much easier to retrieve.

Moreover, Bakken and Simpson (2011:85), say "Mnemonics have been proven to help individuals remember information by making it easier to remember and more concrete". In the other words,

Mnemonic Device Method will help the students learn faster and recall better by integrating the new material into existing cognitive units and by providing retrieval cues, therefore, by implementing this method lecturers can broaden their students' vocabulary stores easily for getting a good achievement in many English classes in their college.

To prove the effect of the method, the researcher conducted a research to the first semester students of English Education Study Program of IKIP-PGRI Pontianak in the academic year of 2016-2017 entitled "The Effect of Mnemonic Device Method to Teach Vocabulary".

## **RESEARCH METHOD**

This was a single group pre-test and post-test pre-experimental research. The researcher used one class as an experimental group by applying Mnemonic device method during 12 meetings and calculated different score between students' pretest and posttest after the treatment given. This research investigated the effectiveness of Mnemonic Device Method in teaching vocabulary to the first semester students of English Education Study Program IKIP-PGRI Pontianak in the academic year of 2016/2017. There were 26 students from class B morning involved in this research. The researcher used probability random sampling technique where every participants had an equal probability of being selected from the population.

### **A. Technique and Tool of Data Collection**

The technique of data collection applied in this research was measurement technique. The purpose of using test was stated by Cohen, Manion and Morrinson (2007:418), "to diagnose a student's strengths, weaknesses and difficulties, to measure achievement, to measure aptitude and potential, to identify readiness for a programme". It mean that test was measuring instrument that consist of question to diagnose or measure students achievement. Since this research conducted in educational field, so the researcher used test as the tool of collecting the data of the students' vocabulary achievement. Furthermore, the

researcher used written test in the form of completion items and match items. There were two kind of tests used in this research which were tryout test and pretest posttest test. The tryout test was used to determine the valid and reliable questions that could be used as pretest posttest item test for the students in the experimental class. The total questions in tryout test were 70 questions or item tests from 42 completion items and 28 match items.

### B. Technique of Data Analysis

In order to find out of the answer of research questions and to test the hypothesis of research, the procedures of data analysis were required. The data analysis used in this research were descriptive statistic and inferential statistic. As stated by Cohen, Manion and Morrison (2007:503) descriptive statistic describes and presents the data, while inferential statistic strives to make inferences and predictions based on the data gathered. In this research the descriptive statistic was used to describe the data gathered and the inferential statistic was used to inference the data gathered to determine the hypotheses accepted or rejected.

## DISCUSSION

### A. Research Finding

The result of students' pre test and post tests scores were analyzed to determine the effectiveness of the Mnemonic Device Method in teaching vocabulary to the first semester student of English Education Study Program IKIP PGRI Pontianak. After the students' individual scores of pretest and posttest were gathered, the data were analyzed by using SPSS to search the mean of pretest posttest, the different score between pretest and posttest (diff); the standard deviation of pretest, posttest and the highest lowest score of pretest, posttest. The data analyzing were described below :

**Table 1.2**  
**Descriptive Statistic**

	Minimum	Maximum	Mean	Std. Deviation
PRETEST	5.00	47.00	19.7692	11.00294
POSTTEST	7.00	87.50	64.6923	22.87928

DIFF	-10.00	70.50	44.9231	23.15068
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### 1. Mean Score

Table 1.2 shows that mean score of post-test was higher than the mean score of pre-test. The mean score of pretest was 20 and the mean score of posttest was 65. There was a significant score between pre-test and post-test.

### 2. The different between pretest and post test

Further analysis was conducted to reveal how significant the difference between pre test and post test. As displayed in table 1.2, it was found that the diff mean score between pretest and post test was 45. It means that the difference between pretest and post test classified statistically significant, because it is higher than *t value* 1.708. The statistic showed the lowest and the highest score. From the table above, it shows that the pretest highest score was 47.00 and the lowest score was 5.00. In the posttest, the pretest highest score was 87.50 and the lowest score was 7.00. Above all, it was proven that the use of Mnemonic Device Method effective with the positive diff, 44.92.

### 3. Hypothesis Testing

Based on Wilcoxon calculation, it indicates that the mean scores of pre-test and post-test were significantly different. The obtained of wilcoxon was lower than alpha ( $0.000 < 0.05$ ) with degree of freedom ( $df = N-1$ ) at the level 0.05 (5%). The hypotheses could be formulated as followed:

#### 1. Null Hypothesis (Ho)

The use of Mnemonic Device Method was not effective in teaching vocabulary.

#### 2. Alternative Hypothesis (Ha)

The use of Mnemonic Device Method was effective in teaching vocabulary. Alternative hypothesis (Ha) was accepted because Wilcoxon test value was lower than alpha ( $0.000 < 0.05$ ). It means that the use of Mnemonic Device Method was effective in teaching vocabulary.

### 4. The Effect Size Test



In analyzing how significant the effectiveness of the treatments was, the researcher used the formula of Cohen's *d* effect sizes. It was calculated by using Wilson Effect Size. The result of the Effect Size computation was described more below:

Table 1.3  
Effect Size Result

	Mean	SD	N
Treatment	26.31	8.240	26
Control	8.04	4.422	26

d =	2.7629
95% C.I. =	2.003 3.5228
v =	0.1503

From the table about the calculation of Effect Size, it showed that the score of *d* was 2,7629. It was higher than 1.00 (2,7629 > 1,00). It mean that the treatments had a strong effect to the sample in this research.

## DISCUSSION

The findings of the research reveal that the implementation of Mnemonic Device Method was effective in teaching vocabulary to the first semester students of English Education Study Program IKIP-PGRI Pontianak.

The result of the calculation of students' pretest and posttest score shows that from 26 students in B Morning class, there were 25 students got higher score in posttest than in pretest and only 1 student that did got higher score in posttest than in pretest. It also could be seen from their pretest and posttest mean score calculated by using SPSS 19 for windows where the data showed that there was a significant difference of students' pre-test and post-test mean score after the students were taught by using Mnemonic Device Method. It showed that the mean of pre-test was 19.76 and post-test was 64.69. There was a significant score between pre-test and post-test mean score which was represented in diff mean score which had positive score, 44.92.

The computation of Wilcoxon signed-rank test by using SPSS 19 it showed that Mnemonic Device Mehtod was effective in teaching vocabulary to the second semester students of English Education Study Program

IKIP PGRI Pontianak because the sig. score of Wilcoxon was 0.00 which was lower than 0.05 which was showed that the method used was effective. The posttest mean score which was higher than the pretest mean score and the result of calculating the Wilcoxon score supported the idea that the use of Mnemonic Device Method had a positive impact to the students in learning and broaden their vocabulary store.

The data also showed that the treatments contributed a big influence to enhance the students' vocabulary achievement that was showed from the result of the effect size calculation. From the explanation above, Mnemonic Device Method especially Keyword technique was succesfull to assist the students adding the new vocabulary word faster and recalling the vocabulary word better than before using the Mnemonic Device Method.

The finding was in line with the research conducted by Bakken and Simpson (2011:85) who found that Mnemonic Device Method had a significance influence to the students in teaching vocabulary and this technique also found to be helpful and effective to the students to be used in learning process especially in learning vocabulary. In other research done by Amiryosefi and Ketabi (2011:181), they stated that Mnemonic devices Method was very effective and could make the students motivated and also made the classroom being more interesting It mean that the students' response in vocabulary learning process by using Mnemonic Device Method was good.

## CONCLUSION AND SUGGESTION

### A. Conclusion

Based on the data analysis, there was a significant difference of the students' pre-test and post-test after getting treatments and Mnemonic device method was proven effective in teaching vocabulary to the first semester student of English Education Study Program IKIP PGRI Pontianak. The mean of pre-test was 19.76 and post-test was 64.69. It indicated the positive gap between pre-test and post-test mean score that was about 449.231 points. The result of Wilcoxon

signed-rank test showed the significant score of Wilcoxon signed-rank test  $< 0.05$  which mean that this method was effective. From the result of Effect Size test, it could be seen that the method contributes a strong effect to enhance vocabulary achievement.

### **B. Suggestion**

Regarding to the use of Mnemonic device method in teaching vocabulary, the following suggestions are worth considering:

1. The lecturers should choose a good method in teaching vocabulary in order to engage students in learning learning process. One of the alternative methods is Mnemonic Device. The lecturers have to be able to arrange lists of vocabulary for the students which can be related their context. During the learning activities, the lecturers have to encourage students to express their idea and assist them in understanding particular difficult words.
2. For other researchers, the result of this study could be used as a foundation reference supported theories, for their research to enrich similar research findings to support the arguments of their findings.

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## **IDEOLOGY IN CHOOSING A CODE FOR CHILDREN IN BALONGMOJO VILLAGE**

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**Abstrak:** Penelitian ini bertujuan untuk menginvestigasi bahasa yang digunakan anak-anak, faktor yang memotivasi pemilihan bahasa untuk anak-anak, dan ideologi orang tua sebagai faktor yang sangat memengaruhi dalam memilih bahasa atau kode. Penelitian ini dilakukan di desa Balongmojo. Data yang digunakan adalah bahasa yang digunakan anak-anak dan hasil wawancara dari orang tua. Data diambil dari 10 anak dengan umur 5 sampai 10 tahun. Dalam mengumpulkan data peneliti menggunakan metode observasi dan wawancara. Hasil dari penelitian ini menunjukkan bahwa bahasa yang digunakan anak-anak dan kecenderungan dalam memilih bahasa di desa Balongmojo terjadi dikarenakan beberapa faktor yang meliputi ideologi orang tua yang dikarenakan kebutuhan sosial dan rendahnya kemampuan orang tua dalam menggunakan bahasa Jawa dan faktor sosial – partisipan dan tempat – dan perilaku dan nilai sebagai hasil dari ideologi orang tua. Hal ini juga menandakan bahwa orang tua mencoba untuk menemukan identitas dalam kehidupan sosial.

**Kata kunci:** *ideologi, identitas, kode*

**Abstract:** This study aims at investigating children's language use, factor motivating choosing language for children, and parents' ideology as an influential factors in choosing a code. This study was conducted in Balongmojo Village. The data were language used by the children and interview result from the parents. The data were taken from 10 children of 5 to 10 years of age. In collecting the data the researcher used observation and interview method. The result of this study showed that the children's language use and the tendency language chosen in Balongmojo village happens because of some factors covering the parents' ideology due to social need and parents' low proficiency of using JL and social factors—participants and setting—and attitudes and values as the result of parents' ideology. This also means that the parents attempt to find identity in social life.

**Keywords:** *ideology, identity, code*

### **INTRODUCTION**

In Indonesia, most people are bilingual. Most of them understand their local language (e.g. Javanese Language) and national language (Indonesia), even several of them understand foreign language (e.g. English). Bilingual ability refers to the ability to speak more than one language or code. Then someone who can speak more than one language or code is called bilingual speakers. Bilingual people can be found all over the world. Spolsky

(1998: 45) said “the simplest definition of bilingual speaker is a person who has some functional ability in a second language”. In short, we can say that bilingual ability is the ability to master two languages. Titone in Hammer and Blanc (2000) supports this definition. He stated that:

*Bilingualism is the individual's capacity to speak a second language while following the concepts and structures of*

*that language rather than paraphrasing his or her mother tongue.*

In addition to the concept of bilingual ability, the term of bilingual speaker refers to a speaker who can use more than two languages. However, the term bilingual speaker is used commonly to include people who are actually more properly identified as multilingual speaker (Fishman:1972, in Jendra:2010). The example of bilinguals came from Holmes (2001: 32). In New Zealand, many Maori are bilingual. They used both English and Maori. Maori used different code or language based on the situation where the conversation was taking place.

In the case of bilingualism or multilingualism, people will use a particular language or languages for communication which is not only influenced by social factors but also considered by beliefs. Social factors mentioned by Holmes (2001: 8) are the participants, the setting or social context of the interaction, the topic, and the function. Moreover, Duranti (2004: 497) argued that a set of various beliefs used directly or indirectly by people is called language ideologies. People's beliefs are about the superiority or inferiority of particular languages. It means that ideology also takes role in choosing a certain language because people will have their beliefs in using language. Moreover, people sometimes attempt to construct identity behind their ideologies in choosing certain language(s). Mbhata (2016) says that identity and language are important forces that influence language choices.

In this study, the researcher also reviews some studies related to language choice and ideology. First, Mbhata (2016) conducted research language ideology influencing language choice on African students. The research focuses on ideologies shaping language choices and views of African language students on isiZulu modules in higher education and analyses their reasons for choosing or not choosing isiZulu modules. Findings revealed a perceptible resistance to mother tongue

modules, fuelled by a fear of being unable to teach English as the language mostly used in education, and a lack of information about the role of the mother tongue in education. Second, Messing (2009) did research focusing on youth and young adults' ideologies characterized by ambivalence about Native language use and identity. The results showed how youth are caught up in a nexus of multiple ideologies influenced by globalizing forces and racialized societal discourses that denigrate Indigenous identity. Then, Madrigal (2010) investigated how the relationship between language and identity conceptualized, articulated, and represented in cultural productions by, for, and about Chicana/os and interrogated linguistic assumptions and expectations of Chicana/o identities. The study revealed relationship between heritage languages and ethnocultural identity for minority populations. This relationship correlates the use of the minority or heritage language to its cultural identity.

Therefore, the further study concerning ideology in choosing children's language is significant to be conducted because of some reasons. The researcher found that the children tend to use Indonesian or Bahasa although sometimes they switch to Javanese occurring in Balongmojo village. Although they study Javanese in the school, the intensity of using Javanese language is not as high as using Indonesian or Bahasa. Besides, parents' ideology is also an important part to be investigated which is indicated as the factor in the case of children's language use. Therefore, this study aims at investigating parents' ideology in choosing children's language and factors influencing parents' ideology conducted in Balongmojo Village.

This study employs the social identity theory. Norton as cited by Rezaei (2012) states that identity generally relates to the "who am I" question. It also refers to a sense of how we relate to the social world – it is dynamic and complex. Identity and language are important forces that influence language choices (Mbhata, 2016). Pavlenko and Blackledge as cited in Ramsay-Brijball

(2004:152), suggested that identities can be caused by some factors such as linguistic repertoire, clime of bilingualism, cultural link, educational and social status, educational orientation and medium of instruction, language attitudes and the impact of a diglossic situation. They also explained that identities are multi-dimensional and are constructed at the intersection of the use of different languages.

Moreover, language ideology theory is also used to reveal language choice of children which is intertwined with parents' ideology. In the process of choosing a language, people have the basis thought to choose and use a certain language which is called language ideology. Duranti (2004: 497) argued that certainly language ideologies do not always concern with indigenous culture but rather a set of various beliefs whether directly or indirectly used by people. People's beliefs are about the superiority or inferiority of particular languages. He also added that the exploration of variation in ideas, ideals, and communicative practices is an alternative established by language ideologies. It can be illustrated such as when Javanese people tend to use Indonesian rather than Javanese because they have a set of beliefs in using it (e.g. Indonesian is more valued than Javanese to achieve social purpose). It means that Indonesian is superiority language. Patrick (2009: 1) argued that the abstract level which engages some kind of rationalization that increases and supports a framework of ideas and facts about social relations is called language ideology. It means that language ideology involves claims of fact related to social in using a particular language; for example, to achieve social communication because all of the participants use IL than JL, people will tend to use IL that connects to the social reality.

