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Focus and Scope

Jurnal Ilmiah Lingua Idea which is published twice a year (every June and December), is a double blind peer-reviewed publication consists of research-based and review articles, fresh ideas about language, literature, cultural studies, and its teaching methodology, which have never been published before.

The journal covers all aspect relating to linguistics including:

1. Macro-linguistics;
2. Micro-linguistics;
3. Translation studies;
4. Post-colonial literature;
5. Modern literature;
6. Popular teen literature;
7. Cultural Studies;
8. Modern culture;
9. Popular culture;
10. Folk culture;
11. Educational Studies;
12. Educational Technology;
13. Teaching methodology;
14. Instructional media, etc.



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Teachers' Perception of Online Learning in The Pandemic Era

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ABSTRACT

The Covid-19 pandemic situation has changed many aspects of life, including the learning process. In this regard, researchers are interested in analyzing teachers' perceptions of online learning. This study explains teachers' opinions about online learning and its impact, such as the disadvantages, advantages, and difficulties of online learning during the pandemic. This study uses qualitative research using questionnaires through a google form. The resource persons in this study were English teachers in North Sulawesi, totaling ten teachers. The main target of this research is the teacher's perception because they have experience in online learning in a pandemic situation. From the research data, 90% of teachers choose face-to-face in the learning process because they cannot interact directly with students and experience difficulties in the learning process due to internet access problems. Although online learning has many difficulties and weaknesses, there is no choice but to stop the spread of COVID-19. We must continue to study online. Here teachers and students are equally challenged in creative and active online learning methods and objects. One of the most important is the stability of the internet network, then adequate devices or computers, applications with accessible platforms, and online socialization that carry out efficiently, effectively, sustainably, and integrative to all interested parties in the field of education.

Keywords: *perception; online learning; pandemic*

INTRODUCTION

The COVID19 pandemic has forced many educators to urgently need to teach online, which provides an opportunity to reshape education, teacher education, and educational institutions declared by Flores (2020) and Cucinotta & Vanelli (2020) stated that COVID-19, the global pandemic, as declared by the World Health Organization (WHO). In this case, education cannot stop the process of transforming knowledge and academic activities that are being amid this pandemic. Because many students and teachers cannot carry out the online teaching and learning process, a support system such as technology requires high technology. In big cities, high technology capacity is not a big challenge, but in areas with limited technology and network capacity, it will be a big challenge for teachers in the learning process. Since the emergence of the

coronavirus outbreak, various problems have arisen. Because the virus does not only attack humans but also has an impact on the world economy and affects social life in various countries. One of them is in the world of education in Indonesia, where previous learning was carried out face-to-face (offline), but during this Pandemic, the learning system is no longer valid to reduce the spread of the Covid-19 virus in Indonesia. Initially, Kandati & Tatipang (2021), the government implemented a policy in the form of Social Distancing or social restrictions carried out in Indonesia for two weeks. The government hopes that the social distancing policy will reduce the spread of the Covid-19 virus. However, it turns out that this policy cannot reduce the spread of Covid-19. In the end, the government closed various levels of education ranging from kindergarten, elementary, junior high, and high school to university for an undetermined time limit (Lumentut & Lengkoan, 2021). The government takes various ways so that education can continue to run in this pandemic era because education is a vital asset for a nation for the progress of a country. The government issued a new policy by implementing online learning from home by utilizing variously available and emerging platforms such as zoom, google meet, e-learning, skype, WhatsApp, and other learning platforms. We can do all learning and teaching activities by utilizing online networks and staying at home.

Henaku (2020) conducted a descriptive phenomenology design on "Online Learning Experience of College Students." In his findings, poor internet connectivity and the high cost of data were some of the challenges faced by students. Bakalar (2018) stated that Various problems had included the provision of school infrastructure. Meanwhile, in the pandemic era, the connection between teachers and students is an essential factor, where how they feel, think, and do is an exciting topic to analyze. From previous research on students' perceptions of online learning, it is interesting for researchers to present information related to teachers' perceptions of online learning.

The impacts and obstacles of online learning are both low and high grades. It is discovering perceptions not only from the student's side but also from the teacher as a teacher. This research was conducted with two research questions. The first is "what are the challenges faced by teachers during online learning in the pandemic era?" and the second is "what is the teacher's perception of online learning?" After answering the following research questions, the goal was to publish in a journal related to issues and information about online learning, especially teacher perceptions. The data found in this study can contribute to education and technology. There are some researchers have been done related to the teachers' perception of online learning such as Parsons et al., (2019); Yang, (2020); Wirza & Rahayu, (2020); Rasmitadila et al., (2020); Kulal & Nayak, (2020); Husain et al., (2021); Lin et al., (2015). Based on seven previous studies stated that online learning is

challenging not only for students but also for teachers. Both of them faced many struggles and challenges during online learning. In doing this research, the researcher wants to find out other perceptions from another side because when we talk about perception, it is something we cannot measure. Each teacher has other perceptions, and it is challenging to do this research. Student perception is the process of treating students with information about an object, in this case, experience in online learning through observation with their senses so that students can give meaning and interpret the objects observed. Teacher and Student Perceptions about online learning urgently need to be explored so that it becomes a consideration for those who use online learning. Perception is what a person experiences immediately. Perception connects the way to the surrounding nature to know, hear, smell, feel, too smell immediately based on the senses.

MATERIALS AND METHOD

The pandemic has forced people to spend more time with themselves than ever, which is called the new normal. Maru et al. (2020) declared that the Emergence of the COVID-19 as a global pandemic with its social and physical distancing consequence had affected educational practices. The COVID19 pandemic has forced educators to convert their lessons to online versions in real-time, a global pandemic that was unimaginable and predictable. There are many difficulties faced in this global pandemic, so it becomes something interesting for researchers to research and analyzes, especially in online learning. Previous studies have also researched and provided statements relevant to online learning and pandemics. Luaran et al. (2014) declared that online learning means the learning process on the virtual or internet. Online learning is learning that is a trend amid a pandemic. There are lots of media and applications offered to support online learning. The massive spread of the Corona virus in various countries forces us to see that the world is changing. We can see the changes in technology, economy, politics, and education amid the crisis due to Covid-19 (Rondonuwu et al., 2022). These changes require us to be prepared and respond with attitudes and actions while constantly learning new things. Indonesia is not alone in finding solutions for students to keep learning and fulfill their educational rights. All affected countries have tried to make their best policies to maintain the continuity of education services. The implementation of social distance measurements, which later became the basis of home learning due to the sudden use of information technology, often surprises educators and students, including parents and everyone in the home. Learning information technology has recently been applied to the Indonesian education system. Nevertheless, surprisingly, the online learning done by

Covid19's pandemic has shocked almost every line from districts, cities, states, centers, and even the international community.

Michotte (2017) declared that developing perception is a phase of the whole action process, allowing us to adjust our activities to our world. In this case, the teacher's perception will be described as an opinion developed after having specific experience in teaching during the pandemic. The process of perception formation begins with receiving stimuli from various sources through the five senses, after which a response is given in accordance with the assessment and gives meaning to other stimuli. After receiving the stimulus or the existing data is selected. Every individual tends to give meaning to the stimuli he receives invariably, also called giving perceptions, based on the knowledge and experience of the individual, who then responds to the stimuli he receives. The ability to provide perception is a form of response based on the stimuli received. Perception includes the five senses: touch, sight, sound, smell, and taste. It is also described as a set of senses that involves the ability to detect changes in body position and movement. Cognitive processes are needed to process information, including recognizing a friend's face or detecting a familiar scent. Everything communicated is a person's perception of the world and its environment. The habits in which people of a culture respond to something show the relationships between culture, perception, and communication. Perception is a process in which individuals organize the received stimuli and interpret them so that a person can realize and understand what is received, and the experiences of the individual concerned can also influence this. That perception is to give meaning to their environment. Perception is essential in studying organizational behavior because people's behavior is based on their perception of reality, not reality itself. So, perception is a process in which a person interprets and gives meaning to the impressions obtained from his observations of an event, object, person, or situation. Perception is not always accurate and does not have to be the same as reality.

This collective case study involves analyzing a survey of teachers' perceptions of online learning in the pandemic era. The teacher's perception is described narratively. Ten junior high school English teachers in North Sulawesi in evaluating online learning carried out by the teachers themselves. The participants are teachers who teach English subjects in Tondano, Manado, and Tompaso. Sugiyono (2008) pointed out that the primary methods that qualitative authors rely on to gather information are participatory settings, direct observation, in-depth questioning, and document review. In this study, the researchers used a questionnaire. A questionnaire is a list of questions or statements given to participants. Sugiyono (2008) explained that a questionnaire is a data collection technique in which some questions or statements are asked of the respondents. Questionnaires collect data by asking written questions, which respondents answer in writing. A

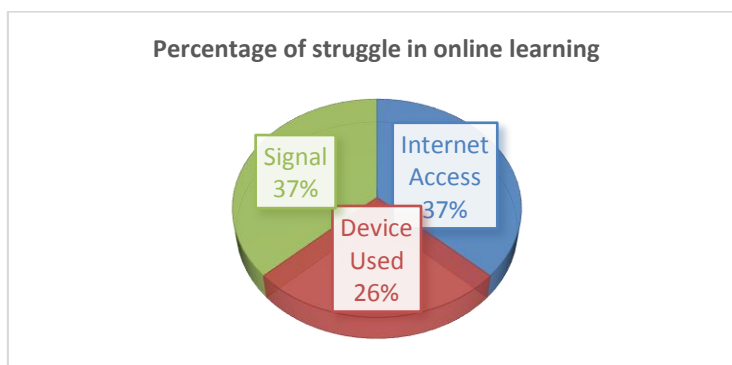
questionnaire is a set of written questions used to obtain information from respondents about themselves or what they know.

The instruments used in this study consisted of 8 questionnaires made online by using Google form. It will collect data correctly and, of course, in real-time. So, it does not need to spend much energy giving questions to the person concerned. Just print the questions on paper after the questionnaire. The instrument has spread out using an online platform to the participants, and the results were recorded by email.

RESULTS & DISCUSSION

Many factors are the reasons why online learning is complex. Among them are hardware and software requirements, and they must learn how to operate these devices. Survey data shows that more than half of the respondents stated that the problem in online teaching is internet access and signal. In this section, teachers face more than one challenge in online learning. Internet access and signals are obstacles that cannot be overcome because some student locations do not support the network, and electricity and financial problems affect internet access. For example, WiFi or mobile internet network will turn off without electricity—one of the main problems many students face is a slow internet network.

Figure 1. Percentage of Struggle in Online Learning



Online learning requires a reasonably strong internet network considering the media used are Zoom, Google Meet, Skype, and other applications to attend video conferences. This platform for attending video conferences requires a strong internet network to keep the learning process smooth and not hampered by a video that suddenly stops or stutters sound. Technical problems such as intermittent sound and video stop causing learning to be ineffective and students unable to absorb the information conveyed by the teacher as a whole. This is a challenge for the government and teachers in maximizing their existing potential. In addition to a prolonged internet network,

especially for those in remote areas or outside Java, the next challenge and obstacle for online learning is the price of the internet quota, which is too expensive for most people, but the free quota assistance program for teachers had resolved the quota problem.

Furthermore, students are disbursed every month. Moreover, these expensive internet packages are often limited to a certain amount of quota, which is certainly not enough for the needs of students to run video conferences with their teachers. As we know, the quota required for video conferencing is vast. Meanwhile, the average price of internet packages from providers in Indonesia is quite expensive, especially for the community's average income. In addition, the internet package can only be used by one person for one device and not the whole family. A signal is one of the critical things in the online learning process. However, it often happens when the teaching and learning process takes place suddenly stops because of an unstable signal. Do not support such a signal, which can ultimately delay the teaching and learning process. Electronic devices such as mobile phones, laptops, and tablets are essential and needed in the learning process. Electronic devices that do not support can also cause distance learning to be not smooth. Not supporting electronic devices is primarily due to unstable economic conditions. For example, several children use one cellphone in one family. Another example is that students can do learning activities when their parents come home from work.

Figure 2. Teachers' recommendations for Learning Process



The survey results in chart 2 show that the teacher recommends the face-to-face learning process. From the survey above, only one teacher recommends online learning. In online learning, it can be recommended to increase student involvement in online learning, set expectations and active model involvement, Build Engagement and Motivation with Course Content and activities, initiate interaction and create attendance, foster interaction between students and create learning communities, also able to create an environment inclusive. Due to the lack of direct interaction between teachers and students, the internalization of character values that a teacher should instill in students will automatically decrease. It will result in moral degradation in children or students because the task of a teacher is not only teaching and transferring knowledge (lessons) but a teacher

is also required to educate (the formation of morals and character) students. However, it must not break the spirit of teachers in carrying out their duties as educators, must not break the spirit of students in learning, and this Covid pandemic must not break the spirit and hopes of all of us. Even we know that as teachers, we can make some creativities in teaching online. Video conference is the best way teachers can use technology to create a great learning environment for their students. Many online teachers continue to offer lectures and lessons to their students. Teachers can use webcams or VCRs to create videos for their students. Online learning is cheaper than face-to-face learning for students living far from campus. Because with online learning, they only have to think about internet quotas, not about boarding houses and food fees. All students can access the same learning materials without any problems. Students can more quickly understand the material presented. The burden on parents can be slightly reduced due to a reasonably large internet quota due to online learning.

Perception is a response to what they see from an object and will affect their mindset (Kenyon & Sen, 2015). In education and teaching, perception is needed to identify different points of view and get a clearer picture of who their students are. Teachers must recognize that their perceptions and misperceptions can positively or negatively shape their expectations of students. In turn, it can affect student performance in class. Another perception says that online learning is considered less interactive than face-to-face learning. This opinion is mainly due to a lack of social presence, lack of social interaction, and lack of student satisfaction. In addition, teachers' perceptions of online learning are negative and positive. Based on 10 participants, there are only 2 participants who declared positive perceptions about online learning were challenging for either teachers or students, teachers have to be more creative to make students fun in the classroom, and it is good in pandemic situations because online teaching made learning process to be easy. Negative perceptions come from 8 participants: limited time, network is not good, students hard to understand the material, they just into the zoom but they do not, online learning made it less than over. Wirza & Rahayu (2020) stated that during the pandemic of Covid-19, the teachers did not have any other way of teaching except online. Even negative perceptions are 80%, but in this pandemic era, there is no choice as a teacher. To stop the spread of the Corona Virus, we must learn from home and work from home. Interaction of students with teachers and students with learning resources and the environment in obtaining information and knowledge. Teachers have an essential role in efforts to realize educational goals. The determination of learning objectives is intended so that learning is more direct than usual, and the planned lesson steps will be easier to implement.

Table 1. Teachers' Perception of Online Learning

Teacher 1	:	Online teaching is difficult for teachers or students. Teachers must be more creative in learning to make it fun for students. Also, students need to have motivation so that they continue to learn.
Teacher 2	:	Online teaching makes it difficult for students to understand the material; usually, they are just zoomed in but not focused or doing other activities.
Teacher 3	:	It becomes a big obstacle for teachers and students because teachers have to work even more. The negative impacts are the lack of parental guidance, the lack of student motivation when participating in online learning, and constrained facilities that make it difficult for some students to understand the material presented by the teacher. Students also feel bored with online learning, making the teacher's job difficult. That is the main reason why online learning is not practical. It is harder for the teacher to manage and control the class during online learning than in face-to-face learning.
Teacher 4	:	Online teaching is like learning that seems monotone. Online classes are considered unable to build independent learning motivation due to limited interaction and teacher assistance to students.
Teacher 5	:	It is not easy for students to understand the material during online learning because of situations that make them lazy. For example, some students turn off the camera and follow the teaching and learning process while lying in bed.
Teacher 6	:	Online teaching is good in a pandemic situation like now because online teaching makes learning easy.
Teacher 7	:	Found it a bit difficult to study online
Teacher 8	:	Online learning takes too much pulse and quota data. Students were also lazy to complete their assignments.
Teacher 9	:	Technical learning disorders impact the psychological disorders of teachers and students. In addition, each student's technological and economic abilities are different.
Teacher 10	:	Weak connections, inadequate supporting tools, and expensive internet quotas are natural obstacles.

CONCLUSION

The survey results show no data that 100% choose one option. Everyone's perception is different. How Can Everyone's Perception Be Different? The main factor that makes everyone perceive things differently is experience. People's perceptions are different because everyone has a different way of thinking, so everyone's opinion will be different. Even though reviewing the same object, there will be different perceptions because perceptions do not precisely reflect an event, person, situation, and object in the environment. When COVID-19 spread worldwide in Indonesia, the pandemic situation automatically forced all schools in Indonesia to implement home learning, known as online learning.

In North Sulawesi, since March 2020, the government has announced the use of online learning to prevent the spread of COVID-19, and even though online learning is nothing new, teachers, who usually teach in classrooms face difficulties when he teaches their students on the internet. The teacher could not get direct interactions with the students. Teachers' attentional processes provide essential insights into teachers' ability to focus on relevant information in the complexity of classroom interaction and distribute their attention across students to recognize the relevant needs for learning. Online learning is ineffective because insufficient signals are the main reason online systems are considered less effective. The reason is that the level of the signal is difficult to predict. It can get suddenly high, then weaken again. It is also usually influenced by the weather, which is also erratic. Online learning is not a flawed learning model. It is just that online learning is very dependent on an internet connection. The indicators that must exist in e-learning are learning management and implementation, the teaching and learning process, communication, student responses, learning activities, and learning results.

This research method uses qualitative description. This research result reflects that in the learning process where teachers and students like online learning topics and subjects and can be creative and dynamic even in online learning. Many people on different social networks share the experiences of parents supporting their children in their learning, both positive and negative. For example, some parents are angry because their children are so unruly that they cannot stand it and want them to return to school. This incident makes parents realize that parenting is not easy. It takes a lot of knowledge and patience. Therefore, parents should pay attention to this incident and know how to guide their children in learning. After learning this experience, hopefully, parents will learn how to educate their children at home. The stuttering about e-learning is evident before our eyes, not only in one or two schools but also in some parts of Indonesia. Vital parts of the e-learning process need to be improved and enhanced. First and foremost, a stable Internet, a capable device or computer, an application with a user-friendly platform, and efficient, continuous, and integrated online socialization appropriate for all education stakeholders.

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The World through the Eyes of Travel Writers: Agustinus Wibowo's *Selimut Debu* and Jihan Davincka's *Memoar of Jeddah*

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ABSTRACT

*This paper investigates depictions of the world in two travel stories by Agustinus Wibowo in *Selimut Debu* (2010) and Jihan Davincka in *Memoar of Jeddah* (2013). The dissimilarity of both stories particularly in projecting the view of the world does not only accentuate different nuances but also the propensity of authors' observations towards the objects they encounter such as places, people, and culture. Therefore, this study focuses on how travel writings own distinct ways in narrating the story of the author's journey. In accordance with the problem, this study employed theoretical concepts proposed by Thompson specifically about reporting the world; that travel writers have certain tendency in their descriptions of the objects they see and involvement of the 'self' during the journey. This study then explores these two works to seek the data indicating the subjectivity to be sequentially selected and analysed. Eventually, it is found that *Selimut Debu* performs alteration in the involvement of the 'self'; while *Memoar of Jeddah* emphasises more on personal involvement.*

Keywords: *travel writing; report of the world; culture; subjectivity, the 'self'*

INTRODUCTION

In a contemporary context, where the Indonesian people have been introduced to many popular works, travel stories have been concurrently produced in a form of books, cyber literature, or popular media such as blogs, TV shows, and YouTube content. Although travel stories have become familiar since centuries ago (Kurnia, 2011), such as "The story of Álvar Núñez Cabeza de Vaca" which tells the journey to the southern part of the U.S or the well-known story of "Robinson Crusoe" narrating an Englishman who survived in a tropical island, the resurgence of travel writing

in Indonesia denotes a spark of enthusiasm in travel writing. In fact, more and more works in travel literature genre appeared to enrich Indonesian literary works, such as that of Agustinus Wibowo which tells his overland journey wandering in Afghanistan and other bordering countries in Central Asia published in 2010 and 2011. Another book comprises the same wandering story in different countries entitled *Haji Backpacker* (2009), *99 Cahaya di Langit Eropa* (2011), *The Naked Traveler* (2011), *Shocking Japan: Sisi Lain Jepang yang Mengejutkan* (2012), and *The Road to Persia* (2013) (Margawati, Yulianti, & Farida, 2015) were also published in around this decade. This phenomenon confirms that the wonder to meet with new people and to see new places is a possible way to do; and such theme has become a hit in the last decade.

For the most part of the stories presented seem to have an underlying theme namely about how Indonesians traveled across nations; as Maslihatin suggests, such travel stories mostly set in European countries are to simply meet and interact with people from various parts of the world (Maslihatin, 2015). So, this interaction with unfamiliarity described in the travel stories gives a new experience for the readers to immerse with the author's experience presented. In accordance with the concept of travel writing, travel stories engage the readers to see how the author interacts with their encounter, newness, unfamiliarity, and differences. Thus, the significant role of the authors seem to presenting stories which are not only interesting but also relevant and understandable, especially for the readers who come from different background. Consequently, the perception of the world becomes tangible to the readers when it comes to the authors' description of the things they see.

Selimut Debu by Agustinus Wibowo is a case in point; the story presents an adventurous journey that is hazardous and risky, yet it evokes a special sensation for the readers. This is proven by reprinting edition of Agustinus Wibowo's works, namely *Selimut Debu* (A Blanket of Dust), *Garis Batas*, and *Titik Nol* (Ground Zero) at the end of 2020. Accordingly, this extends the continuity of travel story to rejuvenate its existence among other genres in Indonesia. Amidst the rare female travel writers, Jihan Divincka appears to challenge different narrative of travel stories by combining her journey, the intricacies of life, cultural perceptions of people in Saudi, and a life lesson she might get from the journey (by providing a stock of enlightened excerpts taken from *Qur'an* and *hadist*). Based on these two different works, the report of the world described in the

narrative can be thoroughly observed whether these two authors have similar proclivity on reporting the world.

Therefore, examining these works will be essential to possibly find out variety of perceptions from different travel writers. Moreover, by contrasting these works, which were produced in the same era, will potentially give portrayal on how travel writing grows in its era. Exploring these works was also triggered by the latest research on the same object which excludes the study of literature, such as a research article written by Yuliarti, Y., Rustono, R., & Nuryatin, A. who examined *Selimut Debu* in order to identify and categorize speech act types along with its functions (Yuliarti, Rustono, & Nuryatin, 2015). While another research on *Selimut Debu*, in contrast, includes its narrative structure to study the representation of intolerance (Khoirunnisa, 2019); it does not observe this work based on the genre and the author's report of the world. Consequently, this research is conducted in the hope of being able to provide new findings especially in the study of literature.

MATERIALS AND METHOD

Categorizing travel story as travel writing is sometimes referred to other terms such as 'travel book', 'travelogue', or 'travel narrative' but it actually suggests the same meaning. In short, the core characteristic that differentiates travel writing from other literary genre is that it contains travel reports about a wider world by attaching the unfamiliarity (people or places) or the 'unknown' to known. Huggan argues that travel writing at the end of the 20th century is often presented in various forms including adventure stories, political commentaries, and spiritual journeys that are facilitated by borrowing scientific instruments such as history, anthropology, etc. (Jaya, 2018; Huggan, 2008; Thompson, 2011).

At this point, travel writing can display illustrative materials such as maps, photos (pictures), journals, and other supplementary materials which need physical form of writing as Kuehn suggested the term 'orderly presentation' (Kuehn & Smethurst, 2009). Interestingly, all of those materials are inherent in the narrative which becomes the primary element in the story. However, the narrative constructed cannot be determined between its factuality and fictional composition. This is what distinguishes travel writing from novel stories in general, such as romance. In travel writing, the element of subjectivity drives the author as a first-person narrator. To some extent, the narrator is, however, not highlighted as in many fiction stories which have a

first-person perspective; or Thompson calls it as ‘self-effacing’ where the subject ‘I’ is not very visible through the story. For this reason, it is due to the observations or reports of the objects that create the narrative, in a form of responses of the narrator. It is through this response that subjectivity is revealed in the story; how the self is involved, how others are told, which then affects the presentation of the ‘view’ in seeing a particular place or culture.

It is inevitable that the subjectivity or ‘self’ in travel writing can vary, namely travel writing with touristic agenda and those of having explorative journey in the story. Based on this categorization, subjectivity in describing the world can be clearly observed as the narratorial self may involve through its description. Romantic self is a case in point; this will show both ‘outward-looking’ form such as providing tourist view and ‘inward-looking’ form in a sense of self-realization. Meanwhile, postmodern self is seen as a narratorial self who keeps evolving or Thompson mentions it as “a more provisional, picaresque selfhood, conveying a sense that human identity is fluid, contingent construct, forever being performatively constituted in response to events and circumstances” (Thompson, 2011, p. 128). This ambiguity, in this sense, suggests how the narrator has always altered the growth of the ‘self’ through the explorative travel stories.

To apply the above concepts of travel writing, this research uses a descriptive-analytic method since it aims to explain, describe, and emphasize a response to the issues presented in the travel stories. According to Nassaji, descriptive research allows data collection techniques both qualitatively and quantitatively (by using tools such as frequency, percentage, or other statistical models) in order to see the relationship between them (Nassaji, 2015). However, this research is conducted qualitatively, which observation on the data such as the dialog or narration in the story will be studied based on the above concepts. This research also uses a literature study technique, where primary data, both of the books *Selimut Debu* and *Memoar of Jeddah*, and supporting data including journal articles are carried out by careful reading. Then, examining such dialog or narration that presumably relates to the issues is construed based on the theoretical concepts of travel writing. As it is mentioned by Palmer and Bolderstone that qualitative research focuses on an interpretive approach in seeing a phenomenon from the subjective experience of participants (Palmer & Bolderstone, 2006), which means that the analysis in this research will be carried out by valid evidence. So, at this stage it helps prove or argue a point (Mills, 1991), for instance,

whether or not travel writing has a different subjectivity particularly in reporting the world. Therefore, the results of the analysis can reveal the author's views of the world.

The explanation on reporting the world according to Thompson is how material objects are arranged based on the author's observations. This process allows the author to have recorded the events or the objects either by note-taking or keeping a diary like a travel journal; so these are not described randomly and vaguely (Thompson, 2011). This proclivity can be studied through the authors' involvement in narrating the events or things. Thus, the narrator's point of view in reporting the world becomes a focal point in discovering its subjectivity.

RESULTS & DISCUSSION

Reporting the world in *Selimut Debu*

One of the most intriguing yet relevant quotes from a travel stories is as such written by Wibowo, which delineates conditions of a certain country. By providing this view, the author seems to challenge the stereotype in order to dismantle the truth. The way he makes sense the reality, that he is not seeing Afghanistan from the screen anymore, ensures that he is gone both beyond amazement of finally being there and ready to face the obvious challenges in front of his eyes. He knew that some of the news he read on the television like the bombings are real; and the disappearing of the giant Buddha statue in Bamiyan remains a mystery. Nonetheless, through his journey in Afghanistan somehow reconciles the sad truth and amazement of the Afghan's land; it even gives him a self-realization that among those challenges, he finds out the beauty of Afghanistan behind its blanket of dust.

Three years after initiation at the Bamiyan tavern, I am standing stumbling before the gates of Afghanistan, with *khaak* and a pile of dreams. The *qamiz* and the used *shalwar* combi pants that I was wearing were tattered, not inferior to the clothes of the Japanese traveler with a heavy voice and a pinch of beard that I met earlier. *Khaak*, has filled the cavity, esophagus, and lungs. I gazed at the gates of this land. "Afghanistan, *man miayam*. I come." (Wibowo, 2011, p. 15)

Tonight was like any other night in Ishkashim, cold and dark. Mountainous Badakhshan with raging torrents is a province in black. There is no electricity at all. Ironically, it is located right across from Tajikistan, an electricity exporting country. But the light didn't reach here. *Bacha* on the *samovar* turned on the generator at five in the afternoon, when people started arriving for tea and dinner. The television was turned on, the melodious songs filled the air. Mehruddin is like a close friend to me.

"In Wakhan it will be very cold. Your jacket will not be enough," Mehruddin reminded, "Do you have any other sweaters?"

I shook my head. (Wibowo, 2011, pp. 197-198)

Wibowo describes, in the first excerpt, the moment when he was about to enter Afghanistan with a vivid view of the country covered in *khaak* or dust; and he considers his clothes as shabby as those worn by other traveler he met. It is clear that the description on the condition of Afghanistan and the clothes he wears seem to be real as it is in front of the author. This one also generates same effect, that the description engages the readers as if they see the real *shalwar qamiz* clothes and the dust-covered condition of Afghanistan. In this sense, the readers can contextualize the location of Afghanistan, which is very dry, so that dust is everywhere around the major areas of Afghanistan. Likewise what appears in the second excerpt, where the author is at *samovar* (tea shop) located in the border of Afghanistan and Tajikistan, explicitly shows the readers that Afghanistan is not only arid land but also its topography consists of a stretch of high mountains covered with snow. As stated in the story above, the location to Wakhan in Badakhshan province is a mountainous area and very cold. It is clearly described that some locations in Afghanistan have a dry climate; they will be very hot in the summer but they will turn to be very cold in the winter.

Wibowo also adds some captures from his camera to realistically show to the readers about the condition of the Badakhshan mountains he visited. Furthermore, this style of writing which is accompanied by pictures can gain trustworthiness from the readers for it performs the realness of the journey. Beside this element in the writing, travel writing seems to always contain tangible description on the objects seen by the author; the way to narrate this will tend to be as objective as the author can be.

The attitude of 'naïve empiricism' espoused in much eighteenth and nineteenth century travel writing, then, does not necessarily produce travelogues that are any more reliable and trustworthy than their predecessors. Yet adherence to the formal and stylistic conventions outlined earlier became in this period a rhetorical necessity for travel writers who wished to be believed (Thompson, 2011, p. 79).

As stated by Thompson, that the proclivity of modern travel writing authors is trying to always provide an objective description, namely with *naïve empiricism* or stating their observation as real and factual as it seems. In addition, to support this *naïve empiricism*, travel writing author will include or combine their objective statements with evidence such as maps or pictures. Wibowo did the same thing in his story; especially in describing the conditions in Afghanistan, he added photos of places and people he met during his journey. Apart from his background as a journalist, according to Thompson, this would also gain trustworthiness from readers. One of the

compositions of Wibowo's travel story is from his experience of meeting many people with various backgrounds in Afghanistan, most of which are clearly seen through the quotes of commentary or dialogues incorporated in his story.

Viewing Afghanistan is not only from what is seen by him, but also from people's opinions about Afghanistan, namely both locals and outsiders like other travellers who joined in the journey. Based on the quote excerpted previously, there is a combination between the author's observations on what he saw or heard from people around him about Afghanistan; and its comparison to another country, Tajikistan. The author's statement is conveyed indirectly by using analytical and distance delivery technique in narrating the story. First, the Afghan views the *samovar* which travellers usually come to rest. To Afghans, stopping by at a *samovar* is not a usual thing to do; and it seems that there is no point stopping by at a *samovar* for a traveller. This view is later clarified by providing evidence based on his analysis of the *samovar*, that he gained a lot of knowledge about life lesson during his stay at several samovars in Afghanistan. This suggests that the view toward *samovar* is the opposite for the author. To the author, the *samovar* provides valuable knowledge through meeting and exchanging stories with the visitors and the shop owners. Second, the author seems to be providing an objective comparison between the conditions of Afghanistan and Tajikistan, namely by providing a distance to himself as an observer, namely on the views of the difference between both. In the second quote, the author seems to detach himself in giving judgment to these two countries. As Thompson explains that "...travel writing are notoriously prone to summing up cultures, passing judgments on people and places based on personal impressions or anecdotal evidence" (Thompson, 2011, p. 90), the author expresses his views on the comparison of the two countries through comments on the people's opinion. This places the author's position at a distance from the object he is observing. So, before coming to the final conclusion, the author seems to give the results of his interpretation which was supported by evidence seen in the following quote:

Tajikistan that appears in the very eye is not as close as it seems. Like the twin, there is also the city of Ishkashim, just across the river. To cross into Tajikistan's Ishkashim which is no more than three kilometers away, Mehruddin had to travel more than a thousand kilometers back and forth to Kabul to get a visa. (Wibowo, 2011, pp. 187-188)

On the other side of the river, there have been wars, struggles for independence, flows of refugees, people starving. Is that Tajikistan filling Afghans' dreams next to this river? (Wibowo, 2011, p. 188)

Are they tired of war in decades, perpetual poverty, so that a drop of entertainment and the soft voices of the “dream world” of Tajikistan are greeted with great joy here? (Wibowo, 2011, p. 189)

In the quotes, it appears that there is a cross-reference to state the truth of Mehruddin’s statement regarding the situation in Afghanistan and Tajikistan, comparing the two where the condition of one of them is not much better. With the final conclusion in the last quote, the author’s personal impression seems to be verified; so that the author’s personal opinion about these two countries can be perceived objectively. It shows that the author’s personal judgments are not only based on impression or experiences, but most importantly it is explained carefully to make it more objective. As it will suggest, the modern trend of travel writing described by Thompson is that the author’s findings are not a hasty and final conclusion in order to avoid subjective description. It is thus necessary for the author to support his personal impression with cross-referenced interpretation.

Based on the analysis of the depiction of the world in *Selimut Debu*, it can be classified that Wibowo’s travel story is modern travel writing which factualising and authenticating strategies are utilized in the narrative. This factualization leads to making an objective description based on valid observations; the validity of the observation has been through such verification by referring to the relevant condition in Afghanistan; thus, the factualization is real objectivity. The second is the authenticating strategy, namely by providing a description of the journey he has experienced with statements of personal impressions, reflections, and interpretations.

Reporting the World in *Memoar of Jeddah*

The story of Davincka’s journey in Saudi Arabia is not depicted continuously in the narrative of *Memoar of Jeddah*. Davincka herself is as a narrator in this travel story. She seems to describe the part of her life journey that began with the decision to follow her husband who moved out from Tehran (Iran) to Jeddah (Saudi). At the beginning of the story, the narrator was reluctant and doubted the journey to Saudi; she thought that Saudi is merely a place for pilgrims not to live or to have a journey in. This is also due to the narrator’s view on what she knows as “overseas” that is always referred and attached to the image of countries having four seasons. To her, hearing the word “abroad” is associated with European countries, not a kind of country in the Middle East.

I would love to live abroad. Living, I mean. If it's for a vacation, frankly don't really want to. The best vacation spots from beaches to mountains are all in Indonesia. Why having vacation abroad then? One of the best beaches is in Losari, where I was born, in Makassar. Been there?

Abroad in my mind used to be gazing at the mighty Eiffel tower, walking around and busy taking pictures of flowers bloomed at the Keukenhof, or busy throwing snowballs with children when winter came. (Davincka, 2013, p. ix)

For some reason, I have never put any city in the Middle East to the list of places I should live there someday. If it's a vacation, fine. I want to go to Dubai, Abu Dhabi and maybe Doha. But Saudi? Only for Hajj (Davincka, 2013, p. 3)

The excerpt above suggests that travel writing comprises author's beliefs that are inherently implied through the story. Additionally, it is also mentioned by Purwaningsih that travel writing has a tendency to convey values understood by the author as well as assumptions about things that the author knows through the journey (Purwaningsih, 2015). As exemplified above, the author's understanding on living abroad shows rigidity in differentiating countries. In this case, the author specifically conveys her assumption on "foreign countries" which are associated with their binary, Indonesia or other eastern countries. So, the author has the assumption that going to Saudi is not "overseas", but she links the characteristics of Saudi Arabia with pilgrims, namely the place for Hajj. Meanwhile, overseas or abroad is described typically in a Eurocentric idea, namely a country that is neat, organized, has a difference in seasons from countries like Indonesia; it is European country that comes into her mind in describing "foreign" and "non-foreign". In the above excerpt, it is implied that the comparison between self and other can be highlighted from the beginning of the story of the journey; the colonial discourse is embodied through the narrative particularly in the description of the West and the East. The West is the European country, while the East is the other; such as the Middle East which is considered to have no tourism potential. This is presumably because those countries with its regularity guarantee a well-developed tourism potential; it is like a concept of a trip that is well planned and arranged. Meanwhile, Middle Eastern countries are closely associated with the common stereotype as a country of pilgrims or even a chaotic country, so there is neither regularity nor tourist destinations.

Although the above discourse is a common thing when an author encounters the differences or the unknown, basically travel writing focuses on conveying information about the unfamiliar or newness. For instance, it is particularly describing places or people and even phenomena that are

not known yet (Nasution, 2015). In the following quote, Davincka summarizes a description of condition at a certain time in Saudi.

In Indonesia, when Ramadan arrives, shops close even faster, right? However, in Jeddah it was different. The morning in Ramadan month seems like a dead city in Jeddah. There is almost no activity whatsoever. All schools must be off. Only people who will go to work pass by on the highway. The grocery stores are all closed. All outlets in the mall were closed, except for places to hang out like for the Arabs like *Hyperpanda*, *Danube* and *Bin Dawood*. Those three places are like *Carrefour* in Indonesia. This silence last until the time of Asr (afternoon). After Asr, several outlets in the mall begin to open. The dining restaurants also start to open. After Maghrib, they immediately close again. Then, after Isya, life begins! (Davincka, 2013, pp. 22-23)

This describes dissimilar custom, which needs adaptation to follow particularly for Indonesians. It also depicts a wider world beyond the scope of the author, namely beyond the culture and location of Indonesia. Such newness that she experienced is very interesting to be reported to a wider world; and by this being reported can give useful information that might work for others.

Therefore, the agenda of *Memoir of Jeddah* travel story is to provide useful information for readers. With such agenda, it can be understood that the author involves herself as an observer. As it also discussed earlier, the ‘outward-looking’ is employed through the story, that of course implies the observation to things she saw. Correspondingly, this is categorized by Feifer (Thompson, 2011, p. 127) as a touristic agenda, where the author acts like a tourist. The journey that she will go through seems like a trip that has been well arranged. On the other hand, ‘traveler’ is mostly associated with such exploratory, unpredictable journey that is not tied to a travel agency. In accordance with Feifer’s opinion, some excerpts from Davincka’s story when she visited Al Hijr, the station built in the period of the Ottoman Empire, can assert that her journey is touristic.

Our guide, a middle-aged man, a native of the town of Al-Ula, started telling stories. This station is one of a series of train stations built during the Ottoman Empire to connect Syria-Jerusalem and the Holy City area. Its main purpose is to transport pilgrims to Mecca and Medina. (Davincka, 2013, p. 135)

Our guide again told the story, the rock was carved in an unusual way, namely from top to bottom. Only on a piece of wood to carve and water to soften the surface of the rock. Imagine, with these simple methods and equipment, the Nabateans were able to build a unique temple that is still strong today. (Davincka, 2013, p. 137)

The author's visit to places around Jeddah frequently uses the services of a travel agency, as well as when she went for Hajj; at least, if it does not involve the service of a travel agency, the trip is carried out by herself alone (with the family) with a well-arranged plan and consideration.