## RESEARCH METHOD

The data was language(s) used by the children in Balongmojo village and interview result from the parents. The data was taken from 10 children of 5 to 10 years of age and their parents. The researcher chose these

subjects using certain code (e.g. Indonesia or English) or some codes in their daily communication, e.g. Indonesia and Javanese language or Indonesia, Javanese and English Language. This research used observation and interview methods to collect the data. The researcher used direct observation because she focused on observing language used by the children and the physical environments supporting the language use (Yin, 2009:11). The researcher also used face-to-face interview and did an interview on individual one by one (children's parents). This interview is also kind of semi structured interview because she used an interview guide contains written list of questions that need to be covered in a particular order (Cresswell, 2009 & Bernard, 2006). During doing observation and interview, the researcher was recording and taking a note. Then, to analyze the collected data, this study applied the model of interactive analysis. It consists of three concurrent flows activities; data reduction, data display and conclusion drawing/verification (Milles & Huberman, 1994:10).

## FINDINGS AND DISCUSSIONS

### Children's Language Use, Domain and Pattern

In the case of language use, domain is used to present language choice in different situation and pattern is used to draw to whom the children communicate with (Holmes, 2001:23, 54). The phenomena of children language use in Balongmojo village uses the domain of family including mother, father, relative, and grandma (only children whose grandma stay together with), and the domain of friendship that can be schoolmate or playfellow. Based on the observation, IL is the dominant language. The clear result of the children's language use drawing in the domains and pattern is presented in the table below.

Table 1 Language Use, Domains and Pattern of Children in Balongmojo Village

No	Name (Initial) and Age	Language use, Domains and Pattern	
		Family	Friendship
1.	Khn (5 years old)	Mother & Father : IL, EL Grandma : IL,	Schoolmate: IL, EL Playfellow :

		JL Relative : IL	IL
2.	Af (10 years old)	Mother & father : IL Relative : IL, JL	Schoolmate: IL Playfellow : IL
3.	Ppt (8 years old)	Mother & Father : IL Reative : IL, JL	Schoolmate: IL Playfellow : IL
4.	Jo (5 years old)	Mother & Father : IL Relative : IL	Schoolmate: IL, EL Playfellow : IL
5.	Ms (9 years old)	Mother & Father : IL Relative : IL	Schoolmate: IL, EL Playfellow : IL
6.	Wl (9 years old)	Mother & Father : IL Relative : IL	Schoolmate: IL Playfellow : IL
7.	El (9 years old)	Mother & Father : IL Relative : IL	Schoolmate: IL Playfellow : IL
8.	Grd (6 years old)	Mother & Father : IL Relative : IL	Schoolmate: IL Playfellow : IL
9.	Ar (7 years old)	Mother & Father : IL Relative : IL	Schoolmate: IL Playfellow : IL, JL
10.	Ys (10 years old)	Mother & Father : IL Relative : IL	Schoolmate: IL Playfellow : IL, JL

From the table above, it can be described that the children tend to use IL than JL which is their vernacular language. Although JL occurs in the conversation, just a little vocabulary of JL is used by the children. Nevertheless, the researcher also found that children also use EL in their daily conversation concerning with color and family terms such as “blue, green, yellow and sista” although it happens in an individual. It can be represented from the conversation between Khn and her relative (Af) and Khn with her Grandma based on the transcribed data as follows.

- (1) Af : woy, **inikamarnyasiapa?**  
*“Woy, whose room is this?”*  
 Khn : sistaEka  
*“sista Eka”*  
 Af : **kamusekolahdimananay?**  
*“Where do you study, nay?”*  
 Khn : **di** Al-izzah  
*“In Al-izzah”*

Eh...Ini lo gambar hello kitty, initelurnya “angry bird” (sambilmenunjukgambar)  
*“Eh...This is hello kitty picture, this is angry bird’s egg”*

Af : nay kalau**ikigambaropo** nay?

*“Nay, how about this? What picture is this?”*

Khn : **kupu – kupu**  
*“Butterfly”*

Af : **warnanyaapa?**

*“What is the color?”*

Khn : **inib**blue, **inig**reen  
 (sambilmenunjukgambar)

*“This is blue, This is green (while pointing the picture)”*

(2) Khn :uti,

**akuisokmenggambarbintang**

*“Granny, I can draw a star”*

Grandma : wernoopo?

*“What is the color?”*

Khn:**warnanyakuning**

*“The color is yellow”*

The conversation above shows that IL is dominant. JL vocabularies found are limited to “iki”, “opo”, “isok”. Although the grandma used JL “wernoopo?”, Khn replies with IL “warnanyakuning”. Although she speaks EL relating to color “inibblue and inigreen” in data (1), she also can use the term color in IL “warnanyakuning” in data (2). It happens because her mother teaches her EL and IL.

The use of JL also appears in the conversation between Ar and his playfellow and Ys and his playfellow.

(1) Friend 1: ayo sepedaan nang waru?

*“Let’s go cycling to Waru”*

Ar : **samasiapaajha?**

*“With whom?”*

Friend 2: yoaku, kamu, terusnanda

*“Me, you, and nanda”*

Ar :yo,**tunggusebentar.**

**Akuambilsepedadulu**

*“Yes, wait me. I have to take my bike, then”*

Friend 1 : iyo, cepetyha

Ar : *"Yeah, be quick!"*  
 : **oke**  
*"Okay"*  
 (2) Friend : *kapansinau?*  
*"When are we going to study?"*  
 Ys : **ntar soreyo**  
*"How about this noon?"*  
 Friend : *yo*  
*"Ok"*

The conversation above also shows that IL is mostly used because JL vocabulary used is limited to 'yo' in responding friend. Nonetheless, observing the conversation above, the playfellows tend to use JL but Ar and Ys tend to use IL. It can be assumed that JL used by Ar and Ys because of the environment influencing. Yet, IL is still dominant and may influence his friend such as in data (3) "*yoaku, kamu, terusnanda*" and "*iyo, cepetyha*".

Thus, from the phenomena language used by children above reflects that the children tend to choose IL than JL. However, it raises a question of how IL can replace JL in children language use. This consideration points toward the cause of language choice in children. In the case of language choice and tendency, of course, there is a phenomenon influencing it. It is considered as the factor that is discussed further in the next section as follows.

### **Factors Motivating Children's Language Choice**

As the result of observation and interview, the researcher found social factors and attitude and values which influence language choice in children as what Holmes (2001) states that both of those factors are part of some factors motivating language tendency or choice. Holmes (2001:8) mentioned that the components of social factor can be the participants, the setting, the topic, and the function.

The social factors supporting language tendency of IL in children in Balongmojo village are the participants and the setting. The participants here means who is speaking and to whom they are speaking. The family mainly the parents are the participants

influencing the children to speak IL. From the interview shows that 9 out of 10 parents teach their children to speak IL when they were about 1, 5 years old, 1 out of 10 parents teach their daughter to speak IL and EL when she was about 1, 5 years old. The relative and grandma are also the factor (only the children who live with or nearby their relatives and grandma). Although the grandma often speaks JL, the children still speak IL because they are motivated by their parents. The response from the parents based on the interview result is that their children understand whenever people speak to them use JL, but they reply in IL but sometimes they also use JL; still, the use of JL is limited to certain vocabulary. They assumed that their children are able to understand JL because they learn JL in the school and they live in the village in which the people (adult and old) tend to use JL in their daily conversation but the children are not capable of speaking JL fluently.

Besides, friendship including schoolmate and playfellow also influence the children to speak IL. The schoolmate is related to the social context of interaction where they are speaking. In fact, all of the children as the sample of this research study in the school located in urban area although they live in the village. From the tenth children, a child (Khn) is in Kiddos School (Bilingual School - IL and EL), 4 children (Jovita, Velina, Ar, and Ys) are in Al-Azhar School (Bilingual School - IL and EL), 3 children (Af, Grd, and Ms) are in SDN Gedongan 3, and 2 children (Wl and El) are in SDN Miji 2. Almost all the students in urban area speak IL and consequently it can motivate those fifteen children to speak IL. On the other hand, they are living in the village but most of the children tend to use IL because most of their playfellows also use IL. It can also be represented from the conversation between Ppt and his friends and Ys and his playfellow as follows.

(3) Friend1: *mainanbarbie yuk?*  
*"do you wanna play Barbie toy?"*

Ppt : *ayo, tapi di rumahkuya?*

*"It's ok, but can we play at my home?"*

Friend 1 : Iya lin.  
Kamupunyatempattidur e  
Barbie nggak?  
*"Ok, Lin. Do you have Barbie's bed?"*

Ppt : punyatapikamubawasendiri  
lo  
*"I have but bring yours!"*

Friend 1 : ya, akuambilBarbiekudul  
uya  
*"Ok, I'll take my Barbie"*

Ppt : iya, jangan lama-lama yen  
*"Yes, be fast, Yen!  
Come back ...."*

Ppt : ehkamuikutanjugaris? Bawa  
Barbie nggak?  
*"Do you also wanna join, Ris?  
Do you bring your Barbie?"*

Friend 2 : iya, akubawalin  
*"Yes, I did."*

Friend 1 : tadiRisamintaikutlin,  
*"Risa wanted to join, Lin."*

Ppt : iya, gapapa yen.  
*"Yeah, it's okay."*

(1) Ys: mir, ambilenbolamu, ayo  
main  
*"Mir, take your ball! Let's play!"*

Friend (Amr) : maumain dimana?  
*"Where will we play?"*

Ys : lapangandepanrumahku  
*"In the field in front of my  
house"*

Friend (Amr) : bola basket  
apasepak bola?  
*"Basket ball or foot ball?"*

Ys : basket ajamir  
*"Basket ball, Mir"*

Furthermore, attitudes and values are also considered as the factor of children language choice or tendency of JL in Balongmojo village. However, attitudes and values factor are not from the children but their parents because the children acquired their first language from their parents. 9 out of 10 parents tend to choose IL and 1 out of 10 parents tend to choose IL and EL as their children's first language whereas the parents' vernacular language is JL. The

tendency of choosing IL means that the parents do not highly admire JL which is vernacular language so that language shift can happen fast. They precisely expect their children to be able to speak IL than JL in the daily communication. They do not think to value JL as their ethnic identity.

In short, the social factors influencing children's language choice and tendency are family, mainly the parents and friendship mainly the schoolmates. The other factors are attitudes and values of the parents in choosing language as their children's first language that they tend to choose IL than JL. It means that JL is not highly valued by them. Nevertheless, related to attitudes in valuing a language, it is also important to know why the parents tend to choose IL than JL. The parent's attitude points toward the reason of choosing a particular language that the others because they have an ideology which also construct identity. It becomes the influential factor that is discussed further in the next section as follows.

### **Parent's Ideology for Constructing Identity in Children's Language Choice**

Based on the interview result from the children's parents, the reason they tend to choose IL than JL as their first language because they have a certain belief in using it. The reasons are related to the future preparation for the children to face social reality and parent's low proficiency of using JL.

All of the parents interviewed have the same reason that by using IL as the first language, they will be able to speak IL fluently in order to not being clumsy or awkward to speak IL. They also explain that it was because their student would be sent to the school located in urban that almost all the students there use IL. This is what Duranti (2004:498) argued that certainly language ideologies do not always concern with indigenous culture but rather a set of beliefs whether direct or indirect used by people. They are beliefs about the superiority and inferiority of specific languages. It means that IL is the superiority language because they think that it is useful for their children's interaction with their friend in the urban



school. Furthermore, it is also related to claims of fact about social relation (Patrick, 2009:1) that the social fact (urban students use IL); as a result IL is chosen than JL.

Moreover, some of them also argued that they chose IL for their children's first language because based on the reality that children who speak JL as first language, they are not good at speaking IL or awkward to speak IL. Besides, they also asserted that it is due to their low proficiency in using JL. They think that JL is difficult because there are strata in JL (JL *Ngoko*, *Madya* and *Krama*) and they usually use *Ngoko*. They were worried that their children just be able to speak JL *Ngoko*. Furthermore, they think that IL is the simple one.

Those results also reflect what Pavlenko and Blackledge said that identities can be caused by some factors such as linguistic repertoire, climate of bilingualism, cultural link, educational and social status, educational orientation and medium of instruction, language attitudes and the impact of a diglossic situation. This case specifically relates to linguistic repertoire of the parents, bilingualism, language attitudes and educational orientation. It also means that the parents construct identity through the language used by the children.

In short, the matters underlie parent's ideology are social need and low proficiency of using JL. The social need means that they were thinking the need related to social fact that almost all the students in urban use IL when they wanted to send their children in urban school especially the bilingual school. The low proficiency becomes anxiousness for the parents to their children; consequently, IL is the good alternative for their children.

## CONCLUSION

In summary, based on the phenomena investigated, the influential factor of language choice by the children is the parents' ideology. Their parents chose IL for the children's first language because they have an ideology that is underlain by the social needs and low proficiency of Using JL and this also constructs an identity. Besides,

the other factors motivating the the tendency use of IL are social factors consisting of participants and setting and attitudes and values. The participants are the parents and friend. The setting as the consideration is the school located in urban in which almost all the participants use IL. The attitudes and values here is that the parents tend to choose IL; therefore IL is highly valued than JL. In other words, attitudes and values are the result of parents' ideology motivated by the social needs and low proficiency in using JL.

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**TRACING RACISM TOWARDS THE BLACKS ON *THE HELP* (2011):  
A CRITICAL DISCOURSE ANALISIS**

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**Abstrak:** Masalah social adalah sebuah kondisi sosial yang menyengsarakan masyarakat. Salah satu masalah sosial yang masih terjadi di dunia adalah rasisme. Salah satu film yang berhubungan dengan rasisme adalah film *The Help*. Terdapat dua rumusan masalah dalam penelitian ini. Rumusan masalah tersebut adalah Tipe rasisme apa yang ditemukan dalam film *The Help* dan bagaimana orang kulit hitam melawan rasisme dalam film *The Help*. Selanjutnya untuk menjawab pertanyaan pertama digunakan teori rasisme oleh Ruth Wodak (2001) dan untuk menjawab pertanyaan kedua yaitu cara orang kulit hitam melawan rasisme, peneliti menggunakan teori perlawanan oleh James Scott (1990). Peneliti menggunakan pendekatan Analisis Wacana Kritis. Sebagai tambahan, peneliti juga menggunakan model penelitian kualitatif. Lalu, dalam menganalisa data peneliti mengatur, mengkode, mendeskripsikan, dan menginterpretasi data berdasarkan konteks dan situasi. Untuk data temuan, peneliti menganalisa data kutipan dari naskah. Selanjutnya, peneliti menyimpulkan bahwa tipe rasisme paling dominan adalah rasisme sehari-hari. Namun, untuk perlawanan tipe tertutup dan terbuka, hanya ditemukan tipe tertutup dalam film tersebut.

**Kata Kunci:** *Analisis Wacana Kritis, Rasisme, Rasisme sehari-hari, Rasisme Institusi, Film*

**Abstract:** Social problem is a social condition that harms people in a society. One of social problem that still exist in this world is racism. One of the films that deal with racism is *The Help* film. There are two statements of the problem in this present research; (1) what are the types of racism found in *The Help* film, and (2) how do the black people resist racism in *The Help* film. Furthermore, to answer the first research question particularly used racism theory by Ruth Wodak (2001) and to answer the second research question in which the ways of black people resist racism, the researchers conducted resistance theory by James Scott (1990). The researchers employed Critical Discourse Analysis as the approach. In addition, the researchers employed qualitative research design. Then, in analyzing the data the researchers organized, coded, described and interpreted the data based on the context and the situation. In the findings, the researcher analyzed the data in some quotation from the script. Furthermore, the researchers concluded that the most dominant type of racism is everyday racism. However, for the hidden transcript and public transcript types of resistance, it only found the hidden transcript in the film.

**Key Words:** *Critical Discourse Analysis, Racism, Everyday Racism, Institutional Racism, Film*

## **INTRODUCTION**

Social problem which becomes a part of life is born from an ideal social situation. In a heterogeneous society, it certainly encounters a lot of social problems. One of the social problems which exist among the people is the conception of race.