As the journey narrated in the previous quote, the author visited Al Hjr by using the service of a travel agent. On the description of the journey, factual description of the places she visited is primarily based on the explanation of the tour guide. It is very clear here that the story of the journey in *Memoir of Jeddah* is a touristic journey; namely providing important information about the "unknown" to the readers so as to make the places become "known". The narrative seems to be sequentially prepared, from finding out the information of the location of Al Hjr to presenting it in a narrative. The author communicates something new or unfamiliar—it turns out that there seems to be a historical and archaeological site in Saudi—as an interesting tourist site. In this case, Davincka looks for information first about the Al Hjr site, then incorporates more information about Al Hjr from a tour guide. Thus, it can be well communicated to the readers through the story.

The report of the world in the *Memoir of Jeddah* has a descriptive and epistemological principle. In line with the explanation by Thompson, this dualism can potentially work yet it is also arguably complex.

In various ways, then, travellers often proceed by some sort of principle of attachment', both as they seek to make sense of their experience, and as they seek to convey that experience to the reader. This is arguably all that a traveller can do when faced with the new and the different, yet at the same time it is an epistemological and descriptive procedure that can be highly problematic. (Thompson, 2011, pp. 70-71)

In this case, Davincka seems to make sense all her personal experiences or at least these can be understood logically although presenting story in this way is problematic—this is what most travel writing authors do when they encounter various things during their journey. In other words, this principle maintains two opposites, namely personal experiences which are subjective and factual descriptions supported by relevant references, which are objective. Therefore, the composition of travel writing is a combination of these two elements which makes it an autobiographical but it is still objective on the other side. It can be explicitly taken from Davincka's personal experience in *Memoar of Jedah*, that such writing provides abundant information of the unknown based on factual and relevant matters of places and people in Saudi Arabia.

CONCLUSION

Both of the travel writings, *Selimut Debu* and *Memoir of Jeddah*, indicate that they comprise a report of the world through observation, depictions of things, assumptions they have, and positioning of the *self* when the encounters happened. In addition, based on these two travel stories, the comparison between self and others becomes central because the journey produces this encounter. Consequently, the authors' role in communicating their travel experience in the stories becomes significant; because it will affect how the view of self (inward-looking) and others (outward-looking) appear in the narrative.

From the findings in the discussion, it can be concluded that the self-subjectivity offered in these novels is different. In *Selimut Debu*, the visible subjectivity is the self as a postmodern-subject; that the author is not only an observer or the self who gets enlightened or realized from the journey he takes. However, as the journey goes through the subject "I" is no longer the central self; so that the subject "I" sometimes mixes with the subject of "the other I" which makes it ambiguous. It is though in this process that the subject becomes fluid, sometimes it comes to be "the other I" and return to be the "imperious I". Based on this result, it is understood that the subject "I" undergoes alteration and turns to be the self that is always growing in the journey. Meanwhile, *Memoar of Jeddah* shows the existence of a romantic self or Romantic-subject where the author reacts to whatever she encounters, thus, making her go through a process of self-realization—the subject truly finds herself. Therefore, it asserts that the self in this story is not only the observer but also the self who always involves to each situation and condition occurred in the journey, which is categorized as the romantic-self. Finally, these two works have different proclivity in reporting the world; *Selimut Debu* owns subject alteration which accordingly does not restrict the subject as either 'self', 'other' or beyond; and this is distinctively performed by *Memoar of Jeddah* which indicates stability of the subject as the observer.

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Manifestation of Persona Dealing with Misogyny as Reflected in Qahera the Superhero

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Nowadays, there are a growing number of Muslim woman superheroes in literature; one of them is a webcomic entitled Qahera the Superhero. Qahera is portrayed as a veiled Egyptian woman superhero dealing with misogyny throughout the story. This study is a qualitative study aimed at finding the manifestation of persona as reflected in Qahera and its relation to misogyny. In collecting the data, there were three steps taken, including reading the webcomic, identifying the data, and classifying the data in a table consisting of the data, the page/part of the comics, the references supported the data, and the analysis. The collected data were analyzed using the theory about persona by Carl Jung as the underlying theory in this study. Based on the research, there are two points concluded. First, the outward manifestation of persona in Qahera is a woman superhero wearing a hijab who is strong and brave. Second, her persona is built to fulfill society's expectations on how a woman should wear and protect women from misogyny in her community. She fights against misogyny by challenging the negative stereotypes about Muslim women, combating sexual harassment, and not supporting misogyny in various forms, including in arts. In short, Qahera built her persona to protect Muslim women and showed the persona manifestation of how a woman superhero can challenge the negative stereotypes of Muslim women without neglecting Islamic values inside her.

Keywords: *personality theory; persona; misogyny; Qahera the Superhero*

INTRODUCTION

Superhero themes are common themes found in literary works. People are familiar with superhero stories created by DC and Marvel as famous superhero creators worldwide. Characters in these superhero stories are not only male characters but also female characters, such as Wonder Woman, Cat Woman, and others. However, nowadays, there is a growing number of literary works highlighting a *hijabi* woman as the main character in a superhero story in various literary works, including comics.

Hosein (2020) states that Muslim characters have been part of literary works, especially comics, for many years. However, they significantly get more attention after the 9/11 tragedy. Shaheen (1994 in Hosein, 2020) found that before the 9/11 tragedy in Northern America, there were comics representing Muslim women that constructed stereotypes such as being oppressive and not having a significant role in the stories. However, after the 9/11 tragedy, Muslim women took a more substantial part in many American comics, including comics that Marvel and DC published.

Besides Marvel and DC, some other comics talk about Muslim women as the main characters; one is a webcomic entitled *Qahera the Superhero*, illustrated and created by Deena Mohammed. Mohammed (2013), on the website, explains that this comic was created to fight misogyny in Egypt and Islamophobia in general.

Srivastava (2017) states that misogyny was derived from an ancient Greek language, *misogyny*. This word means hatred toward women (Srivastava, 2017; Ussher, 2011). Misogyny is manifested in various forms, including male privilege, patriarchy, gender discrimination, sexual harassment, bullying of women, violence against women, and sexual objectification (Srivastava, 2017). Ussher (2011) adds other forms of misogyny, such as disgust, intolerance, or entrenched prejudice, to legitimize women's oppression. These forms of misogyny can be found in various cultures and societies depicted in movies, mass media, and other literary artworks.

Rieder (2012) explains that in the 20s century, researchers fundamentally found medieval societies as misogynistic societies. Misogyny is not only used to describe hatred towards women but also as attitudes and practices toward anti-feminine. Misogyny exists in patriarchal societies that uphold patriarchy, defined as the manifestation and institutionalization of male domination of women and children in a family and community (Lerner in Rieder, 2012). Further, Lerner (in Rieder, 2012) explains that patriarchy is related to the abuse and commodification of women.

Discussing abuse towards women, American Psychology Association wrote in its report in 2007 about a misogynistic continuum of hatred and abuse toward women, including sexualized imagery in western societies. For example, the data shows that 84% of prime-time programs on TV show sexual harassment. It is represented in sexist comments, sexualized body language, and offensive stares men give to women. From this report, it can be concluded that misogyny can be manifested in sexual harassment, such as sexual jokes, comments, gestures, looks, and others.

In order to fight misogyny, this study regards the representation of Qahera as the main character in the study's object as fundamental. Her appearance and personality are the keys to how a Muslim woman superhero is represented. Personality is defined as the pattern of behaviors and attitudes shown over time in a specific time and place (Revelle, W. & Scherer, 2017). Analyzing

personality in literary works can be done using the psychoanalytic theory by Carl Gustav Jung. Carl Gustav Jung is well known for his psychoanalytic theory, so he was one of the experts in personality theory. His theory highlights the concept of conscious and collective unconsciousness that shape personality.

Moreover, he explains archetypes, including anima, animus, shadow, and persona, that he asserts as the psyche forms that can be found in each character and their nature in general. Similarly, (Fleer, 2014), in his research, found that archetypes were pervasive images found in each character and do not depend on a specific classification. In addition, Daniels (2011) asserts that "Archetypes of the collective unconscious, these primordial images reflect basic patterns or universal themes common to us all which are present in the unconscious. These symbolic images exist outside space and time." From the quotation above, it can be concluded that every human being has their archetypes, so archetypes are general and can be found in every person. These archetypes further shape the person's personality. In this study, the archetype chosen as the focus of the study was the persona, as the persona significantly shows the person's public face.

Persona is defined as a mask that people use when they are taking part in society (Jung, 2014). He also points out that persona is not a simple case, but it is a complicated system to make an impression on other people. His definition further is developed by other experts, including (Zhu, J. & Han, 2013), who assert that persona is the public face displayed to get social permission. Similarly, (Tyagi, 2008) also states that persona is the fact that you show to society, and it is a mask that helps people to hide their selves. Persona deals with how people offer their images in a community based on time and space, whether they need to show their true self or hide it. There is an adjustment by them in what and how the society perceives them.

In addition, persona indicates conscious ego with its all variations. A persona is a form of adaptation to society and how they act (Daniels, 2011). By forming their persona, they try to fulfill the existing norms in the community and can be a criterion of how an individual should work in society.

Moreover, the persona is also built on a specific reason, or what (Stein, 2005) calls the source of persona. Stein (2005) asserts that persona is a social and psychological construction further adopted for a specific reason. First, the source of persona is the demand of expectations of the society. The assertion supports (Feist, J. & Feist, 2009), stating that the persona has its function to fulfill a particular role set by the society. A specific community usually has a standard or expectation on how each community member should behave. For example, a Muslim community expects women to wear long clothes and a veil or headscarf. In addition, in a patriarchal society,

they define a good wife as someone obedient, submissive, passive, and inferior to men. They create demands on how women should dress and behave. Second, it is based on individual ambitions. An individual has their ambition that becomes the reason for their persona. For example, based on the study conducted by (Raharto, R. D. & Permatasari, 2019), the main character in the *Phantom of The Opera* built his persona because of his ambition in which he intentionally displays himself as a mysterious, creepy ghost so that people are afraid of him. Therefore, people may use their persona because they are forced by the community or for their purpose. Thus, a persona is a fundamental aspect to analyze to picture how the character is represented throughout the story.

Based on the explanation above, this study intended to analyze the manifestation of persona reflected by the main character in *Qahera the superhero*, concerning misogyny, especially for Muslim women. *Qahera the superhero*, was chosen as the object of this study because its setting was in Egypt, where misogyny is still an issue, as explained by the illustrator, Deena Mohammed.

MATERIALS AND METHOD

This study was qualitative, as the data analyzed were not in the form of numbers. The data were in the form of sentences and illustrations taken from a webcomic entitled *Qahera the Superhero*. The illustrations were also considered as the study's object was a webcomic with verbal and non-verbal language. Chandler (2007) states that codes can be communicated by verbal and non-verbal language. In this study, the verbal language was represented by sentences, and the illustrations represented the non-verbal language. Thus, these verbal and non-verbal data comprehensively built the meaning in the object of the study.

In collecting the data for this study, there were three steps taken. First, read the webcomic entitled *Qahera the Superhero* by Deena Mohammed several times to understand the story. Second, the researchers identified the data from the comic by highlighting the sentences or giving marks on the illustrations. Third, the data were classified into a table consisting of four columns, including the data, source of the data, reference to support the data, and comments or arguments for the data.

After collecting the data, the next step was analyzing the data based on the underlying theory of this study. The theory used in this study was Jung's theory about persona and misogyny. The data for persona were contrasted and compared with what the theory says. Then, the researcher connected the persona displayed by *Qahera* with misogyny.

RESULTS & DISCUSSION

The findings are divided into two subchapters, including the persona found in Qahera and its relation to misogyny. The following is the detail of each subchapter.

Persona found in Qahera

This subchapter discusses the persona found in Qahera, as the main character, in Qahera the Superhero. Based on the data, there are three points derived related to persona. First, in Figure 1, Qahera dresses like a typical Muslim woman in that she wears a *gamis* (long dress) and a hijab. Sometimes, in some parts of the story, she also wears a niqab. Her appearance fulfills society's expectation of how a Muslim woman should dress, so in this case, the source of her persona is society's demand. It is aligned with what (Stein, 2005) explained that persona could be built for the social demand. It was supported by the claim that the persona has the function of fulfilling a particular role in society (Feist, J. & Feist, 2009). In this case, Qahera's role is a Muslim woman, so she dresses like a typical Muslim woman. The following figure shows her appearance.

Figure 1. Qahera's Appearance



Figure 2. Feminist pointing to Qahera



By wearing a hijab, Qahera shows that she firmly believes that wearing a hijab is not oppression. She disagrees with the feminists who have an opinion that a hijab is oppression. It is illustrated in Figure 2 when many feminists who do not wear hijab are demonstrating. They claim they try to protect women. They think the hijab oppresses Muslim women and needs to be saved. It is indicated from the following utterances from one demonstrator, "*Look there, it is a Muslim woman. That is why we are here. We have to save her,*" by pointing to Qahera. Then, the demonstrators say, "*Please, let us rescue you.*" The words *we need to save her* and *let us rescue you* indicate that the demonstrators think that Muslim women are weak and need to be saved. The gesture of pointing at Qahera also indicates that her dressing style is why a Muslim woman needs to be saved.

In addition, in Figure 3, a demonstrator says, "*Sister! Take off your oppression! Join us,*" while pulling off Qahera's hijab. It is clear from this statement that feminists think the hijab is a form of oppression, so they want Qahera to take off her hijab and join them in this protest. Joining them means she takes off her hijab and does not dress as expected by the Muslim community. However, she clearly states, "*You may constantly be undermined and ignored women. You seem unable to understand that we do not need your help, and I doubt there is much I can do to teach you.*" This statement shows that she has a different perspective from feminists. She chooses the dictions '*undermined*' and '*ignored*' to show that, in her view, what the feminists do does not empower women but makes them weak. In this case, she supports the social agreement that Muslim women should wear a hijab and that the hijab is not a form of oppression. Her persona has a role in this social agreement because the persona is a social and psychological construction (Stein, 2005). In terms of society, the society where the majority of the people are Muslim constructs an ideal image of a woman wearing a hijab, whereas, from a psychological point of view, Qahera psychologically does not feel oppressed for wearing her hijab.

Figure 3. One of the Feminist Tries to Pull-off Qahera's Hijab



In the comic, it is also illustrated that Qahera's public display is as a superhero who has superpowers, as shown in Figure 4. She is standing and looking at many people gathering in an open space. She says, "*I am a superhero because I have superpowers.*" Thus, consciously she forms her persona as a superhero. It is aligned with what Daniels (2011) states: persona indicates conscious ego with its variations. The public face she wants to display is a superhero.

Figure 4. Qahera is Standing Looking at the Crowds



This public display is built in order to protect Muslim women. It is aligned with the assertion that a persona is formed for a specific or particular reason (Stein, 2005). In this case, her reason is to protect women as she states, "*I do my best to protect women from harassment. A light word, all things considered.*" The words '*I do my best to protect women*' explain her reason for building a persona as a superhero. She wants to protect women from harassment that she usually finds in daily life. The words '*As they like to call it. A light word, all things considered,*' reflect that harassment is regarded as something familiar in the community but is a significant matter. Moreover, the illustration shows some women showing sad expressions as their reactions to harassment happened to them. These women are the representations of women that she wants to protect.

Figure 5. Some Woman Look Sad



The following figure also shows the reason for her persona. In figure 6, it is stated, "*But I do what I can. They threaten women in every way.*" This statement shows that she must protect the women as the community constantly threatens them with many things. She believes that women lose their voice in the community. The society where she lives also upholds patriarchal values that sometimes put women in an inferior position. The illustration shows that Qahera tries to suffocate a man who has threatened a woman in front of Egyptian society.

Figure 6. Qahera was Angry in Front of Many People



In Figure 6, Qahera shows her disagreement with harassment in front of many people. The act of suffocating the man is a way to build an image that she is brave and strong to fight anyone who does harassment towards women. The need to display her brave and strong side is inevitable as she wants to portray herself as a superhero. The image of being bold and strong also can be seen from the illustration that she is holding a sword as a symbol of strength and bravery because it is usually used for attending a war.

As a superhero, she also shows her persona as someone who likes helping others. One day she helps a woman by giving her some goods. However, the woman does not like what she has done to her. Surprisingly, she says that Qahera is only a superhero who flies here and there but cannot help her. She wants to meet her brother, and if her brother could fly like Qahera, she would meet her brother anytime. Hearing this statement, Qahera thinks deeply and finally decides to buy a flight ticket to her so that she can meet her brother. From this illustration, it is clear that she tries to fulfill the community's expectation of how a superhero should be, in which a superhero should be able to help others.

Figure 7. Qahera Helps a Woman to Meet Her Brother



Based on the data above, it can be concluded that Qahera builds her persona as a Muslim woman superhero wearing a hijab to protect women from any harassment. Moreover, to display her as a superhero, she shows her brave and strong side and helps other people.

The relation between Qahera's persona and misogyny

As explained in the previous subchapter, Qahera's persona is built for a specific reason which is to protect women from harassment. Harassments are a form of misogyny, as stated by Srivastava (2017) and Ussher (2011). This subchapter presents the data related to how Qahera acts towards misogyny.

First, she fights against the stereotype that a good wife is someone submissive and stays at home. This negative stereotype puts women in an inferior position and gives a man privilege. Giving male rights is also a part of misogyny, as stated by Srivastava (2017). Misogyny is manifested in various forms, including male privilege, patriarchy, gender discrimination, sexual harassment, bullying of women, violence against women, and sexual objectification. She shows that she disagrees with the stereotypes by saying, "*No! My super-hearing cannot handle this nonsense!*" when she hears a man says, "*A good wife is an obedient wife! Your Islamic duty is to keep your women at home and in check.*" The word *nonsense* here clearly shows that the man's argument is something unreasonable for her. In addition, she gives a surprising response to the man, as presented in the following figure.

Figure 8. Qahera Shows Her Anger Toward a Man



In the figure above, she hangs the man as if he is a laundry. She states, *"You're right, you know. Housework is women's work. Absolutely. I especially enjoy doing laundry."* This statement is a sarcastic statement that she uses to express her disagreement and anger with the man's statement.

Second, Qahera fights against all sexual harassment. Sexual harassment is part of misogyny, as stated by Srivastava (2017) and Ussher (2011). Sexual harassment can be in sexual comments, jokes, gestures, etc. In figure 9, it is illustrated that a woman who gets sexual harassment goes to the police station and reports what she has experienced. However, surprisingly, the policeman states that it is because of how she dresses, and he suggests dressing more politely. However, Qahera, who has dressed in which she is wearing a hijab, also experienced the same act. Thus, sexual harassment is not because of how a woman dresses but because of the personal and societal perspectives about women. Moreover, in Figure 10, it is illustrated that Qahera was very angry when she got sexual comments and defended herself by fighting the man.

Figure 1. Qahera Experienced Sexual Harrasment



Figure 1. Qahera Fights the Man



Lastly, Qahera does not support any misogyny in various forms, including arts, in this case, is a song consisting of misogynistic lyrics.

Figure 11. Qahera's Responses When Hearing Misogynistic Lyrics



In the figure above, it is illustrated that Qahera was asked to listen to a song. However, the song has misogynistic lyrics, and Qahera automatically shows a dislike expression when hearing the song.

In brief, based on the data above, Qahera's public display or persona is closely related to her fights against misogyny in her society. She builds her persona to protect women from harassment and negative stereotypes in various forms, including in arts.

CONCLUSION

This study shows that Qahera manifests her persona as a woman superhero wearing a hijab who is strong and brave. The persona shown by Qahera has a purpose of protecting women and fighting against misogyny in the society where she lives. Her fights against misogyny are represented in two points. First, she challenges the stereotype that a good wife is someone who is submissive and stays at home. Second, Qahera fights against all actions related to sexual harassment. Third, she fights misogyny in various forms, including arts. In conclusion, Qahera consciously forms her persona to be a Muslim woman superhero who still dresses as a Muslim woman wearing a hijab and a *gamis*. However, at the same time, she fights against misogyny in the society she lives in.

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An Analysis of Language Style Used in The Princess Switch Movie and Its Implications in Teaching Speaking

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ABSTRACT

This research aims to describe the types of language styles based on the level of formality theory by Joos in Sutherland (2016), identify the most frequent language used, and explain its implications in teaching speaking. The method used in this research was a descriptive qualitative method. The data was movie dialogues entitled "The Princess Switch". Data collection techniques used in this research were observation and documentation. The results of this research show 90 data from movie dialogues used in the movie. The writer concludes that there are five types of language styles used in this research, namely frozen style (1 datum), formal style (43 data), consultative (9 data), casual style (26 data), and intimate (11 data). The most frequently used language in the movie is the formal style type. In addition, this research can be used as alternative teaching materials and references for teachers and the government.

Keywords: sociolinguistics; language style; movie; *The Princess Switch*

INTRODUCTION

Communication is a crucial aspect of humans' life as social beings that cannot be separated. Communication is the delivery of information, messages, or ideas from one to another, directly or indirectly. Language is one of the primary things to achieve good communication, so language and communication have a very close relationship. Language is a communication tool; without it, it will be more difficult to convey or understand information from others. Language serves as an instrument for social communication in general. Sapir in Josiah (2016) says that language is a pure and instinctive human way of conveying ideas, feelings, and desires through a system of spontaneously generated symbols. Language style is a way the author expresses his thoughts, primarily through language, to express the soul and personality of the author (Fadlilah et al., 2021). According to Trioktaviani (2019), language style is one of the categories of language variety, and language variety is one of the topics discussed in sociolinguistics. Language style is not motivated

by someone who comes from or the dialect used by someone who occupies a particular area but motivated by the ultimate goal they want to achieve from the communication they make (Ziana & Afriza, 2021).

Sociolinguistics is one of the linguistics branches which studies about relations of the language in society. Sociolinguistics studies the relationship between language and society (Holmes & Zealand, 2017). Meanwhile, Chaika in Febriani et al. (2019) says that sociolinguistics studies how people use the language in social interactions. A similar theory, according to Wardhaugh in Ramdhani et al. (2020), states that sociolinguistics examines the relations between language and society with the aim of better understanding the structure and function of language. How a person uses language in social situations will be different since someone will adjust the way of speaking to social situations. The type of language use also depends on social background and social identity. Language is always influenced by society; this causes the emergence of diverse forms of language. Therefore, it can be concluded that sociolinguistics is a language phenomenon related to society. Sociolinguistics also has a scope in it. The scope of sociolinguistics varies widely, including: (1) The relationship between language and society and also the uses of language and the social structures, (2) Synchronic and diachronic variation, (3) Dialectal variation, (4) Age-related variation, (5) Gender-based variations. This research focuses on the relationship between language and society.

Based on the interview and observation with English teachers at SMK Gondang Wonopringgo, it has been found that the application of language styles when in the teaching-learning process. Students used language styles, such as formal and casual language, in the teaching-learning. In this case, many students have not been able to put the formal language to communicate with the teacher properly and correctly, then the accuracy of using casual language to communicate with friends. Many students still use casual language to communicate with teachers even though students are required to use good language in the teaching-learning process. When communicating, one must pay attention to the person they will communicate with. The use of language style can distinguish the way of communicating with friends and, of course, different when communicating with older people. In this research, the writer assumes that the movie can be used as a source of materials to help students in speaking class. The use of movies as teaching materials can improve students' understanding of speaking and storytelling.

The existence of social interaction activities carried out by various communities or groups causes language variation. Language variation can occur at different language levels, and different factors can determine it. Variation of language can be shown by the fact that the speakers can use different styles of speaking, called language styles (Juliana Dewi et al., 2020). Language style

depends on many factors, such as education, social status, and the age and gender of the speaker (Pohan & Pohan, 2021). It is concluded that some factors influence the use of language style. Moreover, language style is used to convey the same information using language variations that are appropriate to the situation. Language style is a field of sociolinguistic study used by the writer to research a movie because in movies, usually, there are differences in language style in the conversational dialogues of the characters in the movie.

The Princess Switch movie is a romantic and comedy movie. Romantic and comedy movies create a humorous atmosphere through the variety of settings they provide to audiences: ignored themes, jokes, entertaining script, and protected characters (Grindon in Caiga et al., 2018). The movie premiered on Netflix, directed by Mike Rohl and cast by Vanessa Hudgens as Stacy and Lady Margareth, Nick Sagar as Kevin, and Sam Palladio as Prince Edward. The movie is about a Chicago cake maker, Stacy, who enters a Christmas cake competition in the fictional city of Belgravia. There she meets Lady Margaret, who asks Stacy to exchange identities with her for two days. Stacy became the prince's fiancé, while Lady Margaret became a Chicago baker. The movie has become popular because romantic movies are targeted at young people whose stories often relate to real life, namely about love.

Similar research has been done by Khoimah (2019), entitled "A Study of Language Styles Used in The Queen Movie." She used the theory proposed by Martin Joos. She applied the qualitative method. The result of the discussion answers the problems formulated based on the type of language styles used by the main characters and how the language styles are applied by the main characters in the conversation in The Queen movie. Moreover, this study applies the classification of language styles proposed by Martin Joos. This movie presents empirical data that Queen Elizabeth used only four styles of language: consultative, casual, intimate, and formal.

This research will discuss the language style used in The Princess Switch movie using Joos theory and its implications in teaching speaking. Hence, the novelty of this research is that the writer would like to find out problems in teaching speaking, give solutions and at last, develop a recommendation for the government and teachers.

Based on the background above, the objectives of the research are: to describe the type of language style in "The Princess Switch" movie, to identify the language style most frequently used in "The Princess Switch" movie, to explain the implications of language style "The Princess Switch" movie in teaching speaking.

MATERIALS AND METHOD

The design applied in this research used a descriptive qualitative. Qualitative research is a type of research that is descriptive and uses analysis. The object of this research was the movie "The Princess Switch," and the writer was directly involved in analyzing the movie's contents. The Primary research data was the dialogue part of the characters in the movie "The Princess Switch," while secondary data was from books, articles, and journals containing information related to the movie, language styles, and research methods. Two types of instruments used in this research were human and nonhuman. The main instrument in this research was the writer herself as a human instrument who selected, collected data, analyzed data, and made research results. The second nonhuman instrument was the dialogues and characters of the movie; because the data source was a movie, the writer used observation. This research uses the theory by Joos. In Joos's analysis, the writer investigated the language style used in dialogues in the movie "The Princess Switch" and the grouping of language styles. Moreover, this research will have implications for teaching speaking.

The methods used by the writer in collecting data were observation and documentation methods. The observation technique used in this research is nonparticipant observation. The nonparticipant observation was carried out because the writer only observed. In addition, the writer used the documentation method to collect data. First, the writer watched The Princess Switch movie. Second, the writer paid attention to the scripts in the movie. Third, the writer took notes and marked the script in the movie where there was language style. Last, the writer identified and classified the language style. In this research, the analysis technique consisted of three activities: data reduction, data display, and conclusion or verification.

RESULTS & DISCUSSION

Types of Language Style

The data analysis was done using the theory language style based on the formality by Joos in Sutherland (2016).

Table 1. Types of Language Style

No	Language Style	Frequency	Percentage (%)
1	Frozen Style	1	1.11%
2	Formal Style	43	47.78%
3	Consultative Style	9	10%

4	Casual Style	26	28.39%
5	Intimate Style	11	12.22%
Total		90	100%

From the table, five language styles are expressed and used in the movie "The Princess Switch" that is frozen style 1 or 1.11%, formal style 43 or 47.78%, consultative style 9 or 10%, casual style 26 or 28.89%, and intimate style 11 or 12.22%. The total data found in this research is 90 data. The writer chose random data styles that will be discussed in this research.

Frozen Style

Data 796-797 (1:11:38 – 1:11:52)

Stacy : **Veritas, Anoris, Amare.**

Prince Edward : Truth, honor, and... love. The family crests.

The data above can be classified as a frozen style because the conversation shows Stacy's conditions for receiving the gift from Prince Edward. Frozen style means the pattern and rules have been firmly and cannot be changed. Dialogue **“Veritas, Anoris, Amare.”** It is a very formal royal language that cannot be changed because it has been around for a long time.

Formal Style

Data 22-24 (00:01:54 – 00:02:05)

Stacy : **“At the behest of the Royal Family of Belgravia, the judging committee is pleased to invite you to compete in our 56th International Christmas Baking Competition.”**

Olivia : Can you believe it?

The data above can be classified as a formal style because the conversation shows Stacy's conditions for receiving an invitation letter from the judging committee in a baking competition. The letter is an order from the Royal Family of Belgravia, which is written in formal language.

Data 108-110 (00:08:57 - 00:09:00)

Prince Edward : Who's yelling?

The Aide : **A tourist, sir.**

The data above can be classified as a formal language style because of the formal conversation between The Prince and The Aide. The Aide using formal style can be shown from the dialogue utterance, "**A tourist, sir.**" The Aide uses the word "**Sir**" to call The Prince.

Data 866-867 (1:20:39 – 1:20:41)

Royal Servant : **Your bath is ready, Your Grace.**

Duchess : Thank you.

The data above can be classified as a formal language style because of the conversation between The Duchess and the Royal Servant. The royal servant using formal style to communicate with The Duchess in the Palace can be shown in the utterance "**Your bath is ready, Your Grace.**". The meaning of "**Your Grace**" is a call to the Duke or Duchess.

Data 876-877 (1:22:00 – 1:22:10)

Host : **Ladies and gentlemen, if you could please find your places and make way to your seats. The competition is about to begin.**

Stacy : Looks like we're good to go.

The data above can be classified as formal language style because the communication in a baking competition occurs in a formal situation. The Host uses polite language, and The Host speaks politely to the Audience in Wembley Studios.

Data 887-888 (1:23:09 – 1:23:13)

King : I must say I'm very impressed.

Duchess : **Thank you, Your Highness.**

The data above can be classified as a formal language style because of the conversation between The King and The Duchess in a formal situation. The Duchess says, "**Thank you, Your Highness**" in the dialogue. The Duchess considers The King to be a noble person and The Duchess respects him.

Consultative Style

Data 1-3 (00:46 – 00:54)

Stacy : Merry Christmas and come back soon.

Old Woman : **Oh, I will. Your bakery is the best-kept secret in Chicago.**

The data above can be classified as consultative style because the conversation is in a semiformal situation. The conversation occurs between Stacy and Old Woman in Stacy's Bakery.

In the dialogue, "**Your bakery is the best-kept secret in Chicago.**" The Old Woman is a stranger who buys and transacts with Stacy as the owner shop.

Data 80-81 (07:14 – 07:10)

Olivia : Stockings!

Old Man : **I've got some more over here.**

The data above can be classified as consultative style because the conversation between Olivia and Old Man occurs on the road. In the conversation, Olivia wants to buy some stockings for Christmas, and Old Man offers more stockings to Olivia. The conversation is consultative style because Olivia and Old Man do not have to know each other, only buyers and traders.

Data 143-144 (10:59 - 11:14)

Duchess : **Miss De Novo. Did you say you were a baker?**

Stacy : Uh, yeah. As a matter of fact, I have my own shop in Chicago.

The data above can be classified as consultative style because the conversation between Stacy and The Duchess of Montenaro is in a semiformal situation. In the dialogue "**Miss De Novo. Did you say you were a baker?**" the Duchess is a stranger who asks and confirms about Stacy.

Data 492-493 (42:04 – 42:24)

Santa Claus : **Hello. And what would you like for Christmas?**

Olivia : Um, let me see. A new pair of ballet slippers, a skateboard, and oh, yeah, a new mom.

The data above can be classified as consultative style. In the conversation that occurs during the Christmas celebration on the road, Santa Claus as a stranger asks what Olivia wants and, in the dialogue, "**Hello. And what would you like for Christmas?**" Santa Claus used semiformal language to communicate with Olivia.

Data 652-654 (59:44 – 59:55)

Man : Excuse me? Are you Stacy De Novo?

Duchess : Yes. Yes, I am.

Man : **Adam Delaney, Food Insider Magazine. I heard about your bakery in Chicago. I'd love to do a feature on you.**

The data above can be classified as consultative style because conversation occurs in a semiformal situation. Adam Delaney, as the Man from Food Insider Magazine, is a stranger that speaks with the Duchess, and the Man will do a feature with Stacy's Bakery in Chicago.

Casual Style

Data 52-53 (04:06 – 04:19)

Stacy : **Uh, excuse me. Paul?**

Paul : Stacy, hey. I was thinking about you the other day.

The data above can be classified as casual style because their background shows outside the café. Stacy says, "**Uh, excuse me. Paul?**" this dialogue is usually used in the conversation between friends using informal language. This dialogue shows that Stacy accidentally meets Paul.

Data 169-170 (13:20 - 13:26)

Kevin : **Stacy and I have been friends since high school. If sparks were gonna fly, we'd know by now.**

Olivia : Maybe you're just not trying hard enough.

The data above can be classified as casual style because the background is shown in a relaxed situation. Kevin uses abbreviations to communicate with Olivia; he says, "**If sparks were gonna fly, we'd know by now.**" "**Gonna**" is **going to**, and "**We'd**" is **we had**. This dialogue usually happens when people already know each other and use informal language.

Data 587-588 (53:20 – 53:27)

Kevin : **Hey. I forgot my toothpaste. Can I borrow yours?**

Duchess : Sure.

The data above can be classified as casual style because their background shows Stacy's room in the cottage. Kevin wants to borrow toothpaste and calls the Duchess, "**Hey.**" This dialogue is usually used in the conversation between close friends using informal language.

Data 680-681 (1:02:07 – 1:02:11)

Olivia : **Guys, come look! It's a toy store!**

Duchess : I've never been in a toy store.

The data above can be classified as casual style because their background is shown on the road. Olivia calls Kevin and The Duchess "**Guys**" as a second person pronoun (plural) and as a greeting. Olivia uses informal and casual language to communicate with Kevin and The Duchess.

Data 778-779 (1:10:28 – 1:10:32)

Kevin : **So... Wanna watch a Christmas movie?**
Duchess : Sure.

The data above can be classified as casual style because conversations occur in the cottage when Kevin invite The Duchess to watch a Christmas movie. In the dialogue, “**So... Wanna watch a Christmas movie?**” Kevin uses informal and casual language “**Wanna,**” the abbreviation is “**Want to**”.

Intimate Style

Data 8-9 (01:09 – 01:14)

Olivia : Dad!
Kevin : **Hey, pumpkin, how was dance?**

The data above can be classified as intimate style because their conversation background comes from the family between Olivia and Kevin. Kevin is Olivia's dad. Kevin calls her daughter Olivia “**Pumpkin**”. **Pumpkin** means a favorite call full of affection. The call is often used to show love.

Data 11-12 (01:14 – 01:25)

Olivia : Hi, Stacy. Are there any sugar cookies left for your favorite goddaughter?
Stacy : **Well, you are my only goddaughter. But for you, there will always be sugar cookies.**

The data above can be classified as intimate style because Stacy and Olivia have a close relationship. Stacy thought of Olivia as a **Goddaughter**. **Goddaughter** means a baby girl who is baptized in the church and with it is also guardian to others.

Data 61-62 (04:43 – 04:52)

Paul's gf : **Honey, if we're gonna catch that train, we better run. We're spending. Christmas week with Paul's parents.**
Stacy : Well, that sounds...big.

The data above is classified as intimate style because the conversation shows that Paul and Paul's girlfriend have a special relationship. Paul's girlfriend calls Paul “**Honey,**” which is usually an affectionate call from someone to call their partner.

Data 325-326 (28:13 – 28:22)

Queen : **I'm so glad to see you, my dear. I've been talking with chef about the menu for the reception.**

Stacy : What about the menu? Prithee, tell.

The data above can be classified as intimate style because the conversation shows that The Queen calls Stacy, who changed places to The Duchess, **"My Dear"**. The call is usually an affectionate call from a mother to call her child. Stacy, as The Duchess, is considered by the queen as a child and fiancée of Prince Edward.

Data 573-574 (52:00 – 52:10)

Stacy : **Oh, dear! I'm not very good at dancing.**

Prince Edward : Well, you know what they say. Practice makes perfect.

The data above can be classified as intimate style because Stacy, who changed places to The Duchess, calls Prince Edward **"Dear"** in the dialogue. Dear is deep affection by someone. This word is usually used as affectionate greetings. Stacy, as The Duchess, calls Prince Edward dear because The Duchess is Prince Edward's fiancé.

Most Frequently Used Language

After the data had been analyzed in "The Princess Switch" movie, the writer found 90 data on the types of language style and most frequent language used in "The Princess Switch" movie. The results from Joos's theory in Sutherland (2016) show five language styles used in dialogue conversation in the movie. Based on the data analysis, frequency data of frozen style 1, formal style 43, consultative style 9, casual style 26, and intimate style 11. In this research, the formal style or formal language is the most frequently used in "The Princess Switch." Movie with a percentage of 47.78% from 43 data. The Royal Family mostly used formal language style. Because the movie is a movie with a Royal background, the characters prioritize the use of formal language as polite and kind language.

Implications in Teaching Speaking

Speaking is an important skill to master, along with writing, reading, and listening (Harmawan & Amri, 2018). Speaking is one of the English skills that is less attractive to students because speaking is considered the most challenging skill. The speaking problem is the inaccuracy in using the language style by students to communicate with the teacher and have not found a

suitable media for teaching speaking. One of the solutions to attract students' interest in teaching speaking is to use a movie as media because the movie has already presented how to speak properly and correctly. According to Elfariyyah (2017) movie is a series of moving pictures that are recorded with sounds to tell the story. It is shown at the cinema, theater, and also on television. Movies are common audiovisual media and are often watched by many people. The language used in movies is usually polite and is used in daily life. This is what causes movies to be more effective in teaching speaking than other media. Teaching speaking can also be done through dialogues in a conversation. In a movie, dialogues must have a good structure.

After analyzing the language style in *The Princess Switch* Movie, the writer has some implications for teaching speaking. First, the research results show that a formal style is one of the most frequently used language styles by the character from the movie. The formal style allows the teacher to communicate with the students when teaching speaking skill based on the conditions and situations. Second, the formal language used by the teacher can motivate students to communicate using appropriate and suitable language. Third, teachers need teaching media that can help in teaching speaking. With the movie, teachers can develop students' potential in teaching by speaking to the fullest. Lastly, the research results are also used as guidance or source of theory in research related to the lesson or material as content and supporting material.

Through this research, it is considered essential to recommend for the government and teachers. As for the government, the writer hoped the government should facilitate schools and teachers in implementing teaching speaking, and the government should motivate schools and teachers to use the media and implement fun speaking teaching actively. As for the teacher, the writer hoped that the findings from the research would be used as a reference in teaching speaking, especially in sociolinguistic material about language style. It is also recommended for the teacher to use a movie as a medium for teaching and learning speaking in sociolinguistics material and speaking class.

CONCLUSION

Based on the discussion and research results, the writer can conclude that from Joos in Sutherland's theory, the types of language style exist in the movie. Firstly, the writer discovered five language styles used by the characters in "*The Princess Switch*" movie: frozen style, formal style, consultative style, casual style, and intimate style. Secondly, in "*The Princess Switch*" movie, the dominant or most frequent language used by the characters in the movie uses a formal language style to communicate because the movie takes a background of a kingdom. Moreover,

the language style used can also affect the movie. Lastly, the writer in this research also explains the implications of teaching speaking by explaining a problem, providing solutions, and developing recommendations for teachers and the government. The government should take action and support schools in implementing speaking and motivate them to use effective media to implement some fun speaking teaching actively. Meanwhile, the teachers are advised to use movies as practical learning media for teaching speaking in the classroom. The results of this research can be used as a teaching reference in sociolinguistics about language styles.