A human race defined as a group of people with certain common inherited features that distinguish them from other of people. Obviously, the concept of race is an inevitable fact for geneticists and biologists refer to human beings (Reisigl and Wodak, 2001:2). Various races can be a big power for

a country if the people can accept the varieties which exist among them because they have their own resources or skills to increase their life and their country. On the other hand, it also can cause a detrimental social problem if they cannot regard one to another. Racism is one of the worst social problems that still exist up in this world, nowadays. Further, it can be defined as the mistreatment of a group of people on the basis of race, color, and religion.

In addition, talking about racism is often related to the study of discourse in the enactment and reproduction of racial inequality which has slightly emerged in CDA. One of the most important aspects of CDA is that it sees language as a social practice and considers the context of language use to be crucial (Meyer and Wodak, 2001:8). When the language is seen a social practice anchored in the wider content that can be used not only to mean things but also to do things, and it is necessary to consider how the language impacts the reality. The relationship of power, ideology and language is an important issue for CDA, mainly how power and unequal power relations are expressed or subverted by language. So, the study of racism is theoretically and empirically relevant only when discourse structures can be related to properties of power, dominance, and inequality.

Since years ago, racism has put many people into misery and suffers from the race minority inequality treatment. Take an example, racism is still exists in America which the people are differed from their races, even today. Racism is caused by a problem involving white Americans and black Americans. Later on, the whites never treat the blacks as the true human beings because they have different features of bodies, skin color and also different economic, social, and educational background. One of the examples is accessed from Vox website that released an article on 10<sup>th</sup> of April 2015 about an analysis of the available FBI data by Vox's Dara Lind shows that US police kill black people at disproportionate rates: black people

accounted for 31 percent police shooting victims in 2012. Another phenomenon was after Barak Obama confirmed as President of America, the racial issues in that country are still going on. It released in the article on the website of Hizb-ut-Tahrir (19/11/2008) with the title "*Since Obama won the election, racial cases rise sharply.*" The victory of Barack Obama in the US presidential election did not immediately remove the racist attitude that seemed to have been roots among white citizens of the US.

The articles above give an overview that racism still exists especially in America. Those phenomena become strong trigger to be the reasons why the researcher conducts this study under the racism topic in Critical Discourse Analysis field. To conveying social issues, including racism, not only can be delivered through a variety of news, both in print and electronic media, but can also be delivered through film. In addition, McQuail (1994: 13) stated that film is a form of mass media and the story of film is usually departed from social phenomenon that occurs around us because film also serves as a shaper of mass culture. One of the films deals with racism is *The Help* film. The film was released on August 2011 which is directed and written by Tate Taylor. The main concern of this film is racial discrimination that took place in Jackson Mississippi America during the 1960s. The story is adaptation of American historical facts from the Civil Rights movements and the assassination of President John F. Kennedy. This present research concern to convince the types of racism found in *The Help* film and how do the black people resist racism in *The Help* film.

## RESEARCH METHOD

This research employed qualitative research design since it presents a description about a social phenomenon and human interaction through language. As stated by Creswell (2009:3) that qualitative research design is plans and the procedures for research that span the decisions from broad assumptions to detailed method data collection and analysis. And it also means for

exploring and understanding the meaning individuals or groups ascribes a social or human problem. The characteristics of this present research are in line with characteristics of qualitative research stated by Creswell (2009:3) that exploring and understanding the meaning individuals or groups ascribes a social or human problem. This research also discussed about social or human problem about racism that depicted in *The Help* film. Furthermore, in conducting the research the researcher considers analyzing racism which is depicted on *The Help* film in approach of critical discourse analysis. Critical discourse analysis (CDA) approach focused on discursive practices and it did not concern with evaluating what is right or wrong. It tried to make choices at each point in the research itself and make these choices transparent.

Furthermore, the source of data was derived from the script presented in the form of English of *The Help* film that is directed by Tate Taylor. Moreover, the data were taken from the script stated by the characters in the form of words, phrases, sentences, or utterances on the film which contained the racism based on Wodak's theory. In qualitative research, the primary instrument in data collection is the researcher self (Creswell, 2009:175). So, the researcher became the main instrument in this research because she conducted the research by herself from the beginning until the end.

There are some methods of collecting data that can be used in holding a qualitative research. Then, in collecting the data the researcher used some steps as follows; (1) Watching the film, (2) Identifying, and (3) Selecting data.

In conducting the process of analyzing data a researcher needs to identify the certain point to set and process the data that is collected in order to get final analysis of the research. The researcher used some steps that related to the theoretical concepts as follows; (1) Organizing, (2) Coding, (3) Describing, (4) Interpreting, and the last is Drawing conclusion

## RESEARCH FINDING

### . Types of Racism in *The Help* Film

The data that analyzed and described were taken from the script of *The Help* film. After read and watched the film, the researcher considers that there are two types of racism that found in *The Help* film based on Wodak's theory (2001). The details are as follow:

#### a. Everyday Racism

Everyday racism occurs when a person experiences discriminatory behavior from people he/she encounters in his/her daily life. It can be as an integration of racism into everyday situations through practices that activate underlying power relations. The examples of everyday racism that is depicted in *The Help* film is:

#### *ER*

00:07:09 – 00:07:26

*Hilly (screaming upward)*

*“Momma! We're late for bridge! “*

*Hilly rolls toilet paper out from its holder. With a pencil, she places a dot on each sheet of paper, counting as she goes.*

Based on the first data above, Hilly did something in Minny's bathroom before she went to the bridge club. She placed and counted an each of sheet by giving dot in the rolls toilet paper. She wanted to limit the using of Minny's paper in order to decrease the paper cost. The limitation of the toilet paper was only purposed to her help Minny who has black skin. Whereas, she didn't does the same action to the other people in her house excepting her.

That situation can be categorized as everyday racism especially in discrimination behavior. What Hilly doing is clear one which very important point to consider. Intentionally, she discriminate one who has black skin by giving a limitation of the use toilet paper. Indeed, this discrimination occurs in the difference of treating someone. Moreover, that deed was suited with

Wodak's theory because it has been done in the context of everyday situations. As the boss and the owner of the house, Hilly thinks that she has an authority and power to manage everything what she want.

She didn't consider whether it harms another or not particularly to people who have different race with her. And, that act clearly shows that she didn't respect and regard to the Minny's personal daily needs in a good manner.

#### **b. Institutional Racism**

Institutional racism refers to the sometimes unconscious and unintentional embedding of discriminatory policies and practices within the institutions of a nations. It is discriminatory treatment, unfair policies and inequitable opportunities and impacts, based on race, produced and perpetuated by institutions. Additionally, institutional racism can institute and maintain differentials between ethnic and cultural groups, in terms of access to education, employment, residential areas, rights before the law, and medical care. The examples of institutional racism that is depicted in *TheHelp* film is:

*00:36:25 – 00:36:54 Aibileen slowly turns.*

*Aibileen: "They set my cousin Shinelle's car on fire just cause she went down to the voting station."*

*Skeeter: "A book like this has never been written before."*

*Aibileen: "'Cause they's a reason. I do this with you, I might as well burn my own house down."*

*Skeeter: "I promise we'll be careful."*

*Aibileen: "This already ain't careful, Miss Skeeter! You not knowing that is what scare me the most. Scare me more than "Jim Crow"."*

*Skeeter tries to hand Aibileen a piece of paper. Aibileen nervously surveys the area. A woman pushing a baby*

*carriage walks by and looks on with suspicion*

*Aibileen: "They set my cousin Shinelle's car on fire just cause she went down to the voting station."*

*Skeeter: "A book like this has never been written before."*

*Aibileen: "'Cause they's a reason. I do this with you, I might as well burn my own house down."*

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*Aibileen: "This already ain't careful, Miss Skeeter! You not knowing that is what scare me the most. Scare me more than "Jim Crow"."*

*Skeeter tries to hand Aibileen a piece of paper. Aibileen nervously surveys the area. A woman pushing a baby carriage walks by and looks on with suspicion*

From the first data above, it can be seen that Aibileen emotionally told to Skeeter that her cousin Shinelle's car was on fire just because she went to the voting station.

But, Skeeter ambitiously makes Aibileen to participate in her book project. She promised to her that they would be careful. Aibileen denied her by uttering "This already ain't careful, Miss Skeeter! You not knowing that is what scare me the most. Scare me more than "Jim Crow". Based on what she stressed to Skeeter, she wants to reveal how scary she is toward the Skeeter's persuasion. That scares her more than "Jim Crow" laws about the segregation between the blacks and the whites American citizens. However, Skeeter tried to give her a hope by trying a hand Aibeleen a piece of paper that contained her phone number and Aibileen nervously took it.

From the description above, what Aibileen stated above can be categorized as institutional racism. She told to Skeeter about

her cousin who participated in voting station but her car had burned by the whites. That was clearly shown the institutional racism especially in political aspect. As we know that institutional racism refers to discriminatory policies and practices within the institutions. They give unfair policies and inequitable opportunities and impacts based on race. That theory strengthens what

Aibileen's cousin got in that voting election. As a black citizen, she didn't have same opportunity as the white to participate in political region. The human being was born in the same condition, automatically she has free and equal especially in rights. But, the institution makes a rule which banned the blacks to participate in voting election. Cruelly, they burned the black's car just because she wants to vote the election.

### **B. The Ways Black People Resist Racism in *The Help* Film**

Scott (1990:4) argues that resistance includes any acts by members of a subordinate class that is or are intended either to mitigate or deny claims made on that class by super ordinate classes or to advance its own claims (for example, work, land, charity, respect) from those super-ordinate classes. It means that the resistance will be carried out by community groups or individuals who feel oppressed, frustrating, and unfair situation in their life. Scott (1990: 5) has made a categorization which builds on the two main forms of resistance; the hidden and the public transcript.

#### **a. Hidden Transcript**

Hidden transcript in the hidden form as everyday resistance expressed safely only offstage. The offstage transcript of elites is like counterpart among subordinates. It consists in gestures and words that inflect, contradict, or confirm what appears in the public transcript. Each hidden transcript is actually elaborated among a restricted public that excludes that is hidden from certain specified others. The examples of hidden transcript that found in *The Help* film is:

**HT**

00:43:29 – 00:43:34

*Hilly leans into the bathroom door.*

*Hilly: "Minny, are you in there?"*

*Minny: "Yes, ma'am..."*

*Hilly: "And just what are you doing?"*

*Minny's eyes narrow. She flushes the unused toilet. Hilly beats on the door. Minny slams down the toilet lid to further antagonize Hilly.*

*Hilly: "Get off of my toilet! You are fired, Minny Jackson!"*

From the fourth data above, it can be described that Minny entered Hilly's bathroom silently. But, Hilly skeptically comes and leans into the bathroom door. Then, she calmly asked Minny is she in the bathroom. Even shocked, Minny answered

Hilly's question that she is in the bathroom. She angrily asked her what Minny's doing in there. Minny's eyes narrow. She flushes the unused toilet. Hilly beats on the door. Minny slams down the toilet lid to further antagonize Hilly. Hilly was very angry and she hardly scream by uttering "*Get off of my toilet! You are fired, Minny Jackson!*" Then, Minny left the bathroom and Hilly's house as soon as possible.

Based on the data above, the situation was included in hidden transcript. From what Minny's attitude in the bathroom showed that she was intentionally flushes the unused toilet to make Hilly angry. And, she wants to resist Hilly even she couldn't hit her directly. Whereas, she just only want to use the bathroom for a while but Hilly was too stingy toward her. As we know that the resistance will be carried out by community groups or individuals who feel oppressed, frustrating, and unfair situation in their life. If their unfair situation and frustration reached its peak, it would cause a resistance from someone who feels oppressed. So, it

was appropriate with Minny's situation that was frustrating toward Hilly. Her anger was reach in peak and she could not handle it anymore.

## CONCLUSION

Based on the research finding and discussion in the previous chapter, the researcher concludes that the types of racism that found in the data collected based on Ruth Wodak's theory which is divided in two types include everyday racism and institutional racism. And, the most dominant types of racism that found in *The Help* film is everyday racism because the discrimination, the prejudice and the stereotype dominantly depicted in the film. Furthermore, for how the black resist the racism, the researcher concludes that the types of resistance are not completely employed on *The Help* film. As we know that there are two types of resistance; hidden transcript and public transcript. However, the researcher only found the hidden transcript that depicted in the film. By watching all the story of *The Help* film can be seen that the racism and the critical discourse consider portraying negative acts and harms not only the oppressor and the oppresses but also the society. Most of the whites in the story are described as the people who would like to everything to maintain their power and reputation in the public without considered the blacks feeling. The plot of the film also gives a lot of knowledge about what racism is and how they resist the racism.

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**DE HONG'S STRUGGLE AGAINST ANTI-SOCIALISM  
IN JUNG CHANG'S *WILD SWANS***

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**Abstrak:** Di artikel ini, penulis menganalisa De Hong's struggle against anti-socialism in Jung Chang's *Wild Swans*. Penulis menggunakan teori Sosiologi tentang Anti-Sosialisme. Penulis menganalisa perjuangan De Hong melawan anti-sosial baik di era Kuomintang maupun Komunis. Akhirnya penulis menyimpulkan bahwa tokoh utama, De Hong, berhasil mencapai tujuannya dengan cara berjuang melawan anti-sosial baik di era Kuomintang maupun Komunis.

**Kata Kunci:** perjuangan, anti-sosialis, kejahatan, kekerasan.

**Abstract:** In this article, the writer analyzes De Hong's struggle against anti-socialism in Jung Chang's *Wild Swans*. The writer then uses Sociological theory about anti-socialism. The writer analyzes De Hong's struggle against anti-socialism in the era of the Kuomintang and De Hong's struggle against anti-socialism in the era of the Communist. At last, the writer draws conclusion that the main character, De Hong, succeeds in getting her objectives by struggling against anti-socialism both in the era of the Kuomintang and the Communist.

**Key terms:** struggle, anti-socialism, crime, violence.

**INTRODUCTION**

Struggle is a term people deal with every day in real life in order to survive. Young says that 'extinction follows chiefly from the competition of tribe with tribe, and race with race when civilized nations comes into contact with barbarians the struggle is short (1995:23). From this quotation the writer draws conclusion that struggle is a competition of tribe with tribe, and race with race surely to get something. In the novel, *Wild Swans*, Jung Chang, describes the competition of Japan with Chinese, the characters with the Kuomintang, and the characters with the Communists. In other words, she depicts the struggle of the Chinese people from the era of Japanese domination, the Kuomintang rule, and the

Communist power. The Japanese struggle for his existence in dominating China, the Kuomintang party for ruling the people of China and so does the communist party, politically. There are many characters undergoing a struggle. The narrator's father, who struggles against the brutality of the Kuomintang party as well as of the Communist party, even though he himself the Communist official, is inevitably noticeable. The narrator's mother, who then will be mentioned 'my mother' in the discussion, struggles against the Kuomintang policies as well as the Communist ones, though like her husband, she herself is a fanatic Communist follower. However, the writer here would like to limit to discuss the narrator's mother's

(De Hong's) struggle because she is the most prominent character to depict the struggle in the novel, instead.

The writer had better discuss Jung Chang's novel, *Wild Swans*, as it depicts a social life at that time. A literary work, for instance, a novel, cannot get rid of the condition of reality of the society in which the novel is written, because the author lives in the society itself. Rene Wellek and Austin Warren discuss the relationship between literature and society:

"Literature is a social institution, using as its medium language, a social creation. They are convention and norm which could have arisen only in society. But, furthermore, literature represents life; and life is, in large measure, a social reality, even though the natural world and the inner or subjective world of the individual have also been objects of literary imitation. The poet himself is a member of society, possessed of a specific social status; he receives some degree of social recognition and reward; he addresses an audience, however hypothetical" (1956:94)

In his *Sociology of literature*, Damono states that literature presents a picture of life which is a reality in society in that it involves relations among society, relation between society and personalities, relation among people, and among events in human's feeling (2009:01). Further, the relationship of literature and society has grown natural since the existence of which have been influenced by American and other thinkers.

"... in the study of literature a decisive dominance of an idea of criticism which, from Arnold through Leavis, had culture as one of its central terms; and discussion of society the extension to general conversation of an anthropological sense which had been clear as a specialist term but which now, with increased American influence and

with the parallel influence of such thinkers as Manheim, was becoming naturalized (Williams, 1983:06).

Hall talks about the relationship of literature and society, '....it belongs to the literature of social criticism rooted in rhetorical studies, literature, political economy, and sociology...' (1996:122). Thus far, the relationship between literature and society is quite close to each other.

Instead of there being a relationship between Jung Chang's novel, *Wild Swans*, and the society, the novel gives us more understanding about life. It seems that a literary work will be worth reading if it talks of something valuable in that it gives us further awareness of life. It talks of something well-said:

One quality of all good literature is that it says something worth saying. Good literature adds to our understanding of life in the world around us. It embodies thought and feeling on matters of human importance (Little, 1966:02).

Surely, *Wild Swans* gives the readers understanding more about life. It further shows us the necessity of a struggle to achieve what we want.

Thus, the struggle discussed in this paper is De Hong's (*Wild Swan's*) struggle against anti-socialism in Jung Chang's novel *Wild Swans*. Before the writer discusses De Hong's struggle, the writer will elaborate the Kuomintang's anti-socialism and the Communists' anti-socialism. Therefore, what the writer is going to discuss is as follows: the Kuomintang's anti-socialism, the Communists' anti-socialism, De Hong's struggle against the Kuomintang's anti-socialism, and De Hong's struggle against the Communists' anti-socialism.

## **METHOD**

The design of this study is The writer uses descriptive analytic method in this study in that the writer describes and analyzes De Hong's struggle against anti-socialism; the

writer, firstly, describes the main character in accordance with her struggle and, secondly, analyzes her struggle.

## FINDING

### The Kuomintang's Anti-Socialism in Jung Chang's *Wild Swans*

#### A. The Kuomintang's Crime in Jung Chang's *Wild Swans*

What the Kuomintang does when they rule China after the domination of Japan is to collect money at any cost. They disregard whether the money they collect is lawful or unlawful. Corruption wreaked havoc (117).

“It was called the “Tiger-Beating Squad,” because people compared corrupt officials to fearsome tigers, and it invited citizens to send in their complaints. But it soon became apparent that this was a means for the really powerful to extort money from the rich. “Tiger-beating” was a lucrative job” (90).

Trafficking in young girls for brothels and slave-servants to rich men are also inevitable in the public eye during the Kuomintang power. “One trade was prospering: trafficking in young girls for brothels and as slave-servants to rich men” (104).

The Kuomintang, likewise, disregards whether a person is loyal to them or not as long as he/she disobeys the party's policy though they are not fully innocent, the Kuomintang will punish them sadistically. It happens to Bay, a girl who has been passionately loyal to the Kuomintang but she refuses to report her friend's affection to the Communists. Bai has been sentenced to death, brutally.

”When they opened the door, they saw her lying on her bed, gasping, her face deathly white.....My mother heard that she had been killed because she had tried to pull out: (91).

The Kuomintang seems to apply strict rules. They have to obey the party's policy, even though he/she has to take a life of the innocent Chinese. Likewise, those who once belong to the Kuomintang, in the intelligence system, cannot withdraw. The disobedient people will be murdered.

“Being involved in the intelligence system meant that he could hardly avoid having innocent blood—of his fellow Chinese—on his hands. But he could not get out. What had happened to my mother's college friend Bai was what happened to anyone who tried to quit” (95).

The Kuomintang has also committing a crime by murdering those who are connected to the other party member, in this case, the Communists, even though romantically. It happens to a knowledgeable Kang's girl friend. She has been put to death for her being romantically involved with the anti Kuomintang clique, Kang.

“He told her and some other girls that he had been involved in anti-Kuomintang activities in the city of Kunming in southwest China, and that his girlfriend had been killed by a hand grenade during a demonstration” (96).

Other evidence that the Kuomintang murders those who belong to the Communists, even though they don't do anything wrong is what happens to De Jong's first affection, her cousin, Hu. Hu has been sentenced to death.

“With an urgent edge to his voice, he told her he had to leave Jinzhou immediately, as the police were after him. When she asked why, all he said was, “I am a Communist,” and disappeared into the snowy night.....His escort had been shot dead. A later report said Hu had been executed” (99).

There has been a murder to the students who are on strike for justice. ‘Troops opened fire and scores of students

were injured, some seriously, and a number were killed' (109). Further, The crime in the Kuomintang era has been spread uncontrollably; the rape to the women by the chief police, Jin Ting-quan, can be seen as follows:

“In Six Household Village the man who had owned the most land, one Jin Ting-quan, had also been the police chief, and had brutally raped many local women. He had run away with the Kuomintang, and my father’s unit had presided over the meeting which opened his house and his grain store” (141).

### **B. The Kuomintang’s Violence in Jung Chan’s *Wild Swans***

The Kuomintang will conduct an infliction of severe bodily pain to those who are against their policy. “Anyone who crossed the Kuomintang was likely to be accused of being a Communist, which usually meant arrest, and frequently torture” (90).

Regardless the civil people the soldiers in the Kuomintang era confront, they frighten the civilians by pointing the bayonet to them. It happens when the Kuomintang soldiers are in search for the persons who are in charge of the leak of their secret service.

“The soldiers took the gold and let my mother go, but they forced everyone into rooms at bayonet point and shut them in—so they would not send any more signals, they said” (123).

The chief police, Jin Ting-quan, commits not only a crime as mentioned above but also a violence to the civilians.

“When Jin came back with the Kuomintang the peasants were made to grovel in front of him and return all the goods they had been given by the Communists. Those who had eaten the food were tortured and their home smashed” (141).

## **II. The Communists’ Anti-Socialism in Jung Chang’s *Wild Swans***

In this era, Mao, the chairman of the Communists party declares policy that is against the public’s will. He builds Cultural Revolution which put an end to: 1. the Capitalist-roaders, those who implemented policies that were alleged to be capitalist and anti chair man Mao. These included allowing free market in the countryside, advocating better professional skills for workers, permitting relative literary and artistic freedom, and encouraging competitiveness in sports—now termed ‘bourgeois cups-and-medals mania’ (416). It’s been clarified by the observation of Er Hong, the daughter of De Hong and Chang Sho-Yu that her parents are the ones becoming the main targets of the Cultural Revolution.

“But she added at the end that both she and my father were being criticized as capitalist-roaders. My heart sank. By now it had become clear to me that capitalist-roaders—Communist officials—were the main targets of the Cultural Revolution” (414).

2. Class enemies who were presented as vicious malefactors who wanted to drag China back to the days of the Kuomintang, which would mean that we children would lose our schools, our winter shoes, and our food. That was why we had to smash these enemies, we were told (328). 3. Those against Mao’s opinions. Through this way, Cultural Revolution, Mao is characterized as antisocialist. Before the writer elaborate the crimes and the violence conducted by Mao with his Communists Party, I would like to quote the fanatic follower of the Communists’ words indicating the cruelty of the party. “The Communists are good, but all these people are dead.....” (290).

### **A. The Communists’ Crime in Jung Chang’s *Wild Swan***

Mao’s program is to eliminate Chiang Kaishek’s followers, only those with high rank are left alive.

“The Communists also spared big shots like the “last emperor,” Pu Yi, and top generals—because they were “useful.” Mao’s stated policy was:

“We kill small Chiang Kaisheks. We don’t kill big Chiang- Kaisheks.” Keeping people like Pu Yi alive, he reasoned, would “be well received abroad.” No one could complain openly about this policy, but it was a cause of much discontent in private” (160).

Those who are anti-cultural revolution are sentenced to death, let alone who belongs to his opposing party, the Kuomintang. It happens to a colonel of the Kuomintang who is punished with the intention of warning of the other followers.

“The execution of the colonel was part of a campaign to suppress ‘counterrevolutionaries’. Its goal was to eliminate all supporters of the Kuomintang who had had power or influence” (208-209).

It seems that his policy of eliminating the anti-revolution involves all the people. Everyone regardless civilian or non-civilian undergoes investigation. “A new political campaign had started—this time to uncover ‘hidden counterrevolutionaries’. Everyone was to be thoroughly checked” (238).

The intellectuals, even though they are knowledgeable people and the number of whom are small will be abolished as long as they are labeled as the Rightists, like the Capitalist Roaders, opposing to Mao’s policy.

Mao said that “rightists” had gone on a rampage attacking the Communist Party and China’s socialist system. He said these rightists made up between 1 percent and 10 percent of all intellectuals—and that they must be smashed (263).

It seems that Mao does not kill the people directly. He has a policy which makes the people undergo famine. It’s been quite ironic that there is famine everywhere since China’s lands are good for farming. He tends to build up steel factory in which farmers are employed by surely leaving their promising field.

“Thirty-five percent of the peasants had died in area where the harvest had been good—although little was collected, since the men had been pulled out to produce steel, and the commune canteen had wasted a large proportion of what there was. One day a peasant burst into his room and threw himself on the floor, screaming that he had committed a terrible crime and begging to be punished. Eventually it came out that he had killed his own baby and eaten it. Hunger had been like an uncontrollable force driving him to take up the knife. With tears rolling down his cheeks, the official ordered the peasant to be arrested. Later he was shot as a warning to baby killers” (291).

Likewise, not only do the common people undergo a threat when their words are against Mao’s but the President of China who should politically be more powerful than Mao undergoes a threat as well. It has been observed by a fanatic follower of the Communist on hearing that the President’s words, Li Shaoqi, are in contradiction to Mao’s words about the cause of the famine.

“Mao said that the famine was caused 70 percent by natural disaster and 30 percent by human error. President Liu Shaoqi chipped in, apparently on the spur of the moment, that it was caused 30 percent by natural disaster and 70 percent by human error. My father was at the conference, and when he returned he said to my mother: “I fear Comrade Shaoqi is going to be in trouble.” (291-292).

## **B. The Communists’ Violence in Jung Chang’s *Wild Swan***

Theoretically, the Communists party is anti-violence. However, it remains a lip service. They do not mind the peasants’ torture for they shake the stability of the party.

“Although the Communists were opposed to torture in theory and on

principle, officials were told that they should not intervene if the peasants wished to vent their anger in passionate acts of revenge” (142).

The communists play unfairly to the people. They just take care of the high officials for the prosperity. They forcibly get the food from the powerless peasants. Peasants who store the food for their family will have physical torture.

“Government policy was to provide food for the cities first, and commune officials were having to seize grain from the peasants by force. In many areas, peasants who tried to hide food were arrested, or beaten and tortured. Commune officials who were reluctant to take food from the hungry peasants were themselves dismissed, and some were physically maltreated. As a result, the peasants who had actually grown the food died in the millions all over China” (289).

Mao is a leader of terror and chaos. In his thought, ‘the son of a hero father is always a great man; a reactionary father produces nothing but a bastard!’ Armed with this theory, some high officials’ children tyrannized and even tortured children from undesirable backgrounds’ (363).

“Mao let all this happen in order to generate the terror and chaos he wanted. He was not scrupulous about either who was hit or who were the agents of violence. These early victims were not his real targets, and Mao did not particularly like or trust his young Red Guards. He was simply using them” (363).

The narrator’s parents undergo a moral violence because their departments dealt with culture, which should undergo a revolution, and their bosses in Peking were particularly hated by the Maos and had been purged at the start of the Cultural Revolution (417).

“My parents were in the direct line of fire. They were attacked in wall

posters with standard abuse like “Bombard Chang Shou-Yu” and “Burn Xia De-hong.” (417).

Mao again turns out to give physical abuse to persons regardless they have been loyal to the Communists Party. It happens to the narrator’s parents instead of the moral abuse aforesaid; the narrator’s mother is pushed to kneel on broken glass, she has to forcibly kneel down and kowtow to the crowds after a marching parade which puts her name down to earth, she gets a physical blow after being chilled with the rain.

“Physical abuse finally caught up with my mother. It did not come from people working under her, but mainly from ex-convicts who were working in street workshops in her Eastern District—robbers, rapists, drug smugglers, and pimps” (422)

Mao is supposed to be such an ambitious leader that ‘Throughout 1967 and 1968, while Mao struggled to set up his personal power system, he kept his victims, like my parents, in a state of uncertainty and suffering’ (468). Since then ‘I felt there was to be no end to my family’s suffering’ (510).

Terribly, Mao’s policy threatens not only those directly against him like the Capital Roaders but also those having a relative connection with the Kuomintang, even distant relatives.

“The capital-roaders were not the only ones who suffered in the cadres’ school. People who had had any connection, however remote, with the Kuomintang, anyone who had by some misfortune become the target of some personal revenge, or the object of jealousy—even leaders of the unsuccessful Rebel factions” (573).

The enemies of Mao, class enemy, the Capital Roaders turn out to be Mao’s guinea pig. In his opinion, human struggles are the motivating force of history. Unfortunately, it creates death and suffering to the people.

”The core of his thinking seemed to be that human struggles were the

motivating force of history, and that in order to make history "class enemy" had to be continuously created en masse. I wondered whether there were any other philosophers whose theories had led to the suffering and death of so many. I thought of the terror and misery to which the Chinese population had been subjected. For what?" (652).

### **III. De Hong's Struggle against Anti-Socialism in Jung Chang's Wild Swan**

From now on, when the writer mentions the phrase 'my mother,' it represents the character of De Hong. As *Wild Swan* mentioned above that struggle is a competition with tribe and tribe and race with race. In Jung Chang's, the writer finds out that 'my mother' (represents a weak race) conducts struggles by protesting, joining the opponent party against the uncivilized party, the Kuomintang (represents a strong race). Likewise, in the era of the Communists, 'my mother' (represents a weak race) conducts struggles by protesting against the uncivilized party, the Communists (represents a strong race)

#### **A. De Hong's Struggle against Anti-Socialism in the era of the Kuomintang**

The first struggle of 'my mother' is that she walks away of the powerful Kuomintang on hearing that the Kuomintang underestimates the people of China, soon after the end of the domination of Japan.

"We, the Kuomintang, have been fighting the Japanese for eight years and have now saved you, who were the slaves of Japan....." My mother and her friends walked out "(82).

In fighting against the injustice, 'my mother' becomes the member of the political opponent of the Kuomintang, that is, the Communist.

"My mother had been turning more and more strongly against the Kuomintang for some time. The only alternative she knew was the Communist, and she had been particularly attracted by their

promises to put an end to injustices against women" (99).

'My mother's desire, though she gets the refusal because of the age, to be the member of the Communist grows stronger on hearing the death of her cousin as well as her first affection, Hu, by the Kuomintang.

"When my mother heard that her cousin Hu had been killed by the Kuomintang she approached Yu-Fu about working for the Communist. He turned her down, on the grounds that she was too young" (101).

'My mother's strong desire to join the Communist cannot be blocked even though she knows the effect of it, to have a physical torture, as the death of the innocent people lies down before her eyes by the Kuomintang.

"Many people had died at the hands of Kuomintang intelligence, and my mother knew that she risked torture if she was caught. This incident, far from daunting her, only made her feel more defiant. Her morale was also boosted enormously by the fact that she now felt herself part of the Communist movement" (102-103).

'My mother' tries to use her energy by collecting money from the haves for the haves not, because many people are dead of famine.

"She made a brief speech about how hard up the teachers were, and finished with the words: "We all know you are generous people. You must be very pleased to have this opportunity to open your pockets and show your generosity" (105).

'My mother's fights for the poor people and her commitment to the Communists in order that the people live prosperously are caused anew by the fact that the high officials of the Kuomintang spend their money extravagantly.

She was appalled by the casual extravagance of the Kuomintang elite

while people were starving to death in the streets—and this made her even more committed to the Communists (106).