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Linguistic and Cultural Problems in Javanese-English Subtitle of CAPCIPTOP! Short Movie

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The presented paper focuses on the Javanese-English subtitle. The data involve a culture-bound short movie entitled "Capciptop!" uploaded on Youtube by Ravacana Film. The samples of this study are fifteen students joining subtitling classes in the even semester of the academic year 2020/2021 at Widya Mandala Catholic University. The research findings show that students face two common linguistic and cultural problems in subtitling Javanese to English. Those problems are crucial as they are closely related to how a translator transfers messages from Javanese to English entirely and minimize the misunderstanding among the viewers. This study is concluded with some suggestions for students in dealing with the problems in Javanese-English subtitling.

Keywords: *linguistic problems; cultural problems; subtitling*

INTRODUCTION

The current development of audiovisual content industries, primarily available in a foreign language, has increased the need for good translators in the local language (Paramita & Yasmin, 2017). Thus, introducing and preparing the students of the English Study Program to the audiovisual translation (AVT) industry is a must to catch up with today's world. Audiovisual translation is defined by Chaume (2013) as a mode of translation characterized by the transfer of audiovisual texts either interlingually or intralingual. One of the very familiar modes of audiovisual translation in Indonesia is subtitling. Shuttleworth and Cowie (Ghaemi & Benyamin, 2011) defined subtitling as the process of providing synchronized captions for film and television dialogue. Recently, subtitling has become the most preferred AVT mode for three reasons. Subtitling is considered the fastest, most affordable, and the most flexible mode of AVT because it is applicable for translating almost all types of audiovisual programs (Díaz-Cintas, 2005).

In a broader sense, audiovisual translation, including subtitling, dubbing, lip-sync, and voice-over can bridge the language differences and the cultural ones (Kendenan, 2019). As part of a translation study, audiovisual translation is essential in communicating and exchanging culture

and knowledge across languages. Abbasi et al. mentioned that language and culture are closely related, and it is essential to consider both in translation (Abbasi et al., 2012). They added that translators should concentrate on conveying the same meaning and attempt to show the dissimilarities between two cultural perspectives.

Audiovisual translation is a unique mode that surpasses the other modes of translation. Cho noticed the uniqueness of audiovisual translation in terms of its complexity and restrictions, commonly called “constrained translation”(Cho, 2014). In this mode, audiovisual translators are urged to consider other elements existing in the audiovisual content, namely the medium of communication and the textual and multimodal restrictions. In practice, these constraints have made learners of audiovisual translation face a difficult choice, whether to be as faithful as possible or to be as easy as possible to be understood by the audiences.

In the language learning context, Gambier noted that subtitled content had helped people to learn a foreign language (Gambier, 2006). Concerning that idea, it is urgent to provide a good translation as a medium of effective foreign language learning. Besides, through audiovisual translation or subtitling especially, students can have a good foundation in producing good translated content that can help others learn a foreign language. Learning to subtitle will also provide students with an environment to develop their linguistic skills as they need to listen to the audiovisual material, read comprehensively through the source subtitle or other text, and write the target translation. It is in line with Gottlieb, who urged every subtitler to have the ability to transfer the dialogue from one sub-code (the seemingly unruly spoken language) to another (the more rigid written language) (Gottlieb, 2004). If this shift of sub-code were not performed well in the subtitling process, the audience would be oddly reading a spoken discourse.

Considering the high importance of providing good audiovisual translation, our study program started subtitling classes for those who have passed translation theory and practice classes. The activities in this class, as proposed by Paramita and Yasmin, are conducted in three stages: analyzing subtitling products from English to Indonesian and vice versa, producing subtitles between the former two languages, and producing subtitles with the help of subtitle editing software (Paramita & Yasmin, 2017). Teaching the students those steps within a semester, I found that students were facing some linguistic and cultural problems along with technical problems, another aspect of the subtitling process. As mentioned by Thawabteh, subtitling requires linguistic and cultural competence but a fully-fledged subtitler also needs to be a computer expert to help them with the technical constraints (Thawabteh, 2011).

This study attempts to find out what kind of linguistic and cultural problems the students face in providing the subtitle for Javanese culture-bound audiovisual text to English. It is, then, concluded with some suggestions for the students to produce the best subtitle despite those problems.

MATERIALS AND METHOD

To gain information about the issue and answer the research questions, qualitative study is applied here as it allows for investigating phenomena in their natural settings (Paramita & Yasmin, 2017). This research data is taken from students' translations for a short movie entitled "CAPCIPTOP!" uploaded on Youtube by Ravacana Film. This short movie was chosen as it contains complex aspects of audiovisual content. Firstly, a dense audiovisual text exists in terms of linguistic dimension. Secondly, in terms of cultural dimension, culture-bound expressions are found excessively. Acting as the research subject are the fifteen student subtitlers joining the subtitling class in the even semester of the academic year 2020/2021 at the English Language Study Program, Faculty of Communication Sciences, Widya Mandala Catholic University Surabaya, Madiun Campus.

The research data is collected by comparing the students' translation with the original audiovisual text of the video. Students' translations considered the target language text are submitted in .srt format in which the subtitle is completed with the time-lapse. On the other hand, the video's original text or source text is retrieved manually from it.

The research is done by first transcribing the source language audiovisual text. After that, the source language audiovisual text is compared to the target language audiovisual text made by student subtitlers. The linguistic and cultural problems are found in the translation product by comparing the two languages. After finding out the problems, the last step is to conclude the study with suggestions for student subtitlers to provide better subtitles next time.

RESULTS & DISCUSSION

This section will show some problems the Javanese-English student subtitlers face in reproducing their subtitling work. For the sake of the research, a taxonomy of the problems is suggested in terms of linguistic and cultural aspects.

Linguistic Problems

It is needless to mention that linguistic problems have caused challenges for translators, including those working in the audiovisual area. In this research, transferring Indonesian text to

English has given specific linguistic problems dealing with the English language grammatical construction, lexical choice, collocation, and idioms. To corroborate this argument, we will discuss the linguistic problems with some examples to illustrate how students deal with such problems.

Noun-Verb Agreement

The noun-verb agreement has already been a classical problem for English learners in Indonesia. It is because of the different grammatical structures between Indonesian and English. The noun-verb agreement is not familiar to Indonesian language users. Therefore, some errors in adjusting this kind of agreement affect students' translation.

- (1) SL: *Wi wong-wongane bludas-bludus, bludas-bludus mlebu neng kono kabeh.*
(*Orang-orang pada ramai keluar masuk mampir ke situ semua!*)
TL: **People comes and goes** to hers.
- (2) SL: *Dikiro meng kowe? Aku rugi Bandar lho, rumangsamu! (Kamu kira Cuma kamu? Aku juga rugi Bandar, lho!)*
TL: You think you are the only one? **I feel the same!**

In sample numbers (1) and (2), there are misunderstandings in using the suffix *-s* after the verbs. In English construction, the singular nouns should be followed by the singular form of verbs that need the suffix *-s* or *-es* right after the verb. The opposite happens to the plural noun-verb agreement, which does not need suffixes. On the other hand, the Indonesian structure does not use that kind of system. There is no specific rule for noun-verb agreement. The suggested translations for the two data are “people come and go...” and “I feel...”.

- (3) SL: *Wong aku teko kok malah lunga.* (*Aku datang kok malah ditinggal pergi.*)
TL: **Why you go when I am come?**

Most student subtitlers face problems when dealing with the Javaness-bound expressions. Javanese expressions have their style, which often confuses students' minds. The expression “wong aku teko kok malah lunga” uses a specific style that Indonesian or English does not have. Besides, there's also a misuse of the linking verb “am”. The linking verb “am” is not needed when there is a real verb “come” after the subject “I”. The subtitler wants to make it progressive by using “I am coming”. The suggested subtitle for this part of the scene is “How could you leave me when I come.”

Syntax

Regarding syntax and translation, Lefevere mentioned that it is the most stringent and least flexible of all the constraints translators must work under since it regulates the order of the words to be translated (Whitfield, 2002). It can be said that the stringent rules that syntax presents have limited the work of translators. They must re-check repeatedly to ensure they have strictly followed specific syntactic rules. Below are some examples of student subtitlers failing to follow English syntactic rules.

- (4) SL: ***Gudel wis teko kae, diewangi, dagangan e di dun-dunke*** (*Gudel udah datang, tuh. Bantu nurunin dagangannya dulu sana.*)
TL: **Gudel has arrived**, you can help him put down the goods

The first and mostly found mistake is in the formation of passive voice. However, this one looks a bit different. This part of expression should not be made passive in the target language. It is grammatical but meaningless. Because of this misuse of grammatical rules, the meaning of the original is not delivered well. It should be “Gudel has arrived”.

- (5) SL: *tasih diijolke* (*Masih ditukarkan (uangnya)*)
TL: The money being exchanged.

The ungrammaticality is shown in the missing auxiliary “is” after the word “money”. The combination of auxiliary “is” and the verb “being” shows the progressiveness of the sentence, which means the action is still in progress. Javanese and Indonesian rule does not urge the same structure. In Javanese, the lexis “*tasih*” or “*masih*” in Indonesia shows progressiveness. It can be said that there is a shift from lexical level to grammatical level. This kind of shift is categorized as the level shift in the taxonomy of translation shift (Catford, 1965).

- (6) SL: *Lha kok tekan omah ... (begitu sampai rumah ...)*
TL: When I **tried** at home..

The English system introduces the two kinds of a verb in a sentence. There are transitive and intransitive verbs. A transitive verb needs an object while an intransitive verb does not. This system is also not the same as Indonesian and Javanese systems. Later, all verbs are just the same since Indonesian and Javanese sentences tend to be more nominal than verbal. In this part of the subtitle, the student subtitler translates the part by adding information to the target language to make it more straightforward. This kind of strategy is called the expansion strategy by Gottlieb (Kendenan, 2019). Unfortunately, there is a grammatical issue in the target language in which the student failed to recognize the transitive verb “tried,” which needs an object following it. The suggested translation is “When I tried the food at home...”.

Collocation

Dinçkan defines collocation as the tendency of certain words to co-occur regularly in a given language (Dinçkan, 2010). There is no written rule for collocation in a specific language. It is just a matter of naturalness in one language. A native speaker of English, for example, will recognize that it is *pay a visit*, not *perform a visit*. A native speaker will automatically know when an unusual collocation appears.

- (7) SL: *Nggih pun. Kulo bade pamit riyen. (Ya sudah, bu. Saya pamit dahulu.)*
TL: Okay then, **I excuse myself.**

One of the ways Javanese people say goodbye is by saying “*kulo pamit riyen*”. Younger people express this to part with older or higher level people. It is called *basa karma*, a polite variant of the Javanese language. In English, people would generally say “I’ll get going”, “excuse me” or say “bye”. This data shows how student subtitlers fail to transfer the message as naturally as possible in English.

- (8) SL: *Sek sek, tak golekne njero yo. (sebentar ya saya carikan di dalam)*
TL: Wait i’ll **look it**

The other missing collocation is shown in the data (8) above. The expression “*tak golekne*” is a promise that someone will search for something for someone. We could see that the student subtitler wanted to use a particular collocation to replace the word “search” by saying “look”. But, it is not a complete word combination. It should be “look for” which means the same as “search” in English natural expression.

- (9) SL: *Alah. Sek to. Sak game neh iki lo. (Sebentar. Satu kali permainan lagi.)*
TL: No! **Wait** your turn!

The word “wait” in the target language of data number (9) above misses the preposition “for”. When “wait” is followed by an indirect object, the student subtitler should have used the preposition “for” as they collocate each other. It sounds unnatural to say, “wait your turn”. This error will only be noticed by native speakers or those who have practiced English theoretically.

- (10) SL: *Ngono wae ndadak wedi karo ibuku. (Begitu saja takut dengan ibuku.)*
TL: What are you **afraid from** my mom?

As in (9), data (10) also contains the wrong preposition for the word “afraid”. In this expression, the student subtitler should have used “afraid of” rather than “afraid from”. This is because of the interruption of the Indonesian style, which commonly says “*apa yang kamu*

takutkan dari ibuku”. In this case also, the collocation has made the translated expression sounds unnatural. The overall expression needs to be revised to “what makes you so afraid of my mom?”.

Lexical Choice

Just like collocation which needs native or at least someone with high sensitivity to English usage, the way students choose specific lexis for an expression is judged similarly.

- (11) SL: *Njih bu Tejo, niki kulo pun **medal** saking bengkel. Pun resign. (Ya, bu Tejo, sekarang saya sudah keluar dari bengkel. Sudah resign.)*
TL: Yes ma'am, but I'm already **out**.. you know, resign..
- (12) SL: *Walah, lha kok **ageng** men iki lo? (Walah, besar sekali (uangnya))*
TL: It's **too big** the money.
- (13) SL: *Kok malah milih njogo warung ki jane piye to karep e? **Lucu** banget e dek e ki. (Kok lebih memilih jaga warung itu apa maunya ya? Lucu sekali.)*
TL: How come he chose to guard the shop, what did he want? How **cute** he is.

Data (11), (12), and (13) show the same problems faced by student subtitlers. They are finding difficulties in choosing what lexis should be used to express the source language message in the target language. In datum (11), the word “*medal*” in Javanese or “*keluar*” in Indonesian has so many equivalents in English. It might be expressed by “come out”, “issue”, “exit”, “go out”, “off”, “quit”, “retire”, “resign”, etc. In the case of working, “*keluar*” should not be transferred into “out”. It would be better to say “I’ve quitted” or “I’ve resigned”.

In datum (12), the word “*ageng*” in Javanese or “*besar*” in Indonesian may mean “big” in English when it is used to describe countable nouns like table, chair, building, and others. In the context of this expression, “*ageng*” is used to refer to the money currency. Here too, the student subtitler missed the lexical choice. It is preferable to say “It’s too much money”.

As in data (11) and (12), datum (13) is mistranslated by the student subtitler. It can be justified that “*lucu*” in Javanese can be translated as “cute” in English. However, it is not for this context of utterance. Utterance (13) contains a sense of mocking, while the word “cute” is used to praise something positively. The student subtitler should have translated this part of the utterance into “ridiculous”, “stupid”, or “dumb”.

- (14) SL: **Kok mboten piye?** Wong nyatane ibu weruh dewe kok. (Tidak bagaimana? Nyatanya, ibu tau sendiri kok.)
TL: **Lies!** I see it myself.

The source language “*kok mboten piye?*” expresses denial towards others’ utterances. In this part of a dialogue, the student subtitler might want to simplify the expression with another expression of denial in English. However, this expression is again interrupted by the Indonesian

denial expression “*bohong!*” and the translation becomes “lies!”. The commonly used lexis showing denial in English is “liar!” not “lies!”.

Cultural Problems

Thawabteh mentioned in one of his research on linguistic, cultural, and technical problems in English-Arabic Subtitling that most translation difficulties are more germane to the cultural gap between two languages than to linguistic discrepancies (Thawabteh, 2011). The cultural gap will increase considerably when two languages are at the two different levels, as in translating Javanese into English. The following are some cultural problems student subtitlers face in transferring Javanese utterances to English.

- (15) SL: *Cah jaman saiki ki koyo ngono kui yo?* (*Anak jaman sekarang seperti ini ya?*)
TL: **Kids these days, like that yeah.**

The above target language translation is categorized as literal translation in the terminology of translation technique by Molina and Albir (Molina & Albir, 2002). The expression “*cah jaman saiki ki koyo ngono kui yo?*” is a cultural-bound expression that should not be translated literally. In this case, the subtitler should have adjusted to the English language style by, for instance, transferring this expression into “How could they...?”. By doing so, student subtitlers are preserving the intended meaning and being as natural as they can be.

- (16) SL: *Yo mas, mengko tak ndono.* (*Ya mas, nanti saya kesana.*)
TL: Yes, **Mr.** I will go there.
(17) SL: *Bu, saiki ndene yo. Nggone warung e bu Karman.* (*Bu, kemari sekarang ya. Ke warung bu Karman.*)
TL: Please come here, now, **Ma'am.** To Mrs. Karman's stall.

Javanese is known to be a very polite variant of the language. It has three speech levels of politeness with a strict rule on applying those speech levels of politeness. Poedjosoedarmo stated that the vocabulary at the Javanese speech level includes *ngoko*, *madya*, and *krama*. *Ngoko* is a form of speech that is disrespectful or informal; *madya* is semi-polite and semi-formal speech; and *krama* is a polite and formal form of speech (Atmawati, 2021). Besides vocabulary, politeness is also shown in how Javanese people address each other. The word “*mas*”, in (16) is used to address the superior male persona, while “*bu*” in datum (17) is used to address older women or married women. Student subtitlers will find it difficult to transfer this cultural-specific term since English does not have a similar politeness rule as in Javanese. In English, there is the only formal-informal rule in addressing someone.

As the two terms are cultural-bound and the exact equivalent is not provided, student subtitlers can choose between preserving the source language as proposed by Nida and Taber (2002) as borrowing or replacing those elements with ones from the target culture which technique called adaptation. Using the borrowing technique means the student subtitlers do not need to change the addressing words “*mas*” and “*bu*”. While to adapt means the subtitlers must replace those expressions with “*bro*” and “*ma’am*” respectively.

- (18) *Kui ki nek ora mergo penglaris ki opo coba? (Itu kalau bukan karena penglaris lalu apa?)*

TL: If not because the **magic**, so what else?

Undoubtedly, the word “*penglaris*” is a specific term used in Javanese to refer to the magical spirit to help someone sell things. In Javanese believe, *penglaris* will make someone sells better than any other people with the help of that magical spirit. However, *penglaris* is a word with two different meanings. The above explanation is the meaning of *penglaris* in a negative sense. In a positive sense, *penglaris* may also mean the first product sold in a day, which is believed to bring luck to the other sold product of that day. It is appreciated that the students choose the word “magic” to replace *penglaris* as it implies that student subtitlers noticed that *penglaris* mentioned here is the one with a negative implication. In this case, the generalization technique is applied, according to Molina and Albir’s taxonomy (Molina, L., & Albir, 2002). Although, some other student subtitlers choose to apply the borrowing technique in this section without any given explanation of what *penglaris* is in the target language.

CONCLUSION

Subtitling is part of translation study, which has its problems and limitations. For the English learners still struggling with the theory of language and translation simultaneously, subtitling practice will cause specific issues. This research aimed at finding what problems faced by the students when preparing the subtitle for Javanese to English movies. The data analysis showed that the students face two main problems translating from Javanese to English. The two issues deal with linguistic and cultural aspects of the language pairs.

Student subtitlers and those who conduct a Javanese-English translation are suggested to 1) be careful of the culture-bound expressions and choose the best technique to be applied in transferring those expressions, 2) borrowing technique is the best technique to be used if we want to preserve the cultural senses in the target language, 3) other techniques which are closer to foreignization ideology could be used to introduce the bound cultural expressions to the target

audience, 4) student subtitlers must not be interrupted with their mother tongue so that the translation result would be as natural as it can be in the target language.

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English or Indonesian Language? Parents' Perception Toward Children's Second Language Learning Context

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ABSTRACT

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The phenomenon of teaching English and Indonesian language, especially in North Sulawesi, as a second language overlaps, where some argue that teaching Indonesian language should come first so that children will not forget Indonesian language or, in other words, children will master their national language. In this study, the method used is a descriptive method with a qualitative approach. The sample used as respondents by the researcher is parents in North Sulawesi who have children who can speak English and Indonesian, in addition, to their mother tongue (Manado language/Regional language), and the respondents consisted of 10 parents. The researcher used questionnaires to gather parents' perceptions of whether the children should be taught English or Indonesian Language first. However, some people think teaching English is very important because mastering English as an international language is necessary. English is suitable for children as their second language, but teaching Indonesian language as the national language is also very important. Therefore teaching between these two languages must be balanced so that it does not only English that can be mastered by children or not only Indonesian language.

Keywords: *learning English; Indonesian language, Indonesian children; second language learning*

INTRODUCTION

The use of English in everyday life is increasing in Indonesia (Liando, 2012). We can hear people speaking English in offices, banks, schools, tourist attractions, and other public places. Some people do it by mixing it up a bit with Indonesian language. Aware of the importance, several schools, including kindergartens, provide English learning programs for their students. Some have even adopted the 'international' curriculum introduced by leading educational institutions such as Cambridge International and International Baccalauriette (Sinnema, C., Nieveen, N., & Priestley, 2020). Meanwhile, other schools developed their curriculum and became schools with bilingual programs.

Learning a language is a very long and complex activity and is not a series of easy steps that can be observed or programmed in a quick guide (Lumentut, Y & Lengkoan, 2021). Whatever humans do when they gather with their friends in various activities such as playing, fighting, and other activities, humans cannot be separated from speaking activities. This language ability distinguishes humans from other creatures; we often hear the expression that humans are talking animals.

A second language is usually the official language of a particular country. Therefore, a second language is indispensable for political, economic, and educational purposes. In (Chaer, 2003) explained that, in general, the first language of an Indonesian language child is their respective regional language because Indonesian language is only learned when the child enters school and when he has mastered his mother tongue. According to Krashen (in Akhadiyah, 1998), compared to first language acquisition, the second language acquisition process is not linear for children.

A second language is much more learned than acquired (Mawuntu, Y. R., Wowor, D., & Kumayas, 2020). Adults have two distinct, independent, and independent ways of developing competence in a second language. First, language acquisition is a process that coincides with the way children do. Develop skills in their first language. Language acquisition is a subconscious process (Persson, V., & Nouri, 2018). Language acquirers are not always aware that they use language to communicate. The acquisition of a second language naturally is the acquisition of a second/foreign language that occurs in daily communication, free from teaching or leadership, teachers. There is no uniformity of way. Each individual acquires a second language in their way (Potter, C. E., Wang, T., & Saffran, 2017). Interaction demands language communication and encourages language acquisition.

Language learning is related to the processes that occur when a child learns a second language after he has acquired his first language. So language acquisition is related to the first language, while language learning is related to the second language (Chaer, 2003). However, many also use the term language acquisition for a second language. In Indonesia, especially in North Sulawesi, learning a second language apart from the mother tongue (Manado Language/Regional Language) is taught from elementary school to high school level. This second language learning is learning Indonesian Language and English; although several other foreign language subjects are often taught, the most common are Indonesian language and English (Denizer, 2017).

Despite the rapid growth of international schools in Indonesia, some parents are worried because they think this trend will turn their children into bilinguals. They fear that their children who can speak more than one language can reduce their ability to master a language (Nushi, M.,

& Egbali, 2017). Another concern is based on the belief that bilingual children will always mix up languages.

Bilingual children must deal with two or more languages (Mitchell, R., Myles, F., & Marsden, 2019). However, bilingual children have the same ability as children who can only speak one language to master a new language. Grosjean's theory (Grosjean, 1982) says that language spoken in a family context will not harm children's second language. In fact, language will enrich children's language learning process because they can still communicate with anyone who does not speak a second language (Jabbari, N., & Eslami, 2019).

The phenomenon of teaching English and Indonesian Language in Indonesia, especially in North Sulawesi as a second language, overlaps, where some argue that teaching Indonesian language should come first so that children will not forget Indonesian Language or, in other words, children will master their national language. However, some people think teaching English is very important because English is an international language that needs to be mastered. This phenomenon is widespread, where children are very fluent in English but not in Indonesian language, and vice versa (Abdullaev, 2021). Based on this, the writer feels that it is essential to study further parents' opinions about how and what should be taught first to their children as their second language, especially for children in North Sulawesi.

METHOD

The method used in this study is a descriptive method with a qualitative approach. According to (Nazir, 2011), the descriptive method is a method that examines a group of people, a subject, or thoughts in the present. This descriptive method is used to describe the results of data collection that has been carried out by the researcher, through the provision of questionnaires. The researcher chose the descriptive method because this method can provide an accurate description of the individual, situation, language, symptom, or group. In addition, this research focuses on parents' opinion on learning a second language, be it Indonesian Language or English.

The sample used as respondents by the researcher is parents in North Sulawesi who have children who can speak English and Indonesian Language, in addition, to their mother tongue (Manado language/Regional language), and the respondents consisted of 10 parents. In this study, the researcher used a questionnaire to gather parents' perceptions of whether the children should be taught English or Indonesian Language first. Since this study aims to ask parents' perceptions using a questionnaire, as pointed out by (Preston. V., 2009) "questionnaire survey is a technology

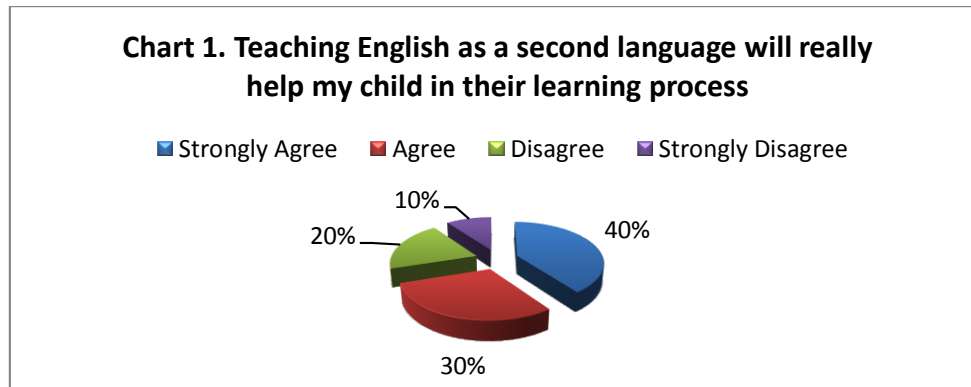
that collects statistical information about demographic attributes, attitudes, or behaviors through the structure of questions.” Therefore, this study is classified as survey research. Survey research was one of the most common forms of research conducted by educational researchers. Data were collected by observing the sample that would be used as data by distributing a questionnaire containing several questions related to learning a second language. However, in analyzing the data, the researcher followed some steps to get accurate data. First, distributing the questionnaire to the respondents; second, collecting those questionnaires right after the respondents finished answering the questionnaires; third, analyzing and counting based on the types in the statement and responses; and finally, providing the data results.

FINDINGS AND DISCUSSIONS

The data obtained from this study are derived from questionnaires given to several parents who are respondents. The authors used a Likert scale to analyze the data in this study. Likert Scale is a research scale used to measure attitudes and opinions. In the Likert scale, respondents are asked to complete a questionnaire that requires them to indicate their level of agreement with a series of questions. As stated by (Sugiyono, 2004), the Likert scale measures attitudes, opinions, and perceptions of individuals or groups related to social phenomena that are researching objects. The forms of the Likert scale are quite diverse depending on the objectives to be obtained by the researcher. The first form is a scale of opinion which is usually on a questionnaire paper consisting of five choices, namely Strongly Agree (SA), Agree (A), Disagree (D), and Strongly Disagree (SD).

The presentation of the data's results based on those responses from the questionnaires regarding the parents' perception of children's second language learning showed that 40% of respondents agree with giving or teaching English to their children as a second language in their learning stage, 30% of respondents agree with teaching English as a second language, 20% disagree with the statement about teaching English as a second language. The last 10 % strongly disagree with teaching English as a second language. With this, it can be understood that learning English as a second language is approved by some parents even though some do not agree. To see the presentation of this data, can be seen in the chart (1) below.

Figure1. English Learning Process



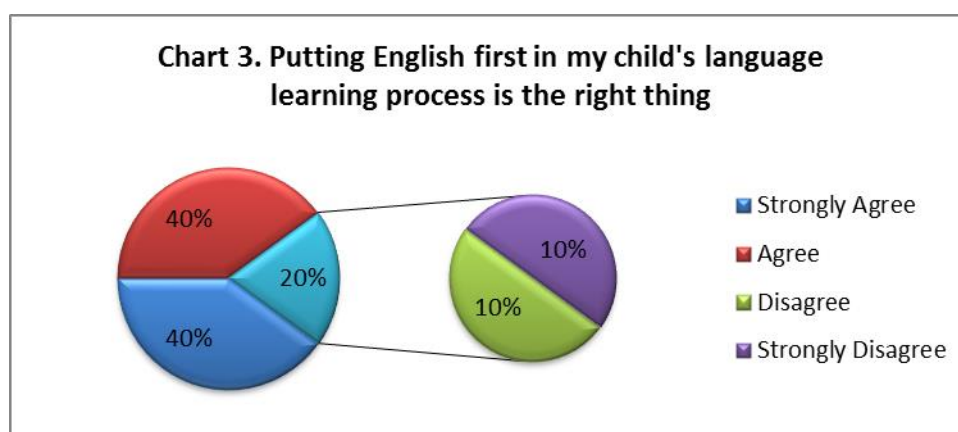
The following data collection is data or opinions from respondents regarding teaching Indonesian language as a second language. From this statement, the data obtained are that 30% of respondents agree with this statement, followed by 40% of respondents who have the same opinion, while 20% choose to disagree, followed by 10% who more or less have the same opinion. From the acquisition of this data, it can be understood that the respondents highly accept the teaching of Indonesian language as a second language. Some do not accept it. The presentation of this data can be seen in the chart (2) below.

Figure 2. Indonesian Language as Second Language



The following data presentation is about respondents' opinions regarding prioritizing English as their child's second language in the learning process. From the results of the questionnaire analysis of the data obtained, there were 80% of respondents chose to agree, each of which was separated into two categories, which are strongly agree and agree with the same number of points from each category, followed by 20% of respondents who chose not to agree with each of them, each separated by category, namely disagree and strongly disagree with 10% per category. The presentation of the data can be seen in the chart (3).

Figure 3. English as Child's Language



The presentation of the results of the following percentage is data derived from questionnaires that have been circulated to respondents, with a percentage of 50% of respondents strongly agree with the statement that the introduction of the Indonesian language in the children's learning process is the right step, with 40% of respondents who have the same opinion. However, from the data obtained 20% of respondents disagree with the distribution in each category of 10%. From this statement, it can be understood that the opinion of each respondent is more or less the same about the introduction of English or Indonesian Language is the right step in the child's learning process, and this can be seen from the results of each chart which shows the same amount of 80% for the category strongly agree and agree while 20% for the category of disagree and strongly disagree. For more details, this percentage can be seen on chart four, and the results can be compared with the chart (4).

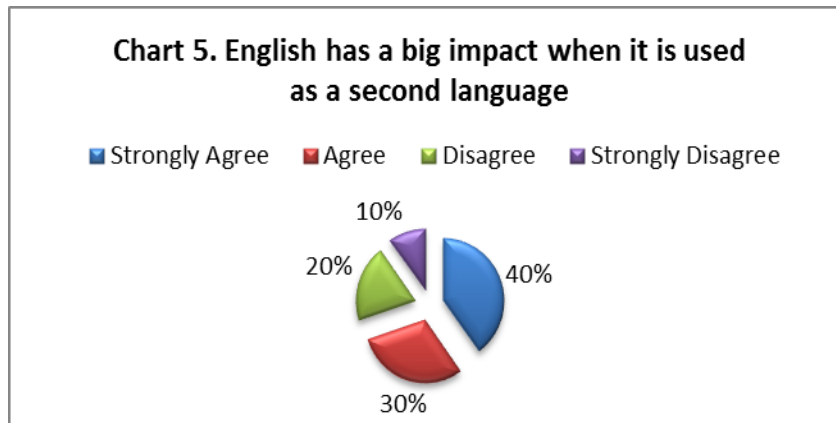
Figure 4. Indonesian Language as Child's First Languages



The results of the calculation of respondents' opinions regarding the significant influence of English is used as a second language are presented according to each category consisting of 40% of respondents who chose to agree with this opinion strongly, then followed by another 30% of respondents who have an opinion of more or less the same. However, 30% of people have

different thoughts, and each consists of 20% for the disagree category and 10% for the strongly disagree category. It can be seen in the chart (5).

Figure 5. English as Second Language Impact



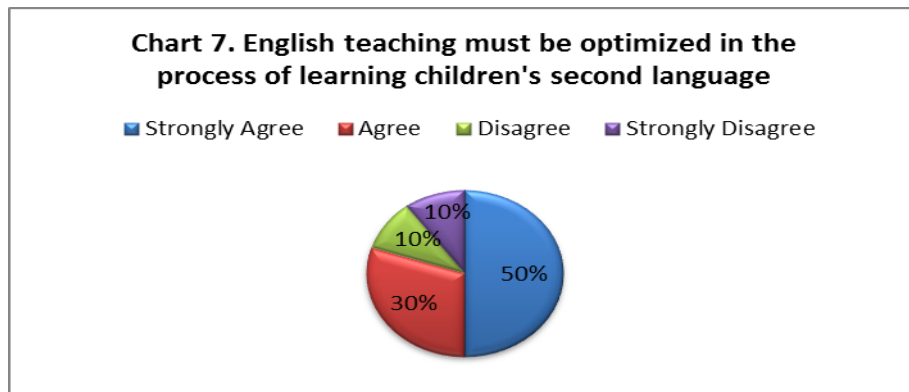
The results of the subsequent data analysis show that there are, 30% of respondents choose strongly agree with the statement regarding Indonesian language, which has a significant impact if it is used as a second language, followed by 40% of respondents who agree. 20% of respondents disagree, followed by 10% who more or less share the same opinion. Each of these data can be seen in the chart (6).

Figure 6. Indonesian Language as Second Language Impact



English teaching must be optimized in learning a child's second language. From this statement, the data obtained is there are 50% of respondents feel strongly agree with this opinion then there are also 30% of respondents who more or less have the same opinion, but not so with there are 20% of respondents who disagree, each of which falls into the 10% disagree category and the other 10% strongly disagree, clearly shown in the chart (7) below.

Figure 7. English Teaching as Second Language



The following data is data on respondents' opinions regarding optimizing the Indonesian language as a second language which gives the results of a percentage of data such as, there are 60% of respondents think strongly agree with this with 20% of respondents who also have the same opinion in the agree with category. Still, 20% with the 10% category disagree, and 10% strongly disagree with the opinion regarding the optimization of the Indonesian language as shown in the chart (8) below.

Figure 8.



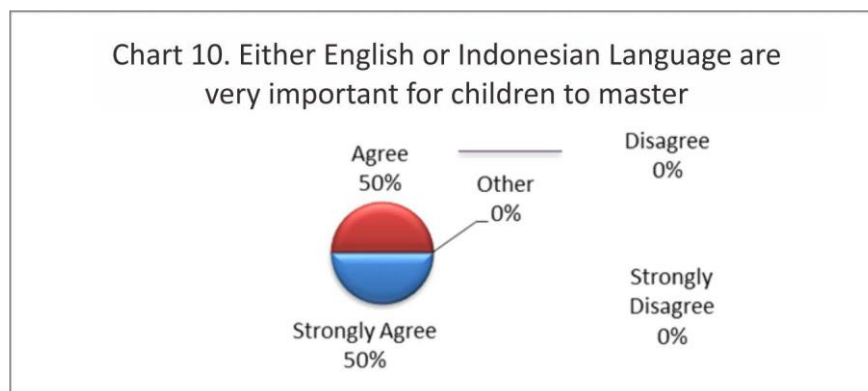
The following statement is about the opinion of each respondent on the balance of English and a language to be taught to children other than their mother tongue. The result is, 90% of respondents are very positive about this, where each falls in the category of strongly agree with a total of 50% followed by agreeing 40%. In addition, from this statement there are 10% of respondents chose to disagree, and 0% strongly disagree. This can be seen in the chart (9).

Figure 9. English or Indonesian Language as Important Language?



The balance that occurred in the previous chart, the following statement is about the crucial points of both English and Indonesian language to be mastered by children, and from this statement, obtained such data, 50% respondents strongly agree as well as 50% of respondents who have more or less the same opinion that is agree, in addition, there are 0% respondents in the category of disagree and strongly disagree. As clearly shown in the chart (10) below.

Figure 10. English or Indonesian Language for Children



After all the data analysis series that have been carried out, the author will discuss any findings related to this research. In the study, the subjects taken as respondents were parents in North Sulawesi Province who have children who can speak English and Indonesian Language, respectively.

The results of this study are each categorized in 10 charts following the number of questions in the questionnaire. The results of each statement are collected based on the findings in each statement in the questionnaire, which is divided into four categories, namely, Strongly Agree (SA), Agree (A), Disagree (D), and Strongly Disagree (SD), (Gon, S., & Rawekar, 2017).

Language is a central part of life. Humans use language not only for survival like animals, but humans use language for various aspects of life. Therefore, humans are equipped with LAD (Language Acquisition Device) so that they are able to develop themselves in language (Mukminin, A., Haryanto, E., Sutarno, S., Sari, S. R., Marzulina, L., Hadiyanto, H., & Habibi, 2018). The use of this language is inseparable from the language learning process experienced by humans from childhood to adulthood. The language children use from childhood and become the tool most widely used in their social interactions is their first language. If there is a first term, there is a second language term. The first language (L1) is the language that is most mastered and most often used by a person, while the second language is a language that is acquired through learning and tends to be learned intentionally. The second language does not mean that it is limited to a second language, but another language learned by someone, whether one language, two, or more. For learning and learning a second language, one must know more about the introduction and various hypotheses regarding the problem.

First language learning is closely related to the social development of children and, therefore, closely related to the formation of social identity. Learning the first language is one of the overall developments of a child to become a full member of society (Sidupa, 2018). Language makes it easy for children to express their ideas and desires genuinely socially acceptable way. Language is a medium that children can use to acquire cultural, moral, religious, and other values in society (Kandati, S. P., & Tatipang, 2021). When the first language is considered a language acquired without conscious effort, this second language has its characteristics in the process and conditions of its learning.

Moreover, the second language is not limited to the language learned by children but includes more heterogeneous acquisition in various aspects. Second language learning (SLL) also refers to learning a target language (Target Language) either by individuals or groups with specific language goals and learning objectives. The scope of SLL includes L2 informal learning that occurs naturally.

Learning a language is the process of mastering a language, both in the first language and in the second language. In learning a first language, it is necessary to know that a child does not suddenly have an L1 grammar in his brain and is complete with all the rules. The first language is acquired in several stages, and each subsequent stage is closer to the grammar of the adult language. Knowledge of this first language is acquired informally from the age of eighteen months. In addition, this learning process is received indirectly through mothers/fathers, families, and the surrounding community. The child's misunderstanding is the complete responsibility of adults, especially parents, to straighten out what they do not understand, where the surrounding

environment influences language acquisition. At this time, parents are needed to guide so that children's language learning develops by paying attention to their children's interactions and interactions. Children can absorb a second language well and faster than adults because the child's ability to pronounce a second language with the correct accent occurs at 2 or 3 years, then the child's second language also decreases with age. Therefore, many researchers agree that, in essence, the cognitive and linguistic processes in second language skills for children are the same as the strategies used in first language skills.