‘My mother,’ as a student, also joins the underground movement in order to topple down the powerful party, the Kuomintang: ‘Armed with these more moderate policies, the Jinzhou underground set out to persuade the students and teachers to stay on. This became my mother’s main activity’ (109). As a chairman of the student union, ‘my mother’ gives support to the students who go to Tianjin for a petition toward General Chiu, the martial law commander.

“When the news reached Jinzhou, my mother immediately decided to organize support for the students who had gone to Tianjin. She called a meeting of the heads of the student unions of all the seven high and technical schools, which voted to set up the Jinzhou Federation of Student unions. My mother was elected to the chair. They decided to send a telegram of solidarity to the students in Tianjin and to stage a march to the headquarters of General Chiu, the martial law commander, to present a petition” (109).

‘My mother’s struggle for the truth she believes is proved by the fact that she keeps silent when she is forced to confess the one behind her movement, even though the scream of her tortured partners are unavoidable.

“The officer asked her if she would now write a confession. She refused, repeating that she knew of no Communists behind her. She was bundled into a small room which contained a bed and some sheets. There she spent several long days, listening to the screams of people being tortured in rooms nearby, and refusing repeated demands to name names” (111).

Still, under a horrible force to make ‘my mother’ mention names behind her movement, ‘my mother’ calmly gives no confession.

“eyebrow was raised in surprise that this seventeen-year-old girl was not a gibbering wreck. My mother told him calmly that she had nothing to confess” (112).

### **B. De Hong’s Struggle against Anti-Socialism in the era of the Communists**

‘My mother’ undergoes a dilemma, the death of Hui-Ge by the Communists, the pro-Kuomintang relative, should she avenge him as she is committed to the Communist?

“My mother was caught in the middle—between her mother and her husband; and between her personal feelings, her grief over Hui-Ge’s death, and her political feelings, her commitment to the Communists” (208).

Though the Communists become the leading party, still ‘my mother’ is under their investigation due to the fact that she was regarded as having a connection with the Kuomintang. However, she never gives up telling the truth.

“Being under investigation did not in itself carry the stigma of guilt. It just meant there were things in one’s background which had to be cleared up. Still, she was grieved to be subjected to such a humiliating experience after all her sacrifices and her manifest loyalty to the Communists cause. But part of her was full of optimism that the dark cloud of suspicion which had been hanging over her for almost seven years would finally be swept away forever. She had nothing to be ashamed of, nothing to hide. She was a devoted Communist and she felt sure the Party would recognize this” (241).

Even though ‘my mother’s’ file contained detailed reports about every stage



of her life—as a student working for the underground, in the women’s federation in Jinzhou, and at her jobs in Yibin. These had been written by her bosses at the time. The first issue that came up was her release from prison under the Kuomintang in 1948. How had her family been able to get her out, considering that her offense had been so serious? She had not even been tortured! Could the arrest actually have been a hoax, designed to establish her credentials with the Communists so that she could worm her way into a trusted position as an agent for the Kuomintang? (242-243). Still, ‘my mother’ has a strong struggle, is a woman of strong character.

“But being a strong character, she was not crushed by fear, like so many, or confused by the deceptive logic and coaxing of the interrogations. She kept a clear head and wrote the story of her life truthfully” (244).

Under the suppression of the Communists, ‘my mother’ recognizes no fear as well as no tears.

“Tears would be interpreted as meaning she was feeling wounded by the Party or losing confidence in it. Both were unacceptable, and could have a negative effect on the final verdict” (245).

‘My mother’ never gives up struggling against anti-socialism though the Communist, the party she is committed to, has the same ideology as she in the first place. She was too busy ‘racing toward socialism’—as propaganda song went—with the rest of Chinese society (249).

‘My mother’ is warned by her party because of her observation that supports supplying things people need and as a result she is regarded as the rightist, the enemy of the Communists under Mao.

“What’s wrong with supplying things people need? If there is demand, there should be supply.” Because of this remark, my mother was given a warning about her “right wing tendencies.” (284).

‘My mother’ defends her colleague from being dismissed from his job as a writer, because he has written something that attacks the Communists. Even though she faces the giant Communists, she is still stick to the truth she believes that her partner is innocent.

“My mother told me years later that Mr. Da-li had been a writer of children’s science fiction. He was named a rightist in 1957 because he had written an article about mice stealing food and fattening themselves up, which was alleged to be a covert attack on Party officials. He was banned from writing, and was about to be sent to the countryside when my mother managed to get him relocated to my school. Few officials were brave enough to reemploy a rightist” (301).

‘My mother’ protects the people that she believes are innocent from being caught by the Communists.

“My mother was appalled, particularly as the purge threatened the very people she most admired. Besides, she could plainly see that even if she were to look for ‘enemies’ she would not find any. Apart from anything else, with the memory of all the recent persecutions few had dared to open their mouths at all. She told her superior, Mr. Pao, who was in charge of the campaign in Chengdu, how she felt” (347).

Likewise, ‘my mother’ protects the people that should be honored instead of being caught and tortured by the Communists, that is, the teachers.

“She went on to tell them that it was illegal to detain anyone without authorization, and that they should not ill-treat their teachers, who deserved their gratitude and respect. The door to the class room was opened and the ‘prisoners’ set free” (356).

Bravely, 'my mother' goes to Peking, as she was banned and threatened before, to ask for her husband's release from jail. "I am here to seek justice for him." (444)

"Suppose they denounced you to the Red Guards as a class enemy who was trying to escape?" Mother smiled and said, "I calculated that they would not take the risk. I was prepared to gamble everything. I had no alternative." (386)

'My mother's thought is quite in contradiction with Mao's. She is a helpful woman. She hates victimizing people unlike Mao who catches and tortures them.

"And she had done her job with unfailing helpfulness and efficiency. She had tried her best in previous campaigns not to victimize anyone, and had in fact managed to protect many. People knew the risks she had run, and repaid her by refusing to turn on her" (418).

'My mother' remains a strong woman though she has undergone a torture by the Communists. She never shows off to her children. 'She never showed the bruises on her body, and she was always composed, even cheerful. She did not want us to worry about her' (423).

'My mother' curses Mao for his killing on Pu Yi, his comrade at war against Japan. 'He even spared Pu Yi. Why can't he tolerate his comrades-in-arms who fought for a new China with him? How can he be so harsh on them? (429). Likewise, her advocate of the innocent people 'but why all of us, who after all only carry out orders? And why incriminate all these innocent people? And so much destruction and suffering?' (429) is so sincere.

That 'my mother's struggle for her husband's release by asking a help for Yan and Yong, credulous young lovers, who can help 'my mother's problem is noticeable. 'In desperation, my mother went to the Red Chengdu headquarters to see Yan and Yong' (454). 'My mother went to see Chen Mo

again, and asked him to put in a word with the Tings to stop my father's beatings' (461).

Eventually, 'my mother's struggle against Mao's anti-socialism succeeds. After five years of absence for her work, she gets it back after the death of Mao, even though her position is lower than before. It means that people of China don't agree with Mao's policy.

"On the day after Mao's death she had reported for work at her department. She had been at home for five years, and now she wanted to put her energy to use again. She was given a job as the number-seven deputy director in her department, of which she had been the director before the Cultural Revolution. But she did not mind" (654).

The triumph of 'my mother's struggle has been very obvious as she demands her husband's name to be cleared soon after she learns that there is a fair play in University Entrance Examination.

"At the end of May I was told unofficially that I had come through both exams with distinction. As soon as she heard the news, my mother stepped up her campaign to get my father's name cleared" (662).

## CONCLUSION

The writer draws conclusion that the ruling Kuomintang party commits such crimes as corruption, trafficking in young girls for brothel and slave-servant, killing the not loyal innocent people, killing the prejudiced other party members even students, rape. They commit such violence as torturing those against their policy, frightening the civilian by the soldiers, instead.

While in the Communists era, they commit such crimes as killing the Chiang Kaishek's followers, killing anti-cultural revolution, rightists, capitalist roaders, making famine under the fertile land of China, and threatening those against Mao's words. They also commit such violence as torturing the peasants for the instability of the party, playing unfairly to people prosperity,

committing terror and chaos, and threatening, and threatening those who belong to the Kuomintang.

The objective of De Hong's struggle in the Kuomintang's era is to get the pride of Chinese people, to get the justice by becoming the member of the Communists due to Hu's death, to collect money for the famine, to topple down the Kuomintang because of the famine and the extravagant government by being the member of the underground movement, and to protest of the students' death by the Kuomintang.

The objective of De Hong's struggle in the Communists' era is to protest against the Kuomintang member's death by the Communists, to tell the truth of her past life under the interrogation of the Communists, to support the supplying things for the people who are regarded as anti-Mao (the leader of the Communists), to protect a writer who is against the Communists, the innocent people, the teachers who are regarded dangerous by Mao, to seek for the justice for her husband. At last, by her struggle, De Hong makes it to get the things mentioned above.

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## **TRANSITIVITY SYSTEM AS THE REPRESENTATION OF FIELD IN BARRACK OBAMA'S INAUGURAL SPEECH**

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**Abstrak:** Memahami bagaimana kata-kata dan pilihan tata bahasa dalam situasi konteks diperlukan pemahaman tentang wacana. Satu elemen dari konteks situasi lapangan (topik yang dibicarakan) diwujudkan melalui sistem transitivitas. Tujuan dari penelitian ini adalah untuk menggambarkan tiga aspek sistem transitivitas; proses, peserta dan keadaan yang terkait dengan proses, dan menjelaskan analisa pidato Pelantikan Barack Obama berdasarkan sistem transitivitas. Penelitian ini adalah kualitatif. Sistemik Linguistik Fungsional adalah sebuah teori yang digunakan untuk menganalisis data. Data itu berisi ucapan-ucapan kata atau frasa mengacu pada sistem transitivitas yang diambil dari transkrip pidato Pelantikan Barack Obama pada 20 Januari 2009. Temuan menunjukkan bahwa proses yang ditemukan adalah proses material, proses relasional, proses mental, proses lisan, proses perilaku, dan proses eksistensial. Kata sebagian besar yang ditemukan dalam *kita, bangsa kita, kami, Anda, saya, semua atau Amerika*. Keadaan yang kebanyakan terjadi dalam data adalah keadaan lokasi, cara, sebab dan iringan. Kemudian, pidato Barack Obama ditujukan kepada semua orang yang melihat atau mendengarkan pidatonya di dunia, terutama orang-orang Amerika untuk melakukan beberapa tindakan untuk membuat Amerika lebih baik.

**Kata Kunci:** *Analisis wacana, sistem transitivitas*

**Abstract:** Understanding how words and grammatical choices are realized the context of situationis needed to understand a discourse. One of context of situation elements is field (topic which is talked about) that realized through transitivity system. The objective of this study were to describe the three aspects of transitivity system; process, participants and circumstances that associated with the process, and explain the field of Barack Obama's Inaugural speech based on transitivity system analysis. This study was qualitative study. Systemic Functional Linguistics was a theory that used to analyze the data. The data was the utterances which contains of words or phrases referring to transitivity system that taken from the transcript of Barack Obama's Inaugural speech on January 20, 2009. The findings showed that the processes that found were material process, relational process, mental process, verbal process, behavioral process, and existential process. The participants were mostly *we, our nation, us, you, I, all or America*. Circumstances that mostly occur in the data were circumstance of location, manner, cause and accompaniment. Then, the field was Barack Obama addressed all of the people watching or listening his speech in the world, especially American people to do some actions in making America better.

**Key Words:** *Discourse analysis, transitivity system*

### **INTRODUCTION**

Language varies according to the situation in which it is used. If we examine a text, we can make guesses about the situation. As stated by Fairclough (1989: 23) that whenever people speak and listen or

write and read, it will be socially determined and it has social effect. Then it called by linguistics phenomena.

Language is investigated through naturally occurring texts functioning in its

context. When someone speak or write, it is important to design what he/she has to say to fit the situation in which he/she is communicating. In daily life, we use language to many functions, chat to other people, read the newspaper, speech in the front of audience, tell the story, do interview, etc. To do those activities, we need language and should know its context of language that used at that time.

Moreover, when people analyze text and language that used to communicate in daily life, it reflects to discourse analysis. As stated by Brown and George Yule (1983:1), the analysis of discourse is the analysis of language in use. Discourse analysis investigates language functions along with its forms. The scope of discourse analysis is wide because discourse analyzes units of languages. Discourse analysis has been used to understand a wide range of texts including conversation, professional documentation, interview, newspapers, magazines, broadcast media, speech, etc.

A speech has a vary language based on the situation in which the people deliver it. Every speech has different context based on the situation and the speakers. The speech will be also seen as an interesting and powerful speech, when it is seen from the speaker itself. In this case Barrack Obama is one of the important person in the world. Everybody in this world will knows him since he is the president of America which is a powerful country.

Inaugural speech is the speech given by the president with his intentions of what he will do as a leader. Barrack Obama's first inaugural speech is unlike any other in American Politics. It marks the first time an African-American took office as the President of the United States. The speech is inspirational, telling the nation that even though the country is probably in its darkest days at that time, there is hope. There are very high expectations for Barrack Obama's speech. As an orator, Obama has the duty of delivering an important address to the nation.

Speech has certain goal that can persuade many people to follow the speaker.

To understand the content of the speech, we should know the meaning from the context of situation. Context plays a very important role in discourse analysis (Song: 2010). A discourse and its context are in close relationship. The discourse elaborates its context and the context helps interpret the meaning of utterances in the discourse. The knowledge of context is a basis of the analysis of a discourse. When we study and analyze a discourse, we should not neglect the related context of a discourse.

One of the linguistics studies that learn language in terms of the ways in which the language of the texts functions, and the ways in which the functions relate to context, is Systemic Functional Linguistics introduced by Halliday. Based on this theory, the analysis does not concern in what language is, but why language is. It is not just what language means, but how language means. Language is learnt through how language works if we consider the way it is used in particular contexts, both cultural and situational. (Halliday:1978 in Teich: 1999:8)

Moreover, to discover the relation between meanings and wordings that accounts for the organization of linguistic features in a text is the functions of transitivity system analysis. Transitivity is a grammatical system of experiential function that helps to express the outside physical world as well as human spiritual field (Kies, Daniel: 2012). Halliday (2004: 170) stated that the transitivity system interprets the world of experience into a convenient set of process types. Depending on different types of verbs, there are six processes according to Systemic Functional Linguistics, namely material, mental, relational, verbal, behavioral and existential process. (Halliday and Matthiessen: 2004: 171)

Material processes of transitivity are processes of doing, usually physical and tangible actions. Two essential participants usually appear in material process are the Actor and the Goal (Ibid:178). Furthermore, Halliday (2004: 197) explains mental process is the process of feeling, thinking and perceiving. Mental processes have two participants: the Senser and the Phenomenon.

Relational processes construe the relationships of being and having between two participants. There are two types of Relational processes; Identifying Relational which serves the purpose of defining and the participants involved are Token and Value. Attributive Relational which serves to describe and participants associated with it are the Carrier and the Attribute (Ibid: 210-215).

Verbal processes are those of exchanging information. Commonly used verbs are say, tell, talk, praise, boast, describe, etc. In these processes the main participants are Sayer, Receiver and Verbiage (Ibid: 252).

Behavioral processes refer to physiological and psychological behavior such as breathing, coughing, smiling, laughing, crying, staring, and dreaming, etc. Generally there is only one participant, Behaver, which is often a human. (Ibid: 248) The other process is existential process. Existential processes represent that something exists or happens (Ibid: 256).