In essence, language learning is the same for every child, namely through the formation and testing of hypotheses about language rules. The formation of the rules is made possible by the innate ability or innate structure that every child mentally owns and is called a Language Acquisition Device (LAD) (Saddhono, K., Hasibuan, A., & Bakhtiar, 2019). Therefore, even if adults want to compete with children in the effort to learn a second language, it is clear that there is a difference between language learning for adults and children because of the difference between the results obtained by children and adults. Children in a critical period will acquire better abilities than adults whose first language will have been significantly reduced so that inevitably the elements of their first language will influence their efforts in learning a second language.

Based on the order, a second language is a language that children acquire after acquiring another. The language obtained is referred to as L2 if the language obtained first has been mastered relatively perfectly. If the mastery is not perfect, the language obtained later is also called L1. Based on its function in the learner's life, L2 plays a less influential role than L1. If L1 is used for all aspects of life, especially emotional ones, L2 is for certain aspects only. Second language learning is a phenomenon that appears in a multilingual society, in this case, referring to the national language or second language. This multilingual society makes children learn languages through great exposure, and they practice listening and speaking new words or speech they have heard before. We know that motor skills can only be trained with practice, and it is not surprising when children have better motor skills than adults.

The discussion of second language learning (L2) is inseparable from the first language acquisition (L1) discussion. The second language is obtained after mastering the first language. The difference between learning a second language and acquiring a first language lies in acquiring it (Kusumaningputri, R., Ningsih, T. A., & Wisasongko, 2018). Mastery of L1 is through an acquisition process, while mastery of L2 is through a learning process. Only deliberately and consciously L2 learning can be obtained through formal and informal education. This is different from the acquisition of the first language, which is natural and unintentional, and unconscious.

Seeing the development of learning and technology in today's era makes it easier for children to learn languages with various exposures they can meet (Lengkoan et al., 2019). This makes children more vulnerable to exposure to various languages that make them remember and even say words from the language they hear from the surrounding environment and exposure from the media.

In line with that, the understanding of parents teaching languages other than their mother tongue at home needs to be studied considering the many facts that occur where many children whose second language is not only Indonesian but also English. According to (Iskandar, 2019), parents need to teach a language other than their mother tongue, which is a habit from childhood, not only their national language (Indonesian) because Indonesian is also vital for them, but English too. The researchers found that parents' opinions and the theory can be aligned that parents should have a good understanding of children's second language learning so that children can understand well. When the child is at home, communication must go well between parents and children so that Child development can be achieved according to the child's growth and development. According to (Iskandar, 2019), Parents are indeed required to have the ability in everything, including of them being able to understand language learning from children because parents are children's first teachers. After all, children will ask their parents more questions than teachers because they spend more time at home than children at school. Each opinion from this parent provides a reasonably precise answer to every question provided in the study, these opinions then become the source of data in this study.

Statements in this research are structured so that they can be submitted to respondents. Each statement is made as easy as possible to be understood by the respondent (Pujihastuti, 2010) because the respondent's role is vast in this research so that what is being answered in this research can be obtained and appropriately described.

Based on the findings from those statements that have been described previously, it can be said that most parents agree with giving or teaching English as a second language to children, but some parents do not agree for several reasons:

1. Children will not be able to get along with their peers when they cannot adapt their language.
2. Parents will find it difficult to understand what their children say when they constantly use English.
3. English is excellent, but Indonesian language must come first because the Indonesian language is the national language.

The reasons above come from parents regarding any statements containing questions that prioritize English as the second language of their children. Talking about prioritizing, in the

statement, some questions lead to opinions about prioritizing the Indonesian language as a second language. From these statements, some parents disagree with the reasons:

1. Indonesian language can be adjusted later in the child's environment.
2. Indonesian language is easy to learn.
3. Indonesian language is already a language that will blend with children (naturally)

In addition, there is a statement in the questionnaire which contains questions about parents' opinions on teaching English and Indonesian Language, which are placed in the same position, in this case, not favoring English only or Indonesian language only. From this question, the data obtained are the overall respondents' agree, where each respondent's response is 50% divided into each category, namely Strongly Agree and Agree.

CONCLUSIONS

Having the skills to communicate with other people with different cultural and linguistic backgrounds is one of the keys to success in today's global era (Tatipang, D., Oroh, E. Z., & Liando, 2021). In this regard, the need to be able to speak English as one of the most spoken languages in the world is considered necessary. Opinions about teaching English and Indonesian language are significant if done together is a good thing. Both perspectives show that children can acquire a second language simultaneously or sequentially. Interestingly, both camps were not concerned that learning a second language in school would result in losing the first language.

Based on the conclusion that has been stated previously, it can be suggested that learning English is suitable for children as their second language, but teaching Indonesian language as the national language is also very important. Therefore teaching between these two languages must be balanced so that it does not only English that can be mastered by children or not only Indonesian language. Mastery of one of these two languages is likely to have an impact on the child and indirectly on the family. Therefore, the authors hope that with this research, future researchers can use the results of this study as a starting point to develop further research that may be based on the same problem.

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Repetition Drill in Teaching Simple Present Tense

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ABSTRACT

This study aims to determine the effective technique to overcome the students' problems using verbs that deal with the third person singular in the simple present tense by suggesting repetition drills as the technique. The method of this study is pre-experimental descriptive with one pretest and one post-test. The study population was the students in the second year of the English Education Department, and the sample consisted of 34 students. The finding shows that the mean score of the pretest is 4.06, and the mean score of the post-test is 7.05; this means that the post-test result is much better than the pretest. It can be concluded that the use of the repetition drill was effective in solving the students' problems.

Keywords: *repetition drill; teaching; simple present tense*

INTRODUCTION

Kuliahana and Marzuki (2020) stated that English is a compulsory subject that students must learn at university. If we go to a foreign country, people will use this language to communicate with us. It becomes crucial when the conversation enters politics, science, and interrelationship.

As the English language in Indonesia has been taught to students in this country as a foreign language, it should also be followed by developing its teaching methodology to make the teaching easier and easy to study without abandoning its system and structure. English is complicated due to its different structure and system from the Indonesian language (Sekeon, Rombepajung & Kumayas, 2020). Olii (2021) stated that the students should master two main aspects: language skills and language components in learning English. According to Lengkoan (2017), language skills consist of listening, speaking, reading, and writing, and language components consist of vocabulary, structure, and pronunciation.

Each person who learns English has a different method. They could memorize quickly by listening to conversations, writing, or reading. If we do not master English, it could be that our learning method is wrong, and we should immediately change the way of learning. We are wasting

much time if you do not notice, so some other complicated feelings will start to appear. Learning tenses is essential, and that is the fun of tenses. If we use the wrong tenses, the interlocutor or the reader will be confused. Tenses will tell when the activity takes place. However, do not be afraid of making mistakes or finding it difficult because, at first, learning grammar and tenses is indeed tricky. Nevertheless, knowing all the tenses, their uses, formulations, and practicing sentences with the tenses, surely we will quickly master them.

The students feel that it is difficult to learn it since their local and national languages have entirely shaped them with different structures and systems (Kandati & Tatipang, 2021). For example, the English word *speak* has three verb forms, but one form, *berbicara*, in Indonesian (Pandey, Hampp, & Andries, 2022). The different forms are related to those referring to time: speak (present), spoke (past), and spoken (past participle). The process is described as "shaping" response and strengthening selective reinforcement. Repeated response occurrences form a habit, and imitation plays an essential role in repetition. The language acquisition theory is based on the view that language is behavior that results from habit (Lumentut & Lengkoan, 2021). Habits are formed by practice and repetition. There are some research has been done before related to repetition drills and repetition drills for grammar (M.N n.d.) (Aini Khoyimah, Khoyimah, and Santoso 2020) (Azarine Hanan Mardhiyah 2019). Previous studies have mainly used repetition drills in speaking skills. Indeed, from a technical point of view, improving students' speaking skills is very appropriate. In this study, the authors are interested in using repetition drills in structure. Structure in English is often complained of as the most challenging part, especially for Indonesian people who use everyday sentences are not bound in the form of tenses, with the repetition drill technique helping students structure.

According to Richards (1974), language learning is habit formation. This assumption derives from the primarily general paradigm of behaviorist psychology. Habit formation may be described in various ways that rely on principles of association: frequency, contiguity, and intensity. Stimulus and response in the occurrences of the event become a habit (Bambulu, Pelenkahu, & Sanger, 2021).

Based on an initial observation in teaching English at English Education Department, the author found that it was difficult for most students, particularly those in the English Education Department, to use the simple present tense as they find it challenging to make sentences with appropriate tenses. They were confused about using the different forms of English verbs. When given some questions, the students could not reply with the correct present tense structure. This

recent study investigates the effectiveness of repetition drills teaching simple present tense in the English Education Department.

Maru, Nur, & Lengkoan (2020) stated that teachers must be able to encourage students to communicate in the target languages, both spoken and written. This study examines the effectiveness of repetition drills in teaching simple present tense. It can be seen that the final result brings about an achievement increase. Used as the technique in teaching simple present tense, repetition drill is a part of the audio-lingual method that is easy to use in learning (Mardhiyah, 2019). As grammar is one of the most crucial of English to communicate (Hikmah and Supeno 2020), the author simplified it by delivering it by a repetition drill technique.

Keh (2017) argued that teachers enter a classroom with pre-conceived ideas and beliefs about how languages are learned and how language should be taught. In this way, the author believed that teaching the simple present tense was easy to serve the instructional material. As it is included in grammar, the teaching also covered the rule of how the students have to construct their speaking and writing accurately. This component is essential to be mastered by the students. If they master the structure, they will correctly speak and write in English.

Grammar is a set of structured rules that govern the arrangement of sentences, phrases, and words in any language. Understanding grammar, according to Cambridge, is understanding the rules to form a sentence that can be understood in English. A collection of words can only be called a sentence if it can be understood perfectly by the listener without asking questions. Grammar is sentence structure. Tenses are part of grammar, a grammatical category that focuses on differentiating forms of verbs to express differences in time or duration of actions or circumstances.

Perlin, Sartika, and Nery (2020) stated that tense is a part of grammar that functions to describe the story that happened. Structure or grammar is one of the essential language components that students must learn (Masruddin, 2019). Tense is a grammatical expression of time relation between two events of time or situation. It is to make evident how to form the sentence according to a distinct possibility of time. Tense is divided into three significant parts:

1. Present tense (a verb points to the present time)
2. Past tense (a verb points to the past time)
3. Future tense (a verb points to the future time)s

In the English language, there are sixteen (16) tenses. In this study, the author selected simple present tense to teach through the repetition drill since the students had difficulties using it correctly in sentences.

The simple present tense is used to state (the daily activities, habitual actions, and general truth. It is used to describe what happens all the time or is repeated by or true in general. It is the tense for the description, definition, and statements of general truth (Fitria, 2019). It also describes something permanent or habitual (Allen, 1973). To form an interrogative or negative, we use the auxiliary verb do or does, which suits the subject. In negative, we put the auxiliary after subject; add to it with not, and turn the verb back to a base.

In learning the simple present tense, the teacher emphasizes the difficulties in studying the structure, which is about the verb dealing with the third person singular. The teacher guides students in making correct sentences and asks them questions they will answer adequately. Look at the following example:

Teacher: What time does your sister wake up in the morning?

Student: She wakes up at seven sharp.

Teacher: What does she do after getting up?

Student: She goes to the bathroom.

Repetition Drill

Generally, the application of learning with a drilling method is to provide practice questions to students. The students repeatedly present them in front of the class until most or even all students understand the learning materials they discuss. The drilling method presents education lesson materials by training students repeatedly and seriously in the form of oral, written, or physical activity so that students have high skills in mastering the subjects. Lina and Rosnija (2018) stated that a repetition drill is one of the appropriate techniques to deliver the meaning of the language by involving body movements. It is about a drill practice that can be used in material instruction. The students are educated on responding to a speech from direct speech or answering direct questions. "Repetition drill can emphasize important points. The teacher may repeat important words and phrases for emphasis" (Gooth, 1965).

The drilling method aims to acquire proficiency, a skill about something the child learns by doing practically the knowledge they are learning. To make an effective repetition, a professional teacher must emphasize a particular point of a word that seems complicated in the material part. This emphasis means finding a simple way for the students to catch the difficult part by following simplified pattern instruction. The students are instructed to practice producing word points of phrases emphasized repeatedly. More importantly, the students can manage little material

learning difficulties that seem more meaningful than studying more materials with little understanding.

Applying Repetition Drill

What do the drilling questions mean? Drilling questions is one of the learning models that teachers often conduct. The material in the drilling questions are those at the previous meeting and those at the next meeting. The nature of the drilling questions can include pretests and post-tests. The application of the repetition drill increases the students' mastery of the verb used for proper sentences. The application of the repetition drill was conducted as in the following steps proposed by Clark and Star (1981). They are:

- (1) distributing the copies of the simple present tense sentences (interrogative to each student)
- (2) writing the sentence pattern (sentence rule) of the simple present tense (positive and interrogative on the blackboard)
- (3) explaining the repetition drill to the students
- (4) writing and explaining positive and interrogative sentences and the use of the verb, which deals with the third person singular in building sentences
- (5) asking the students to write the rule/pattern of the positive and interrogative sentences
- (6) drilling the students to answer the interrogative sentences
- (7) correcting the students' mistakes, if any
- (8) training the students on the way to repeating the verbs changing that seems too difficult to master how to answer the interrogative sentences into positive sentences

The Advantage and Disadvantages of Repeating the Drill

The repetition drill establishes good studying habits and self-discipline and produces efficient learning. This technique application enables the students to change their learning ways. They will be taught how to be disciplined, adapt, and leave their bad learning habits. The students will practice some exercises repeatedly to express what has been taught until they can produce it accurately according to the learning target.

On the other hand, the repetition drill takes long sessions. This means that this technique wastes much time studying the material, which seems insufficient. If the teacher is not professional in creating the material, it will lead the students to laziness. The teachers need to specify and simplify the material to let the students achieve a proper target.

MATERIALS AND METHOD

In this study, the author designed a pre-experimental of one-group pretest-posttest. One group pretest-posttest design is similar to the one-shot case study (Brown 1973). The difference is that a pretest is given before the instruction, and a post-test is given after the treatment. To summarize, there are two tests: T1 (the pretest) and T2 (the post-test). X is treatment, which was the application of repetition drill, a teaching technique. The presentation of the design is shown below:

$$T1 * T2$$

The population of this research consisted of all second-year students in the English Education Department, with 34 students as the sample. The author used written essay tests as the research instrument. For data collection, the author followed the procedures designed by Brown (1973) by administering T1 (the pretest) to measure the mean of the student's achievement in the use of the verbs dealing with the third person singular in the simple present tense sentence of a single group taught with the repetition drill. Subsequently, the author exposed the subjects to repetition drills in a period and administered T2 (the post-test) to measure the mean of the students' achievement after conducting X. T1 and T2 were distinguished to determine the difference after X exposure. Later, an appropriate statistic test was applied to determine the student's achievements.

To follow the procedures, first, the author gave the pretest and explained briefly about tense, mainly the simple present tense. The students were then asked to make examples of simple present tense sentences. Then, the evaluation was conducted by asking the students to answer the question in the simple present subject of the third person singular. The students' achievements were scored.

Second, it is doing the treatment. The following procedures were conducted. Sentence examples were with the rule on the blackboard. Each sentence was explained by stressing a particular difficulty of every sentence, followed by the sentence pattern. The difference between the verbs in the sentence and the answer was highlighted. The students' way of building the question and the correct answer was explicated. The students were asked to read each sentence (interrogative and positive) on the blackboard. The students' mistakes were corrected while the teacher re-explained the exact rules. The students read all sentences (interrogative and positive), and the teacher explained the uses of the verbs changing according to the third person singular subject. The students were asked to make sentences (interrogative and positive), and their mistakes were corrected. Finally, a post-test was given for evaluation by asking the students to answer the interrogatives, and their achievements were scored.

RESULTS & DISCUSSION

In collecting the data, The author used tests under the pre-experimental design. The teaching technique used as the treatment was a repetition drill. This technique was used to express some difficulties in the learning. The author has delimited the verbs which deal with the third person singular in the simple present tense. It has been tested using pretest and post-test to collect the actual data.

A frequency distribution matrix was used for precise data presentation, and the mean of the students' scores was counted, as shown in Table 1. It also shows students' scores in pretest and post-test. It is generally indicated that most students still obtained low scores compared to those with high scores due to the improper treatment. Out of 34 students, 32 students got low marks. The achievement arrangement in the post-test shows us that 21 students got good marks and 13 got better ones.

From the results of both tests (the pretest and post-test), it could be concluded that the achievement in the pretest was lower than that in the post-test; in other words, the way presenting the instructional material or the lesson was not able to make the students obtain high scores. The scores in the post-test indicate that the technique was adequate to encourage the students to get higher scores. This is also an indication that the method used in the treatment improved the students' achievement. The general understanding can be understood from comparing the results in the pretest and those in the post-test.

Table 1 shows the scores presented in comparison, giving a foundation of judgment to the reader. It implies an increase in student achievement after the repetition drill in their learning of simple present tense. The students had a better structure mastery as the repetition drill could create a thorough practice and a good atmosphere motivating them to understand and use the correct simple present tense.

Table 1. Students' gaining scores

No	Pre-test	Post-Test	Gains	No	Pre-test	Post-Test	Gains
1	4	6	2	18	5	7	2
2	5	8	3	19	2	6	4
3	5	6	1	20	5	7	2
4	3	8	5	21	2	8	6
5	5	7	2	22	5	8	3
6	4	8	4	23	5	6	1
7	5	6	1	24	5	7	2
8	2	7	5	25	5	8	3
9	2	6	1	26	4	6	2

10	6	8	2	27	5	7	2
11	3	6	3	28	7	8	1
12	1	6	5	29	6	9	3
13	4	8	4	30	7	8	1
14	2	8	6	31	6	7	1
15	4	6	2	32	6	7	1
16	1	8	7	33	3	7	4
17	5	6	1	34	3	6	3

It is shown generally in Table 1 that the students gained some outstanding scores. One student gained score 7, two students gained 6, three students gained 5, four students gained a 4 score, six students gained 3 scores, nine students improved their achievement by 2 score, and eight students gained 1 score.

Table 2. The Frequency Distribution Matrix of T₁.

X	Tally	f	P	%	cf	Cf%
7	III	3	0.0882	8.82	34	100
6	III	3	0.0882	8.82	31	91.18
5	III III II	12	0.3259	35.29	28	82.36
4	III	5	0.1471	14.71	16	47.07
3	III	4	0.1177	11.77	11	32.36
2	III	5	0.1471	14.71	7	20.59
1	II	2	0.0588	5.88	2	5.88

Table 2 shows the frequency distribution matrix of the scores obtained by the students in the pretest. Out of the 34 students, the highest score was 7 achieved by three students (8.82 %); three students (8.82 %) obtained 6; twelve students (35.29 %) obtained 5; five students (14.71 %) got 4 score; and four students (11.77 %) got 3; five students (14.71 %) got 2. The rest two students (5,88 %) got 1.

Table 3. The Frequency distribution matrix of T₂.

X	Tally	f	P	%	cf	Cf%
9	I	I	0.0295	2.95	34	100
8	III III II	12	0.354	35.4	23	97.35

7	III	9	0.2655	26.55	21	61.95
4	IIII	12	0.354	35.4	12	35.4

Table 3 shows the frequency distribution matrix of the post-test students' scores. The lowest score is 6, and the highest score is 9. The analysis shows that of thirty-four students involved in the post-test, one student got 9; twelve students (35.4 %) got 8; nine students (26.55 %) got 7, and twelve students (35.4 %) got 6.