Transitivity system includes choices of those process types and the configuration of possible participants and circumstances which can be associated with a particular process type (Graber: 2001: 14). Participants mean the entities involved in the process which is either human or even animate or inanimate and realized by nominal groups (Ibid). Moreover, circumstances are concerned with temporal and spatial settings which are linguistically expressed with adverbial groups or prepositional phrases. (Ibid: 260)

Systemic Functional Linguistics has also focused on text analysis in social context. Context of situation is specified with respect to field, tenor and mode. (Neale: 2002: 75) The nature of the activity field is a determinant in the selection of options from experiential systems, including choices related to transitivity structure, or process, participant, circumstance. (Haratyan: 2011) Field refers to the role of language or topic which is talked about.

Therefore, the objective of this study were to describe the three aspects of

transitivity system; they are processes, participants and circumstances that occur in Barack Obama's Inaugural Speech on January 20, 2009 and to explain field of the speech based on transitivity system analysis. Hence, this analysis focuses on the lexicogrammar and social context.

## METHOD

This research was qualitative research. Dornyei (2007: 38) states that qualitative research is concerned with subjective opinions and feeling of individuals and it is fundamentally interpretive which means that the outcome of the research is the product of researcher's subjective interpretation of the data. Moreover, according to Bogdan (1992: 30) in qualitative research, the data collection is in the form of words. As well as in this research, the data collected are in form of words rather than numbers. The researcher did not use statistical procedures in analyzing the data.

The source of data was taken from the transcript of the inaugural speech of Barack Obama in Washington on January 20, 2009. Furthermore, in this research, the data was the utterances containing words or phrases referring to transitivity system based on Systemic Functional Linguistics that taken from the transcript of the inaugural speech of Barack Obama in Washington on January 20, 2009.

In this research, human was the main instrument. Ary (2010: 424) explains that in qualitative studies, the primary instrument for the gathering and analyzing of data is human investigator. In this research, the researcher spent a great deal of time to observe and analyze the data that taken from the transcript of Barack Obama's inaugural speech. Here, this research did not involve the informant or respondent.

In this research, the researcher also used *Pedoman Dokumen* (Documentation guide) as the instrument. Arikunto (2006: 150) stated that *Pedoman Dokumen* (Documentation guide) is one of the instruments that used in documentation method. In this case, the researcher used the instrument to support in collecting the data

since the data was collected by using documentation method where the data was taken from the transcript of Inaugural speech of Barack Obama in Washington on January 20, 2009.

In collecting the data, the researcher used the documentation method since the data was taken from the transcript of Barack Obama's Inaugural speech in Washington on January 20, 2009. Firstly, the researcher searched the video of Barack Obama's Inaugural speech on January 20, 2009. Watching the video carefully was important to gain the understanding of the speech. Finding the transcript of the speech by finding the book entitled "*President Barack Obama in His Own Word*" in the internet: <http://www.america.gov> was the next step in collecting the data. Then, to understand the data, the following procedure was reading and understanding the transcript of the speech of Barack Obama's Inaugural speech in Washington on January 20, 2009.

After the data were collected, the next step was analyzing them. In analyzing the data the researcher divided the complex sentences in the text into simple clauses which contain the utterances consist of words or phrases referring to transitivity system including participant, process and circumstance, and classified the clauses in the table. The simple clauses that have been classified were given the ordinal number.

To find the type of processes based on Halliday that occur in the speech, the researcher rewrote and labeled the parts of each clause (word or phrase) in terms of process. After the types of processes were found in each clause, the next step was classifying the clauses based on the processes that occur in each speech. Analyzing participant and circumstantial element that occur in every clause based on the process was the next step.

When the three aspects of transitivity system (processes, participants and circumstances) that occur in the speech had been known, the researcher interpreted the representation of the processes, participants and circumstances that occur in the speech. All of the analysis was then used to

describe the field of Barack Obama's inaugural speech based on the analysis of the transitivity system.

## **FINDING AND DISCUSSION**

In analyzing the transitivity system of Barack Obama's Inaugural speech, the types of processes, the participants involved in the process and circumstances associated with the process were analyzed. Transitivity system is a basic semantic system, which construes the world of experience into a manageable set of process types. The Inaugural speech of Barack Obama is relatively long, consisting of 185 clauses.

In the Inaugural speech of Barack Obama in Washington on January 20, 2009, the six processes were found. These processes were material process, mental process, relational process, behavioral process, verbal process and existential process. These processes are used to construct human experience, either of inner experiences or outer experience.

After analyzing the data, it was known that the most dominant process was material process. Most of the clauses in the speech used material process. Relational process ranks the second then it was followed by mental process and verbal process. Behavioral and existential processes were also found in the speech although they were rarely used. Each process had the representation in the speech.

In the Inaugural speech of Barack Obama, the dominant process that found was material process. It had the highest frequency. Material process is usually indicated by a verb expressing an action, either concrete or abstract, since it is a process of "doing" or "happening". There are two participants in the process: Actor and Goal.

As the most frequent process, the material process had the role that was either to explain the condition of America or to insist the action that would be done to achieve the prosperity. The domination of material process in the Inaugural speech represented that Barack Obama as a new president wanted to do more actions to

achieve the target of prosperity. He wanted to assert his leadership. He called for new direction and leadership and he needed to reach into the American people's hearts at a time when the economy, confidence, and morale of the people were at a low point.

Material process, as a process of doing and happening, was a good choice in the address to demonstrate what the government had achieved, what they were doing and what they would do in different aspects of affairs, home or abroad. It could also motivate the American people's confidence toward the president and his government and to get their support in policies or measures in the following four years, for example in clause "*We will begin to leave Iraq to its people and forge a hard-earned peace in Afghanistan*"

The second dominant process was relational process. Relational process, as a process of being, was used to explain the complex relationships between some abstract items because it sounds definite. It could be seen in these clauses, *greatness is never a given* (Clause 27b) Here, Obama wanted to relate the two things that abstract *greatness* and *a given*. He elaborated the abstract thing with his ideals or beliefs.

Mental process is a process relating to mental reaction. Process relate to feelings, thought, or perceptions. The examples was in clause 20a, in *But know this America*, the participant was *you* that means America, since it was an imperative clause. The verb in this clause was *know*. This verb construes cognition. Therefore, this clause was mental clause of cognition. Likewise in the clause 81c, in *believe that the old hatreds shall someday pass*, In this clause the *senser* was "you". It had explicit participant since this clause was imperative. In this example Obama asked his nation to believe that with the peaceful, America would be a great country.

In this way, the audience's emotion of encouragement and willingness to devotion was aroused and strengthened. Barack Obama tried to arouse and strengthen his nation's emotion and ask American people to

believe in their selves that they together can solve the problem faced by America.

Verbal process is a process that relates to the saying and done by consciousness. Some examples of verbal processes that taken from the data showed us, that the participant that mostly found was *we*, like in 86b, *we say we can no longer afford indifference to the suffering outside our borders, nor can we consume the world's resources without regard to effect*.

It means that Barack Obama involved all of American people to say that they would fight everything that prevent their action to bring America in better situation. It also explained that Barack Obama wanted to assert to his nation that they had to work together to face the challenges that would be not easily faced individually.

Behavioral processes relates to psychological done by conscious being. Behavioral process is included the action process, but the action is done with consciousness. Behavior process was rarely used in the speech. This process shows a physiological activity, either it is concrete, means that it can be seen, like body movement, facial expression, or abstract physiological activity. Clause with behavioral process was for example "*They saw America as bigger than the sum of our individual ambitions*"

Existential process was rarely used in the speech. Existential process relates to existent of experience. In the clause *there is work to be done*, this existential process was used to explain the existent of some challenges that hard and would be not easy to be faced individually. Some works or action should be done by American people to face it.

Moreover, the participants that involved in the processes of Inaugural speech of Barack Obama in Washington on January 20, 2009 speech were both of animate and inanimate ones. As the participants that found in the speech, these participants are inherent in process. Therefore, the analysis of participants cannot be separated from the processes. From the analysis of participants involved in some processes, it can be known



that Barack Obama mostly used *we, our nation, us, you, I, all or America*. Here, Barack Obama wants to involve all of the participants that watching or listening his speech in the world.

He asks all of his nation, government and his self to start work in making America to be better. It shows relationship between Obama and the people, and they get the feeling that they are addressed directly and personally. Furthermore, it indicates to the audience that they have something in common, and that they are together about this mission of getting the America in better situation.

The last analysis of transitivity system elements was on circumstance elements. Circumstances are transitivity component, which typically less associated with the process, and are not inherent in it. They indirectly involve with the process. The circumstances that found were temporal or spatial location, extent in time and space (i.e., duration and distance), cause, reason, manner, and accompaniment.

The types of circumstances that often occur in the data were circumstance of location, manner, cause and accompaniment. The four types of circumstances that frequently occurred in the data showed that Barack Obama wanted to honor his ancestors who had fight to build America in the past and to all American people that must continue in making America better starting that moment.

Circumstances of location were time and place. The domination of circumstance of time showed that at that time America was faced on bad condition when they were in the midst of crisis and bad economy.

Circumstance of cause that found was reason, purpose and behalf. Barack Obama explained some reasons that make American people had to fight in making America in better condition. Moreover, circumstance of accompaniment showed *who with* or *and what with* that would change the condition of America.

Furthermore, in analyzing the transitivity system of Barack Obama's Inaugural speech, the processes that occur in

the speech were analyzed. Then, it had been found that there was a dominant occurrence of material process. This process described and explained deed or action that either had been done or would be done. When it was seen from the general participants that were involved, there were two kinds of participants. They were animate participant and inanimate participant. So participants here, had the description, the first was to whom the speech was given and the second, what did Barack Obama want to be done by the participants. Moreover, the circumstances that were found in the data described the condition of America, at the past and at that time.

In this speech, Obama addressed all of the participants in the speech, all of the nation, men and women, young and old, and the government to do some actions to achieve the goal that wanted to be achieved by Barack Obama and all of American people. Field of discourse in Barack Obama speech described what had been done, what was doing, and what would be done by American people. Barack Obama had conveyed his missions that wanted to be achieved, by using material processes to insist what will and must be done. All of the actions had to be done, not only to be thought or spoken.

## CONCLUSION

Based on the findings, the six types of process were found. They were material process, mental process, behavioral process, relational process, verbal process and existential process. The participants involved in the speech were both of animate and inanimate. In all types of processes that occur in the speech, it was found that Barack Obama mostly used *we, our nation, us, you, I, all or America* as the participants. The circumstances that found were temporal or spatial location, extent in time and space, cause, reason, manner, and accompaniment. The types of circumstances that often occur in the data were circumstance of location, manner, cause and accompaniment.

After analyzing the transitivity system of the data, it could be known what is being talked in the text from the analysis of the

processes of the clauses. Furthermore, it could be known who were involved in the speech by analyzing the participants in every clause. Analyzing circumstances could also help knowing whether the location or time the processes occurred. Therefore, field of the speech was Obama addressed all of the participants in the speech, all of the nation, men and women, young and old, and the government to do some actions to achieve the goal that wants to be realized by Barack Obama and all of American people. Those were the representation that shows field of discourse of Barack Obama's inaugural speech through the transitivity system of the speech.

However, the result of this research did not cover all about the context of situation of discourse. In this research, the researcher only focused on analyzing transitivity system as the representation of one of context situation elements, it was field of discourse. Therefore for further research, the researcher hopes that the other researcher can analyze the other two context of situation by analyzing the lexicogrammar feature of the discourse. Tenor and mode are the two context of situation of discourse.

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**THE COHERENCE OF SENTENCES IN THESIS' ABSTRACTS WRITTEN BY STUDENTS OF ENGLISH EDUCATION PROGRAM AT UNIVERSITY OF PGRI ADI BUANA SURABAYA**

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**Abstrak:** Penulisan abstrak skripsi merupakan ringkasan tertulis singkat tentang tujuan, metode, hasil dan kesimpulan penelitian yang harus ditulis oleh mahasiswa untuk menyelesaikan tulisan akademis mereka. Namun, banyak abstrak tidak mencakup semua elemen yang diperlukan untuk memahami apa yang telah dilakukan dan ditemukan. Beberapa abstrak skripsi tidak terorganisir secara jelas dan akurat terhadap isi skripsi. Jadi, dalam kajian ini akan mendeskripsikan bagaimana koherensi antar kalimat yang ditulis oleh Mahasiswa Pendidikan Bahasa Inggris Universitas PGRI Adi Buana Surabaya. Peneliti menggunakan deskriptif kualitatif untuk mendeskripsikan data yang terdiri dari semua kata, frasa, dan kalimat yang berkaitan dengan pertanyaan penelitian, sedangkan sumber datanya adalah abstrak skripsi yang ditulis oleh mahasiswa Program Pendidikan Bahasa Inggris. Instrumen yang dipakai selain peneliti sendiri, penelitian ini menggunakan tabel telaah kelayaan abstrak yang digunakan untuk mengamati, mengklasifikasikan, dan menganalisis data berdasarkan pertanyaan penelitian. Dalam pengumpulan data, peneliti mengumpulkan abstrak yang ditulis oleh mahasiswa Pendidikan Bahasa Inggris dengan menggunakan random sampling. Kemudian dianalisis berdasarkan teori pada bab sebelumnya. Selanjutnya, data dijelaskan dalam hasil penelitian dan pembahasan. Hasil penelitian menunjukkan bahwa koherensi kalimat yang dipakai dalam pembuatan abstrak sudah runtut, namun masih ditemukan pengulangan ide dan ketidak logisan ide antar metode dan hasil penelitian. Dari hasil penelitian diatas dapat disimpulkan bahwa mahasiswa seharusnya memiliki, membaca dan mengaplikasikan aturan-aturan yang ada dalam buku pedoman pembuatan abstrak. Dari hasil penelitian diatas sangat diharapkan adanya peningkatan proses kepemimpinan terutama dalam membuat abstrak karena peranan pembimbing sangat berpengaruh terhadap kualitas penulisan abstrak skripsi mahasiswa.

**Kata kunci:** *abstrak, struktur kalimat, koherensi, mahasiswa, Inggris*

**Abstract:** Writing thesis abstract is a brief written summary of the objectives, methods, results and conclusions of research that should be written by students to complete their academic writings. However, many abstracts do not include all the necessaried elements to understand what has been done and found. Some thesis abstracts disorganized clearly and accurately to the content of the thesis. Thus, in this study, it describes how coherence of sentences on students' abstracts of thesis is. The research question can be stated as follows; how is the coherence of students' thesis abstracts written by English Education Program at Adibuana University of Surabaya. To conduct that study, researchers used qualitative description to describe the data that consists of all words, phrases, and sentences related to the research questions, while the data source is an abstract thesis written by students of English Education Program. The Instruments of research is an eligibility rubric to observe, classify, and analyze data based on research questions. In collecting the data, the researchers collected thesis abstracts by using purposive sampling. Then they are analyzed based on the theory stated by Zemach and Rumisek (2005:82) which describes that coherence is the arrangement of ideas in a clear and logical way. The result shows that the coherence of all students' thesis abstracts are not able to arrange in a clear and logical way. Those phenomenons happened because they did not pay attention to the abstracts components they made. So, it can be concluded that the students need guidelines to create a thesis abstract in order to get the better quality in its components and coherence among sentences. Additionally tt is implied that the roles of their supervisors are very significant to guide students in creating their abstracts well.

**Keywords:** *coherence, abstract, thesis, english, students*

## INTRODUCTION

In community service learning, the abstract can be used for a review of social work service. It can be used to get enrichment review only. In the essay or Research Project, the abstract can be used for a review of select topics and consider whether the reader should take steps to review read partly or the whole main texts. The structure-abstracts in research will be required background, objectives, methods, results and discussion, and conclusion. So, writing abstracts has important role based on the specific objectives. However, some of students can write abstract well. Commonly, the content of abstracts did not cover all the elements which review about background, purpose, research questions, research method, results, conclusion, and implication. Based on the background above, the researchers want to describe the coherence of sentences in thesis abstract written by students of English Education Program at the PGRI University of Adi Buana Surabaya.

## RESEARCH METHOD

In conducting the research, descriptive qualitative was chosen as the research method. The purpose of the descriptive method itself is to obtain systematic and accurate facts. According to Flick et.al (2000: 3) qualitative research is a research procedure that drew attention to the process, which means to the pattern, and structural features.

Thus, the data in this study are described in the form of words, sentences, or paragraphs relating to text that the researchers investigated to answer the research questions listed in the previous chapter. It is about coherence of sentences in the abstract in a thesis that was written by the students. So, qualitative descriptive method is one right approach to do this research. Sources of data in this study is the thesis abstract student majoring in English Education at the University PGRI Surabaya Adi Buana, while the data in this study are words, phrases, sentences related to the research question. The data collection have been done by using purposive random

sampling. Later in the data analysis involves collecting data through the data to get a student thesis abstract in the Library through the process of synchronization of the value of the thesis students getting grades "A" monitored from the Office of Academic Administration Bureau. After the data is classified, sorted, and displayed in the discussion using the assessment rubric through the study of the theory. (Zemack and Rumisek: 2005: 82)

## DISCUSSION

The coherence of sentences in thesis abstracts deals with the series of ideas which construct the components of thesis abstracts. Reader is able to read them easily and fast when they have good coherence. The first data can be displayed as follows;

Data 1.

*Social class is a category of people similar in socioeconomic status when compared to other such categories in a stratified society. In the study of social classes the concrete reality with which we are concerned is the set of actually existing relations at a given moment of time which link together certain human beings. This study analyzed social classes through the main characters on Titanic movie (1997).*

The paragraph above deals with the background of social stratification. On the other hand, the focus of research is the analysis of social stratification through main characters in Titanic Film. The next paragraph as follows;

*The objectives of this study were to describe kinds of social classes which reflected in Titanic movie and reviewed social classes from Karl Marx's theory of social classes (1963). This study applied literary appreciation which used drama or movie. The data was taken from script of Titanic movie (1997)*

The above data is Explanation about the purposes of research roomates explaining the type of social stratification reflected in the Titanic film. Even, it discusses the review

study of social stratification from Karl Marx's theory in the form of applied literature appreciation in a movie or drama. From what is written by the student, it shows the series description about background followed by the research objectives and the kind of approach that is used mainly for research. At next paragraph is as follows;

*From analysis data, the writer concluded that kinds of social classes were reflected in Titanic movie through their language use. The researcher found five kinds of social classes are as follow : Upper Class, Upper middle class, Lower middle class, Working class and Under class .*

Paragraph above shows the conclusions of the data analysis. Kind of social class is reflected through the use of language. Researcher (student) also found five types: upper class, upper middle class, lower middle class, working class, and lower class. From the sequence of ideas that is used by the students, the coherence of the first paragraph to the last paragraph is good at sentence in which the ideas of background, research objectives, as well as the conclusions of the study. They can be understood easily by developing a topic that is of social class in the titanic movie.

#### Data 2

In the second data, the students wrote about English songs to improve listening skills. The coherence of sentences can be shown as follows

*As English is an interantional language in Indonesia, the people should prepare for the new era. There are four basic skills to learn English; litening, speaking, reading and writing. In order to learn English, the first thing to do is listen. Without listen, people did not know what the speaker want to do or want the listener to do. Learning other language is difficult especially for students who still have the lack score in listening. In thic case, the*

*researcher tries to give media in teaching learing to improve the students listening achievement. One of them is songs as media.*

Coherence of ideas in the paragraph above are translated from general to specific. Student describes about the needs of the English language in general, where there are four skills: the ability to listen, speak, read, and write. Things must be done by a person first is the ability to listen. Someone should listen first to understand what other people want. Those who have the ability to listen to a lower value in the English language would require a special treatment. So the authors use the track media to improve listening skills. The coherence ideas of the data above is and logic while the reelations between sentences to each other are mutual in supporting each others. In the next paragraph is as follows;

*Based on the background above, the researcher limits the study in order to give clearly research as the thesis object as follow "is there any influence of using songs on Students' Listening Achievement at the Tenth Grade Students of MAN Sidoarjo?". The researcher chooses two classes as sample, they are X IPS 1 as a experiment class and X IPS 2 as a control class. Each class consists of 30 students.*

The data above describes the research question which of the background described earlier, namely the difference in value between the experimental group and the control group. Each class has thirty students. The series ideas of the data above can be received well among the sentences logically as well as against the previous paragraph related to its coherence. In the following paragraphs as follows;

*The method of this research was quantitative and the data was collected by using pre-test and post-test. The data that was collected will be calculated to find the score and compare the both classes. The*

*data was calculated with t-test formula in order to find the students' achievement and the success of each class. From this research, it was known that the influence of using songs on students' listening achievement at the tenth grade of MAN Sidoarjo.*

The above list describes the methods used during the study. The ideas were written starting from the type of quantitative methods in analyzing the data. Values were taken from both groups that control and experimental classes. Then the two values are calculated using t-test to determine whether there are differences in the value of listening to the two groups in class X MAN Sidoarjo. In the last written paragraph is as follows;

*The result concludes that there is significant difference between the experiment and control class. The value of t-observed: 4,52 is higher than t-table:2,002. With the 68 degree of freedom (df) at significance level 5%, so we can conclude that t-observed > t-table. It means that (H0) refused and (Ha) accepted and there is the influence of using songs media on students' listening achievement at the tenth grade of MAN Sidoarjo.*

Paragraph above shows the results of t-test that showed there were differences between students' grades listening experiment and control. It can be seen from the results of the t-table was higher than the t-test. It can be concluded that the hypothesis 0 is rejected and Ha accepted. The second data from this study has good coherence. The idea can be arranged coherently and clearly starting from the background, research objectives, research questions, methods, and finding of research.

### Data 3

Third data from this study is the writing of abstract in analyzing the grammar errors in simple past tense of recount texts written by the students of class VIII SMPN 2 Sedati. The first paragraph as follows;

*This study was carried out to find empirical evidence of the most common errors in writing recount text using simple past tense made by the eight grade students at SMPN 2 Sedati. The objective of this research is to identify the types of errors find in writing recount text using the simple past tense made by eight grade student at SMPN 2 Sedati.*

The paragraph above was written by leading to a research focus on the common mistakes in grammar (simple past tense) owned by the students when writing recount text. Then, it also explained the purpose of research which identified the types of errors found in recount text. From the data above, the relationship between sentences are mutual supports. Ideas that are used are not out of the discussion topics in writing abstract. The following paragraph is as below;

*The method used in this study was qualitative. The qualitative design applied in this study was case study. Furthermore, the subject of this study was first year students of eight grade which consisted of 30 students. The data were collected through test*

From the data above it can be seen that the method is a qualitative in case studies from class VIII which contained 30 students. Data retrieved through the test. It has been described in the previous paragraph about the research focus and the purpose of the study. Then in the next paragraph explained the research methodology that includes the type of research, data collection method and data sources. Coherence between sentences are good because the ideas are written sustainably. The next paragraph is as follows;

*The result of the error analysis process showed that students committed error into four types: omission, addition, misformation, and misordering. From the frequency of each error*

types, misformation was the error which most frequently produced by the students. It took 51,16% of the total errors. Moreover, 29,06% errors fell into omission and 18,61% errors fell into addition; whereas, for ordering, it only took 1,16%. These errors were conducted because most of the students were still influenced by their mother tongue and their Indonesian way of thinking.

Paragraph above describes the results of research. There are four types of common mistakes that are; omission, addition, misformation, and misordering. In the next sentence, the data presentations were described in the form of percentage in fault. Related to the coherence, students are able to write coherently from a research focus, research objectives, research methods, and results. But in terms of clarity and logical order, there are statements which did not support between methods and research findings. In research methods, It was explained that this type of research was qualitative, the results of research in the form of a percentage. It can be concluded that there is less good coherence between the methods and results of research.

#### Data 4

Fourth Data, the student wrote on Speech Acts contained in Ban Ki-Moon's Speeches at Politics and Economic Forums. In writing the thesis abstract, it is presented as follows in the first paragraph

*The purpose of this study was to analyze the speech acts in Ban Ki-Moon's speeches in Politic and Economic Forums by using Searle's theories in Yule and Cutting's theory about speech acts and Five Macro Classes of speech acts. The writer chooses Ban Ki-Moon's speeches, thus it is the distinctive case which always implement their various languages*

The data above shows immediately the purpose of the study which analyze the

speech act in Political Forum and the Economist Ki-Moon's Speeches. Although the topic is not stated in the background, it can be seen that the topic is about the speech acts. Besides this, students wrote the second paragraph in the abstract as follows;

*The study used a descriptive qualitative method, which means the data were analyzed qualitatively since the data for speech acts are usually in the form of words or utterances. This study was done by classifying and analyzing those objects. This research showed that there were speech acts in Ban Ki-Moon's speeches.*

The data above explains the research methodology. The design of study used qualitative. The data was analyzed qualitatively in the form of words or utterances contained in the source of data. Then the data was classified and analyzed in accordance with the focus of research. In the last sentence of the data above was also mentioned that there were any speech acts in Ban Ki-Moons' speeches. Writing the first paragraph and the second has good in coherence, but some statements become less obvious because the students did not write the definitive research questions as the focus of research. It has an impact on the last sentence of the second paragraph that states about speech acts. Third paragraph is as follows;

*The findings showed that there were various types of speech acts in accordance with Searle's theories in Yule and Cutting's theory. The conclusion revealed that (1.) There are four kinds of Five Macro Classes of speech acts based on Searle's theories in Levinson and Yule's theory. (2.) It can be inferred that among the three kind of speech acts (i.e., locutionary acts, illocutionary acts and perlocutionary acts) and the two of certain structure (i.e., direct and indirect speech).*

*Referring to the result of the analysis, it is found out that Ban Ki-Moon performs illocutionary acts on the speeches. The locutionary acts based on Yule's theory found in the analysis are expressives, commissives, representatives and directives. Based on the finding and discussion and conclusion, it is recommended that Ban Ki-Moon's speeches should emphasize more on the aspects or clarity and understandability. Finally, it is hoped that this study will be useful for further speeches research.*

The data above is the last paragraph written by the students associated with speech acts in a political and economic forum on pidat Ban Ki-Moon. The data above shows the results of research on the kinds of speech acts which consists of four types of speech acts according to Searle's theories in Levinson and Yule's theory. Besides this, students also explained that there are three types of speech acts include locutions, illocutionary, and perlocussion. Ban Ki-Moon did illocutionary speech acts in his speech while locution includes expressive, commissives, representatives and directives. The obtained discussion of the results, Ban Ki-Moon's speech should stress more on aspects or clarity and understanding.

In the last statement, it also described the author's hopes that his research may provide benefits. From the above data the abstract written by students in the four components does not have a good coherence sentence begun from the first paragraph which was not declared on the research question. So the contents of subsequent paragraphs are related to the research methodology. There is the last sentence of the paragraph above which can not be understood logically. It is about the speech acts which are carried out by Ban Ki-Moon in a political and economic forum. The study of speech acts has a lot of research studies. If it is not written directly, then coherence subsequent sentences will be less good

because there is no limitation in expressing ideas.

In the last paragraph, it also has an impact on the explanation of the research results. This is because the students did not write clearly the number of research questions. It will be related to the results of research. If the student writes two research questions, then it should be followed by two the result of the research. Readers will find logical thinking when reading the abstract thinking. So it can be concluded that the fourth data did not have a good coherence.

#### **Data 5**

The fifth Data from this study also explained about the speech acts performed by the President of Indonesia Mr. Joko Widodo in International Economy forum. The first paragraph is presented as follows;

*The purpose of this study was to analyze the speech acts in Joko Widodo's speeches in Economic Forums by using Austin and Searle's theories in Levinson and Yule's theory about speech acts and Five Macro Classes of speech acts. The writer selects in Joko Widodo's speeches, thus it is the distinctive case which always implement their various languages. For this purpose, the statements of the problems were formulated as follows: (1.) What types of speech acts according to the classification of illocutionary acts are used in Joko Widodo's speeches in Economic Forums? (2.) How are those illocutionary acts related to the main message of the Joko Widodo's speeches in Economic Forums?*

The above data explains the background research is directly started from the purpose of the study which analyze speech acts committed by President Jokowi in the International Economic Forum. The theory used in the study is Searle's theories in Levinson and Yule's theory about speech acts and Macro Five Classes of speech acts.

*In response to these*



*questions, the study used a descriptive qualitative method, which means the data were analyzed qualitatively since the data for speech acts are usually in the form of words or utterances. This study was done by classifying and analyzing those objects. This research showed that there were speech acts in Joko Widodo's speeches.*

The data above describes the qualitative descriptive method used in analyzing the data. The data are in the form of words or utterances. Then they are classified and analyzed according to the research questions. From the description above data are a good coherence from the first sentence to the next sentence. They described the design of research, data sources, classification, and data analysis. Last sentence must be reduced because the source of the data used contained speech acts used by the object of research. In the following paragraphs is as follows;

*The findings showed that there were various types of speech acts in accordance with Austin and Searle's theories in Levinson and Yule's theory. The conclusion revealed that (1.) There are four kinds of Five Macro Classes of speech acts based on Austin and Searle's theories in Levinson and Yule's theory. (2.) It can be inferred that among the three kind of speech acts (i.e., locutionary, illocutionary and perlocutionary acts), and the two of certain structure (i.e., direct and indirect speech), illocutionary acts have more roles and are the main purposes of speech acts to convey someone's intended meaning to others. Based on the finding and discussion as well as conclusion, it is recommended that Joko Widodo's speeches should emphasize more on the aspects or clarity and understandability. Finally, the present study hopefully provides a*

*source for further speeches research.*

The data above, it explains the theory used in the data analysis without answering research questions that have been mentioned in the preceding paragraph. Repetition is done in the paragraphs above. it reduce the level of coherence of ideas. In addition, it has less on clarity of writing. So, it can be concluded that the coherence of the fifth data is not good. It is stated by researchers of the first paragraph which includes the research objectives, research questions, methods, and results. However, in explaining the research results are forward-repeated statement which made it less effective and efficient. Explanations of the results of the study are also not related to the research question.

#### Data 6

On the data 6, students write about the film transcript analysis Barbie Diaries. 6 of the data is presented in a single paragraph as follows;

*This research is a study of pragmatic which has a background of the daily communication. It is very important to understand what people say, what they mean by doing a conversation. In many our conversation, we assume that the speaker and listeners generally have a cooperation each other. However, in some circumstance, a speaker intends to communicate more than is said, that something must be more than just the words mean. It is common, when the speaker asks questions, and then the others give irrelevant answers because of a different interpretation, view, even understanding about an object entity on a person. Implicature is known as an invisible meaning in the utterance of people say. This research is made to analyze the types of*

*implicature used in the movie script "Barbie Diaries". The purposes of doing this research are to explain the types of implicature and the context of situation of each utterance and statement containing conventional and conversational implicature used in "Barbie Diaries" movie script. The researcher uses Grice's theory as the basis theory for this research. This research is a qualitative research in which the data is taken from the movie script of "Barbie Diaries". The technique of collecting the data that is applied by the writer is documentation method. The researcher analyses the types of implicature which are conventional implicature and conversational implicature. Conversational implicature consists of maxim of quantity, maxim of quality, maxim of manner, and maxim of relation. Conversational implicature; maxim of manner and maxim of quantity are the most violated in the movie script conversation.*

Data above described abstract background began to study pragmatic implicature and contexts. it contained in the speech in Barbie Diaries. Then the students wrote about the purpose of research that explained the types of implications and contexts of the situation. The type of research is a qualitative study using Grice's Theory in analyzing the data. The data collection was also mentioned in the abstract, namely the method of documentation. From the data above ideas are written from beginning to end which showed that there were some repetitions of ideas which made less in its coherence. In the final part it also has no definite statement. It can be concluded that the coherence of the data 6 is not good for a repetition of the idea and also the delivery of

a less clear ideas in the results of research and the research method.

## 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. The coherence sentences in thesis' abstracts can be concluded that not all of the sentences written by students in their thesis can arranged clearly and logically. it occurred because they had less attention on the guidelines in making the abstract as well as the components. If the abstract component is not complete, it is difficult to create a unity of ideas and coherence. of course it is closely related to their sentence structures which can not be separated each others. In addition, the role of a supervisors of thesis has the important role to remind the students in order to have a good quality related to the components of abstracts, coherence sentences and grammar in writing their thesis abstracts.

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**TRACING RACISM TOWARDS THE BLACKS ON *THE HELP* (2011):  
A CRITICAL DISCOURSE ANALISIS**

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**Abstrak:** Masalah social adalah sebuah kondisi sosial yang menyengsarakan masyarakat. Salah satu masalah sosial yang masih terjadi di dunia adalah rasisme. Salah satu film yang berhubungan dengan rasisme adalah film *The Help*. Terdapat dua rumusan masalah dalam penelitian ini. Rumusan masalah tersebut adalah Tipe rasisme apa yang ditemukan dalam film *The Help* dan bagaimana orang kulit hitam melawan rasisme dalam film *The Help*. Selanjutnya untuk menjawab pertanyaan pertama digunakan teori rasisme oleh Ruth Wodak (2001) dan untuk menjawab pertanyaan kedua yaitu cara orang kulit hitam melawan rasisme, peneliti menggunakan teori perlawanan oleh James Scott (1990). Peneliti menggunakan pendekatan Analisis Wacana Kritis. Sebagai tambahan, peneliti juga menggunakan model penelitian kualitatif. Lalu, dalam menganalisa data peneliti mengatur, mengkode, mendeskripsikan, dan menginterpretasi data berdasarkan konteks dan situasi. Untuk data temuan, peneliti menganalisa data kutipan dari naskah. Selanjutnya, peneliti menyimpulkan bahwa tipe rasisme paling dominan adalah rasisme sehari-hari. Namun, untuk perlawanan tipe tertutup dan terbuka, hanya ditemukan tipe tertutup dalam film tersebut.

**Kata Kunci:** *Analisis Wacana Kritis, Rasisme, Rasisme sehari-hari, Rasisme Institusi, Film*

**Abstract:** Social problem is a social condition that harms people in a society. One of social problem that still exist in this world is racism. One of the films that deal with racism is *The Help* film. There are two statements of the problem in this present research; (1) what are the types of racism found in *The Help* film, and (2) how do the black people resist racism in *The Help* film. Furthermore, to answer the first research question particularly used racism theory by Ruth Wodak (2001) and to answer the second research question in which the ways of black people resist racism, the researchers conducted resistance theory by James Scott (1990). The researchers employed Critical Discourse Analysis as the approach. In addition, the researchers employed qualitative research design. Then, in analyzing the data the researchers organized, coded, described and interpreted the data based on the context and the situation. In the findings, the researcher analyzed the data in some quotation from the script. Furthermore, the researchers concluded that the most dominant type of racism is everyday racism. However, for the hidden transcript and public transcript types of resistance, it only found the hidden transcript in the film.

**Key Words:** *Critical Discourse Analysis, Racism, Everyday Racism, Institutional Racism, Film*

## **INTRODUCTION**

Social problem which becomes a part of life is born from an ideal social situation. In a heterogeneous society, it certainly encounters a lot of social problems. One of the social problems which exist among the people is the conception of race.

A human race defined as a group of people with certain common inherited features that distinguish them from other of people. Obviously, the concept of race is an inevitable fact for geneticists and biologists refer to human beings (Reisigl and Wodak, 2001:2). Various races can be a big power for

a country if the people can accept the varieties which exist among them because they have their own resources or skills to increase their life and their country. On the other hand, it also can cause a detrimental social problem if they cannot regard one to another. Racism is one of the worst social problems that still exist up in this world, nowadays. Further, it can be defined as the mistreatment of a group of people on the basis of race, color, and religion.

In addition, talking about racism is often related to the study of discourse in the enactment and reproduction of racial inequality which has slightly emerged in CDA. One of the most important aspects of CDA is that it sees language as a social practice and considers the context of language use to be crucial (Meyer and Wodak, 2001:8). When the language is seen a social practice anchored in the wider content that can be used not only to mean things but also to do things, and it is necessary to consider how the language impacts the reality. The relationship of power, ideology and language is an important issue for CDA, mainly how power and unequal power relations are expressed or subverted by language. So, the study of racism is theoretically and empirically relevant only when discourse structures can be related to properties of power, dominance, and inequality.

Since years ago, racism has put many people into misery and suffers from the race minority inequality treatment. Take an example, racism is still exists in America which the people are differed from their races, even today. Racism is caused by a problem involving white Americans and black Americans. Later on, the whites never treat the blacks as the true human beings because they have different features of bodies, skin color and also different economic, social, and educational background. One of the examples is accessed from Vox website that released an article on 10<sup>th</sup> of April 2015 about an analysis of the available FBI data by Vox's Dara Lind shows that US police kill black people at disproportionate rates: black people

accounted for 31 percent police shooting victims in 2012. Another phenomenon was after Barak Obama confirmed as President of America, the racial issues in that country are still going on. It released in the article on the website of Hizb-ut-Tahrir (19/11/2008) with the title "*Since Obama won the election, racial cases rise sharply.*" The victory of Barack Obama in the US presidential election did not immediately remove the racist attitude that seemed to have been roots among white citizens of the US.

The articles above give an overview that racism still exists especially in America. Those phenomena become strong trigger to be the reasons why the researcher conducts this study under the racism topic in Critical Discourse Analysis field. To conveying social issues, including racism, not only can be delivered through a variety of news, both in print and electronic media, but can also be delivered through film. In addition, McQuail (1994: 13) stated that film is a form of mass media and the story of film is usually departed from social phenomenon that occurs around us because film also serves as a shaper of mass culture. One of the films deals with racism is *The Help* film. The film was released on August 2011 which is directed and written by Tate Taylor. The main concern of this film is racial discrimination that took place in Jackson Mississippi America during the 1960s. The story is adaptation of American historical facts from the Civil Rights movements and the assassination of President John F. Kennedy. This present research concern to convince the types of racism found in *The Help* film and how do the black people resist racism in *The Help* film.

## RESEARCH METHOD

This research employed qualitative research design since it presents a description about a social phenomenon and human interaction through language. As stated by Creswell (2009:3) that qualitative research design is plans and the procedures for research that span the decisions from broad assumptions to detailed method data collection and analysis. And it also means for

exploring and understanding the meaning individuals or groups ascribes a social or human problem. The characteristics of this present research are in line with characteristics of qualitative research stated by Creswell (2009:3) that exploring and understanding the meaning individuals or groups ascribes a social or human problem. This research also discussed about social or human problem about racism that depicted in *The Help* film. Furthermore, in conducting the research the researcher considers analyzing racism which is depicted on *The Help* film in approach of critical discourse analysis. Critical discourse analysis (CDA) approach focused on discursive practices and it did not concern with evaluating what is right or wrong. It tried to make choices at each point in the research itself and make these choices transparent.

Furthermore, the source of data was derived from the script presented in the form of English of *The Help* film that is directed by Tate Taylor. Moreover, the data were taken from the script stated by the characters in the form of words, phrases, sentences, or utterances on the film which contained the racism based on Wodak's theory. In qualitative research, the primary instrument in data collection is the researcher self (Creswell, 2009:175). So, the researcher became the main instrument in this research because she conducted the research by herself from the beginning until the end.

There are some methods of collecting data that can be used in holding a qualitative research. Then, in collecting the data the researcher used some steps as follows; (1) Watching the film, (2) Identifying, and (3) Selecting data.

In conducting the process of analyzing data a researcher needs to identify the certain point to set and process the data that is collected in order to get final analysis of the research. The researcher used some steps that related to the theoretical concepts as follows; (1) Organizing, (2) Coding, (3) Describing, (4) Interpreting, and the last is Drawing conclusion

## RESEARCH FINDING

### . Types of Racism in *The Help* Film

The data that analyzed and described were taken from the script of *The Help* film. After read and watched the film, the researcher considers that there are two types of racism that found in *The Help* film based on Wodak's theory (2001). The details are as follow:

#### a. Everyday Racism

Everyday racism occurs when a person experiences discriminatory behavior from people he/she encounters in his/her daily life. It can be as an integration of racism into everyday situations through practices that activate underlying power relations. The examples of everyday racism that is depicted in *The Help* film is:

#### *ER*

00:07:09 – 00:07:26

*Hilly (screaming upward)*

*“Momma! We're late for bridge! “*

*Hilly rolls toilet paper out from its holder. With a pencil, she places a dot on each sheet of paper, counting as she goes.*

Based on the first data above, Hilly did something in Minny's bathroom before she went to the bridge club. She placed and counted an each of sheet by giving dot in the rolls toilet paper. She wanted to limit the using of Minny's paper in order to decrease the paper cost. The limitation of the toilet paper was only purposed to her help Minny who has black skin. Whereas, she didn't does the same action to the other people in her house excepting her.

That situation can be categorized as everyday racism especially in discrimination behavior. What Hilly doing is clear one which very important point to consider. Intentionally, she discriminate one who has black skin by giving a limitation of the use toilet paper. Indeed, this discrimination occurs in the difference of treating someone. Moreover, that deed was suited with

Wodak's theory because it has been done in the context of everyday situations. As the boss and the owner of the house, Hilly thinks that she has an authority and power to manage everything what she want.

She didn't consider whether it harms another or not particularly to people who have different race with her. And, that act clearly shows that she didn't respect and regard to the Minny's personal daily needs in a good manner.

#### **b. Institutional Racism**

Institutional racism refers to the sometimes unconscious and unintentional embedding of discriminatory policies and practices within the institutions of a nations. It is discriminatory treatment, unfair policies and inequitable opportunities and impacts, based on race, produced and perpetuated by institutions. Additionally, institutional racism can institute and maintain differentials between ethnic and cultural groups, in terms of access to education, employment, residential areas, rights before the law, and medical care. The examples of institutional racism that is depicted in *TheHelp* film is:

*00:36:25 – 00:36:54 Aibileen slowly turns.*

*Aibileen: "They set my cousin Shinelle's car on fire just cause she went down to the voting station."*

*Skeeter: "A book like this has never been written before."*

*Aibileen: "'Cause they's a reason. I do this with you, I might as well burn my own house down."*

*Skeeter: "I promise we'll be careful."*

*Aibileen: "This already ain't careful, Miss Skeeter! You not knowing that is what scare me the most. Scare me more than "Jim Crow"."*

*Skeeter tries to hand Aibileen a piece of paper. Aibileen nervously surveys the area. A woman pushing a baby*

*carriage walks by and looks on with suspicion*

*Aibileen: "They set my cousin Shinelle's car on fire just cause she went down to the voting station."*

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*Skeeter tries to hand Aibileen a piece of paper. Aibileen nervously surveys the area. A woman pushing a baby carriage walks by and looks on with suspicion*

From the first data above, it can be seen that Aibileen emotionally told to Skeeter that her cousin Shinelle's car was on fire just because she went to the voting station.

But, Skeeter ambitiously makes Aibileen to participate in her book project. She promised to her that they would be careful. Aibileen denied her by uttering "This already ain't careful, Miss Skeeter! You not knowing that is what scare me the most. Scare me more than "Jim Crow". Based on what she stressed to Skeeter, she wants to reveal how scary she is toward the Skeeter's persuasion. That scares her more than "Jim Crow" laws about the segregation between the blacks and the whites American citizens. However, Skeeter tried to give her a hope by trying a hand Aibeleen a piece of paper that contained her phone number and Aibileen nervously took it.

From the description above, what Aibileen stated above can be categorized as institutional racism. She told to Skeeter about

her cousin who participated in voting station but her car had burned by the whites. That was clearly shown the institutional racism especially in political aspect. As we know that institutional racism refers to discriminatory policies and practices within the institutions. They give unfair policies and inequitable opportunities and impacts based on race. That theory strengthens what

Aibileen's cousin got in that voting election. As a black citizen, she didn't have same opportunity as the white to participate in political region. The human being was born in the same condition, automatically she has free and equal especially in rights. But, the institution makes a rule which banned the blacks to participate in voting election. Cruelly, they burned the black's car just because she wants to vote the election.

### **B. The Ways Black People Resist Racism in *The Help* Film**

Scott (1990:4) argues that resistance includes any acts by members of a subordinate class that is or are intended either to mitigate or deny claims made on that class by super ordinate classes or to advance its own claims (for example, work, land, charity, respect) from those super-ordinate classes. It means that the resistance will be carried out by community groups or individuals who feel oppressed, frustrating, and unfair situation in their life. Scott (1990: 5) has made a categorization which builds on the two main forms of resistance; the hidden and the public transcript.

#### **a. Hidden Transcript**

Hidden transcript in the hidden form as everyday resistance expressed safely only offstage. The offstage transcript of elites is like counterpart among subordinates. It consists in gestures and words that inflect, contradict, or confirm what appears in the public transcript. Each hidden transcript is actually elaborated among a restricted public that excludes that is hidden from certain specified others. The examples of hidden transcript that found in *The Help* film is:

**HT**

00:43:29 – 00:43:34

*Hilly leans into the bathroom door.*

*Hilly: "Minny, are you in there?"*

*Minny: "Yes, ma'am..."*

*Hilly: "And just what are you doing?"*

*Minny's eyes narrow. She flushes the unused toilet. Hilly beats on the door. Minny slams down the toilet lid to further antagonize Hilly.*

*Hilly: "Get off of my toilet! You are fired, Minny Jackson!"*

From the fourth data above, it can be described that Minny entered Hilly's bathroom silently. But, Hilly skeptically comes and leans into the bathroom door. Then, she calmly asked Minny is she in the bathroom. Even shocked, Minny answered

Hilly's question that she is in the bathroom. She angrily asked her what Minny's doing in there. Minny's eyes narrow. She flushes the unused toilet. Hilly beats on the door. Minny slams down the toilet lid to further antagonize Hilly. Hilly was very angry and she hardly scream by uttering "*Get off of my toilet! You are fired, Minny Jackson!*" Then, Minny left the bathroom and Hilly's house as soon as possible.

Based on the data above, the situation was included in hidden transcript. From what Minny's attitude in the bathroom showed that she was intentionally flushes the unused toilet to make Hilly angry. And, she wants to resist Hilly even she couldn't hit her directly. Whereas, she just only want to use the bathroom for a while but Hilly was too stingy toward her. As we know that the resistance will be carried out by community groups or individuals who feel oppressed, frustrating, and unfair situation in their life. If their unfair situation and frustration reached its peak, it would cause a resistance from someone who feels oppressed. So, it



was appropriate with Minny's situation that was frustrating toward Hilly. Her anger was reach in peak and she could not handle it anymore.

## CONCLUSION

Based on the research finding and discussion in the previous chapter, the researcher concludes that the types of racism that found in the data collected based on Ruth Wodak's theory which is divided in two types include everyday racism and institutional racism. And, the most dominant types of racism that found in *The Help* film is everyday racism because the discrimination, the prejudice and the stereotype dominantly depicted in the film. Furthermore, for how the black resist the racism, the researcher concludes that the types of resistance are not completely employed on *The Help* film. As we know that there are two types of resistance; hidden transcript and public transcript. However, the researcher only found the hidden transcript that depicted in the film. By watching all the story of *The Help* film can be seen that the racism and the critical discourse consider portraying negative acts and harms not only the oppressor and the oppresses but also the society. Most of the whites in the story are described as the people who would like to everything to maintain their power and reputation in the public without considered the blacks feeling. The plot of the film also gives a lot of knowledge about what racism is and how they resist the racism.

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