The findings showed that their achievement increased with the treatment. In the analysis, it can be seen that by comparing the pretests and post-tests, it is clear that the achievement in the post-test is higher than that in the pretest, where the higher score is 8. In quantification, the scores shown in the previous section tables guarantee that the students had better progress after using the repetition drill in class. Their mastery of simple present tense improves due to the continuous exposure to the pattern of the structure. The students became familiar with the structure and could automatically use it in a simple sentence. This means that the use of the repetition drill was effective in improving the students' mastery of simple present tense.

CONCLUSION

The experimentation with the repetition drill in increasing students' mastery of simple present tense concludes that the repetition drills help the students to understand and use the verbs, which deal with the third person singular in the simple present tense, especially in answering the question. The test result shows that the scores of the students' achievement in the post-test were generally higher than those in the pretest. The advantages of the drill method are as follows: First, students' understanding is broader through repeated practice. This weakness illustrates that by using the drill method, students participating in learning will have a broader understanding because the exercises are carried out repeatedly. This means that repetition drills could increase the students' mastery of the verbs that deal with the third person singular in answering the question correctly. The repetition drill enables the students to overcome some difficulties in verb changes of the third person singular subject in the simple present tense.

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Developing Students' Skill in Writing Procedure Text Using YouTube Videos

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ABSTRACT

The purpose of this study is to determine whether YouTube videos are effective to use in teaching writing procedure text during the online learning process. It is experimental research with the population of all students of Class XI TMI in the first semester of SMK YPT Tegal in the academic year 2020/2021 with a total of 327 students. The sample was 40 students taken by using the cluster random sampling technique. The samples were grouped into two; (1) control group consisting of 20 students who were not taught using YouTube videos, and (2) experimental group consisting of 20 students who were taught using YouTube videos. The data analyzed using SPSS version 22 obtained the average post-test results of the two groups $78.50 > 64.50$. Based on the results of hypothesis testing using an independent sample t-test, a significance value of 0.000 was obtained, which was smaller than the significant value of α , which was 0.05, meaning that H_a was accepted. This means that there is a significant difference between the experimental group and the control group. In conclusion, the use of YouTube videos in teaching writing has a positive effect on the students' writing skill.

Keywords: *YouTube video; teaching writing; procedure text*

INTRODUCTION

Writing is a challenging and difficult language productive skill to master and teach as it requires careful attention to accuracy (Parra, 2019). Writing entails translating a concept, feeling, or thinking into written form by paying close attention to the proper use of language (Jusman, 2014) to achieve its purpose such as to entertain, inform, explain, or be able to persuade the reader. To gain a maximum result of students' writing at school, (Caswell & Mahler, 2004) suggests that the process takes some steps starting from prewriting, writing, revising, editing, to finally publishing. This long procedure is possibly done when a teacher has enough time to guide students at school.

In fact, since the Covid-19 pandemic stroke in 2020 in Indonesia, students' opportunity to interact directly with the teacher at school has become very limited. The teacher uses one-way learning, which means the teacher explains materials in front of the

class. As experienced by students at SMK YPT Kota Tegal, they usually listen to the teacher's explanation and note it down during the English lesson. After the learning process is complete, the teacher gives assignments to the students. This one-way learning method is no longer effective in achieving the learning objective. In addition, when online learning is conducted, the teacher is forced to use distance learning technology. It, then, requires a teacher to understand the technology and overhaul learning plans with online methods (Joshi et al., 2020).

On the other hand, in coping with the online learning situation, the teacher needs media to achieve learning goals so that the learning process will be effective and successful (Marpanaji et al., 2018). Students also need media that help them understand the material as well as maintain their learning motivation. It has to be easily accessed and available anytime when they need it. Therefore, using technology-based learning media like YouTube video can be a good alternative since it can provide a more interesting and fun atmosphere for the learning process (Almurashi, 2016). Many students find YouTube useful to solve their academic problems and questions as well as to learn school materials and seek information Moghavvemi et al. (2018).

A number of studies have been conducted on how YouTube videos can be used to support language learning. Researches by Isnaniah (2020) and Jalaluddin (2016) found that YouTube videos used in speaking class could develop the students' English-speaking skills. An experimental research by (Prihatini et al., 2018) showed that using YouTube videos was effective in improving students' mastery of writing narrative text. Compared to printed media in the text book, a study by Siahaan et al. (2021) showed that YouTube as a visual media is more effective in teaching narrative for junior high school students. In line with the previous studies, this experimental research also utilized YouTube videos to teach English but focused on its effect on students' skill in writing procedure text.

In learning procedure text, students need to see how something works or operates step by step since the social function of the text is to describe how something is accomplished through a sequence of actions (Gerot & Wignell, 1995). Muliati et al. (2021) suggest that teacher teaches procedure text using demonstration that allows students to see and hear details related to the skills being taught. As a result, students will have a concept of what they want to write or what type of text they are going to write. Sometimes, students even need repetition of materials on procedure text delivered by the teacher, that without proper media, it will become a problem for the teacher (Rahmawati et al., 2016).

Considering that students experience online learning that needs effective media to support them in the process of writing procedure text, the study on this field is worth conducted. Therefore, this study aimed to find out the effectiveness of using YouTube video in teaching writing procedure text.

MATERIALS AND METHOD

This research applied quantitative approach by using true-experimental design. Vukojević (2016) states that the true experimental design is rigorous and robust because groups are formed through random assignment. The population was eleventh-grade students of SMK YPT Tegal that consist of 11 classes. The samples were taken using cluster random sampling. Two groups were selected randomly from the population using rolled paper. Each group consisted of 20 students. The first group is called the experimental group (R1) and the second group is called the control group (R2). Different treatments (X) were given to both groups by teaching them the same material but different media. After the treatment, a posttest (O2) was given to both groups.

Table 1. Two-Group Design

R1	X	O ₂
R2	X	O ₂

R1 : Experimental Group

R2 : Control Group

X : Treatment

O₂ : Post-test

The research variables are divided into two categories as follows:

- a. Independent variable: the use of YouTube video
- b. Dependent variable: students' writing achievement

The treatment for experimental group was done in six online meetings through Zoom platform: first, students were given materials about procedure text through video uploaded on YouTube. The procedure text material includes definition of procedure text, generic structure, language features, and an example of procedure text "how to make soup". Second, students were asked about procedure text. Second, a YouTube video about simple present tense related to procedure text was given. Then, the students were asked to make

some sentences related to the given tense. Third, students were asked to watch a YouTube video about an example of a procedure text on "how to operate a television". After that, the students were given explanation about the parts of the generic structure and language features of the videos watched on YouTube. Fourth, the students were asked to make an example of a procedure text on "how to make watermelon juice" independently. After that, students practiced writing their text. Fifth, the students listened and watched the YouTube video on "how to make sweet tea". Then, the students were asked to rewrite what they had heard by paying attention to the grammar. Sixth, the students were given a post-test for 60 minutes to measure the students' writing skills. The posttest was conducted to obtain the research data.

A posttest was given to students to measure the effect of using YouTube video on students' writing achievement. The students' work can be assessed based on five aspects, namely vocabulary, grammar, clarity of meaning, punctuation marks, and the relationship of ideas between paragraphs. The assessment guide for writing texts is shown in Table 2.

Table 2. Scoring Criteria in Writing Test

Aspect of Writing	Score	Criteria
Spelling	4	The text has no mistake in spelling
	3	The text has 1-2 mistakes in spelling
	2	The text has 3-4 mistakes in spelling
	1	The text has more than 4 mistakes in spelling
Grammar and vocabulary	4	True and correct
	3	Sometimes less precise but doesn't affect the meaning
	2	Less precise and influence the meaning
	1	Difficult to understand
The clarity of meaning	4	Very clear and very effective
	3	Quite clearly and effectively
	2	Clear but not effective
	1	Less clear
Ideas relationship between paragraphs	4	It is clear
	3	Clear enough
	3	Less clear
	1	It is not clear
Punctuation	4	The text has no mistake in punctuation
	3	The text has 1-2 mistakes in punctuation
	2	The text has 3-4 mistakes in punctuation
	1	The text has more than 4 mistakes in

punctuation

Adapted based on the writer's need from Brown & Abeywickrama (2004)

The total maximum score can be formulated as follow:

$$\text{Total score} = \frac{\text{Total right} \times 2 \times 10}{7}$$

To measure the validity of the instrument, the writer used content validity and construct validity. This study uses content validity because the instrument is relevant or related to the topics in the Class XI syllabus. Construct validity is used because the topics in this instrument measure each component or aspect of certain learning objectives in the lesson plans. In other words, the test is designed to assess or measure the ability to write a text.

Reliability test is used to determine the degree of stability of the instrument. Standard assessment is used to assess students' mastery of learning to write. An item is said to have good difficulty, if the item uses not be too easy or difficult for students, then students can answer the item. For this reason, the question can be said to have a good level of difficulty. A test cannot be used as a good evaluation tool if it contains many things that are too difficult or too easy. In this case, the reliability test shows the consistency or stability of the test scores when the test is used.

After all data were collected, the next step was analyzing the data. Data analysis in this study leads to learning outcomes and conclusions to reveal differences in students' writing abilities. The writer analyzed the experimental data using the SPSS (Statistical Package for the Social Sciences) version 22 statistical test.

Normality Test

The normality test was used to measure the research data was carried out with normal distribution or not. It was calculated using SPSS version 22.

Homogeneity Test

This homogeneity test was used to measure students' writing achievement before treatment. Then, it can be ensured that each group of students has the same ability.

Paired sample T-test

To prove the first hypothesis, a paired T-test was conducted using SPSS version 22. It was used to determine whether there was a significant difference between the two groups by comparing the results of the mid-term test and post-test in each group.

Independent sample T-test

The independent sample T-test compares the means of the two independent groups to determine whether there is statistical evidence that the associated positions mean that the independent samples differ significantly. The t-test is used to prove the hypothesis that is whether there is significant difference between students who are taught using YouTube videos and those who are not taught using YouTube videos.

RESULTS & DISCUSSION

The research experiment was conducted in 6 meetings that applied a two-group design. The two groups were two classes that were given a treatment. Each group consists of 20 students. The first group is the control group which is not taught using YouTube videos and the second group is called the experimental group which is taught using YouTube videos. Both groups were taught the same material but using different media. In teaching procedure text, the steps to guide students in writing suggested by Caswell & Mahler (2004) were used. These include prewriting, prewriting, writing, revising, editing, and publishing.

After the treatment, to collect the data, the students were given a written test for 60 minutes. The test was in the form of an essay with 15 questions which were divided into 3 parts; (1) determine the parts of the procedure text, (2) complete the sentences, (3) choose an image. Then, students were asked to write a procedure text and analyze its generic structure.

The test results from the two groups were compared to find out that students who used YouTube videos as a medium for learning to write got better grades than students who did not use YouTube videos as a medium for learning to write.

Data Description of Control and Experimental Groups

The post-test scores of the control and experimental groups were calculated using SPSS version 22 to produce the mean, median, modus, standard deviation, and variant.

Table 3. Data Description

Statistical Measurement	Score	
	Control Group	Experimental Group
Mean	64,50	78,50
Median	65,00	77,50
Mode	65	75
Std. Deviation	7,763	6,091
Minimum	50	70
Maximum	80	90
Variant	60,263	37,105

Based on table 3, it can be seen that the post-test scores of the control group have a mean value of 64,50 with a median value of 65,00. The minimum score is 50, the maximum value is 80, the modus is 65, the standard deviation is 7,763 and the variant is 60,263.

The post-test scores of the experimental group students have a mean value of 78,50 with a median value of 77,50. The minimum score is 70, the maximum value is 90, the modus is 75, the standard deviation is 6,091 and the variant is 37,105. Based on the data, the histogram description of the distribution of post-test experimental group data is as follows:

Pre-Analysis Testing

Homogeneity Test

In this study, the students' mid-term test scores were used to know the homogeneity of the sample distribution. The test was conducted using the SPSS version 22 statistical test. The results were used to determine statistical test decisions. The basis for decision-making in this homogeneity test is if the significance value is <0.05 . It can be said that the variance of two or more data population groups is not the same. Whereas if the significance value is > 0.05 , it can be said that the variance of two or more population groups is the same.

The following are the results of the homogeneity test based on the mid-term test scores data processing for the control group and experimental group using SPSS version 22.

Table 4. Homogeneity Test Results

Levene Statistic	df1	df2	Sig.
,018	1	38	,893

Based on the results of the above calculations using SPSS, it is known that the output table results from the homogeneity of variance test. Then it is known that the significance value is $0.893 > 0.05$ so that H_a is accepted. Therefore, the variance of the second or more data group is said to be homogeneous.

It can be interpreted that there is no significant difference between the control group and the experimental group. Both groups have the same ability. In other words, the sample is homogeneous.

Normality Test

A normality test is a test conducted to assess the distribution of data in a group of data or variables, whether the distribution of the data is normally distributed or not. The following are the results of calculation using SPSS version 22:

Table 5. Normality Test Results

		Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Class	Statistic	D f	Sig.	Statistic	D f	Sig.
Mid-term test scores	TMI 1	,182	20	,080	,908	20	,057
	TMI 2	,178	20	,098	,908	20	,059
Control group TMI 1		,126	20	,200*	,967	20	,681
Post Test scores	Experimen tal group TMI 2	,217	20	,014	,909	20	,062

*. This is a lower bound of the true significance. Lilliefors Significance Correction

Based on table 4.4, the normal test results show that the value of Sig. on the mid-term test scores of the control group is 0.057, the value of Sig. on the mid-term test scores of the experimental group is 0,059, the value of Sig. in the posttest scores of the control group is 0.681 and the value of Sig. on the posttest scores of the experimental group is 0.062. With the value of Sig. > 0.05 then H_a is accepted. In conclusion, the mid-term test scores for the control group, the mid-term test scores for the experimental group, the posttest scores for the control group, and the post-test scores for the experimental group are data that are normally distributed.

Hypothesis Testing

This test is carried out to find out a conclusion from the results of the posttest data and tested using the paired sample T-test and the independent sample T-test. The test hypothesis is as follows.

H_a : The use of YouTube video has a positive effect on students' writing skill in eleventh-grade students at SMK YPT Kota Tegal.

H_o : The use of YouTube video doesn't have any positive effect on students' writing skill in eleventh-grade students at SMK YPT Kota Tegal.

Paired Sample T-test

Paired sample T-test was done to prove the first hypothesis. The purpose of using the paired sample T-test is to find out whether there is a difference in the mean of the two paired or related groups. The students' mid-term test and post-test scores were used, then calculated using SPSS version 22. The basis for decision making in the paired sample T-test based on the significant value in the SPSS is if the probability or significance value (2-tailed) < 0.05 then there is a significant difference in learning outcomes in the mid-test and post-test score data, which means that there is an effect of using YouTube videos in learning to write. Meanwhile, if the probability or significance value (2-tailed) > 0.05 , then there is no significant difference between learning outcomes in the mid-term test and post-test score data, which means that there is no effect of using YouTube videos in learning to write.

Table 6. Paired Samples Statistics

Mean	N	Std.	Std. Error Mean
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Deviation					
Pair 1	Mid-Term Test	62.50	20	9.268	1.465
	Post-test scores	71.50	20	9.884	1.563

Table 7. Paired T-Test Result

		Paired Differences					T	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	Mid-Term Test – Posttest scores	-9.000	8.785	1.389	-11.810	-6.190	-6.479	39	.000

Based on table 7, it is known that the value of Sig. (2 – tailed) is $0.000 < 0.05$, then H_0 is rejected and H_1 is accepted. So, it can be concluded that there is a significant difference between the students' mid- term test and posttest scores, which means that the value of learning outcomes is better after using YouTube video media in students' learning to write. This is evidenced in table 7 that both groups have different results.

Independent Sample T-Test

Independent sample T-test was done to compare the averages of two unrelated groups (two independent samples) so that it can be seen whether significantly the two samples have the same average or not. The basis for taking the independent sample T-test is if the significance value or sig. (2-tailed) > 0.05 , then H_1 is accepted and H_a is rejected. Meanwhile, if there is a significant value or sig. (2-tailed) < 0.05 , then H_0 is rejected and H_1 is accepted. The data were taken from the students' post-test scores. Then the independent sample T-test was calculated using SPSS version 22.

Table 8. Group Statistics Results

Class	N	Mean	Std. Deviation	Std. Error Mean
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Post Test scores	Control				
	class	20	64,5000	7,76293	1,73585
	TMI 1				
	Experi				
	mental	20	78,5000	6,09141	1,36208
	class				
	TMI 2				

Table 9. Independent Sample T-Test Result

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	T	Df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Post Test Scores	Equal variances assumed	,759	,389	-6,345	38	,000	-14,00000	2,20645	-18,46672	-9,53328
s	Equal variances not assumed			-6,345	35,966	,000	-14,00000	2,20645	-18,47504	-9,52496

Based on table 9, it is known that the value of Sig. (2-tailed) is obtained at $0.000 < 0.05$, then H_0 is rejected, and H_1 is accepted. This means that there is a significant difference between the average learning outcomes of the control group and the experimental group.

The Result of Data Analysis

This study was conducted to find out whether the use of YouTube videos has a positive effect on students' writing achievement. To find out which one is more influential on student learning outcomes, a one-way t-test is carried out and the results can be seen in table 4.5.4 that (Sig. 2-tailed) is 0.000 which is known if the value of Sig. (2-tailed) is less than 0.05 then H_0 is rejected and H_1 is accepted. This is evidenced by the results of the average posttest scores of the two groups; from the control group, the average result is 64.50, while from the experimental group, the average result is 78.50.

The null hypothesis (H_0) is not accepted, while the hypothesis of the research H_1 is accepted. It means the writer formulates the hypothesis as follows:

H_1 : The use of YouTube video has a positive effect on students' writing skill in

eleventh-grade students at SMK YPT Kota Tegal.

Ho: The use of YouTube video does not have any positive effect on students' writing skill

in eleventh-grade students at SMK YPT Kota Tegal.

After the research has been carried out, it was found that the experimental group students who studied using YouTube video media had better writing achievements than control group students who were not taught using YouTube video media. YouTube videos are used as learning media to teach procedure texts. YouTube videos make it easier for students to learn to write so that students can convey their ideas in writing.

CONCLUSION

This study is an experimental study using a true-experimental design and only uses a post-test. There were two groups; the control group and the experimental group. Each group consisted of 20 students as the sample. The sampling technique used cluster random sampling, and the validation used content and constructs to measure the validity of the instrument. Then after being said to be valid the research H1 was accepted. Furthermore, students were given a test to assess their writing in this study. The results show that the learning outcomes of students who are taught using YouTube videos are better than students who are not taught using YouTube videos. The control group has a total score of 1290 and the experimental group has a total score of 1570. Then, the writer performs a t-test with a value (Sig.2-tailed) of 0.000. It is known that if the value is less than <0.05 , then H_0 is rejected, and H_1 is accepted. This can be seen from the average value of the control group and the experimental group. The control group has an average of 64.50 while the experimental group has an average of 78.50. This means that there are differences in results between the control group and the experimental group. Based on these results, the research hypothesis is accepted. This means that students who are taught using YouTube videos get better writing achievement than students who are not taught using YouTube videos. This shows that the use of YouTube in teaching writing has a positive effect on the students' writing skill.

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Showing Leadership through the Types of Presupposition in Patriots Day Movie

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Article History: ABSTRACT

First Received: 20/04/2022	This study is a pragmatics scope that focused on types and meaning of presupposition in <i>Patriots Day</i> movie, uttered by the main character (Tommy) using George Yule's theory. The movie is a documentary that told about the true story of bombing action at the Boston marathon in 2013. Then, this study also applied qualitative research that uses description and sampling data to be analyzed. In Yule's theory, he classified six types of presupposition: existential, factive, lexical, structural, non-factive, and counter-factual. This study showed that Tommy applied all types, but existential presupposition was used more frequently than other types. Existential presupposition found 78 data, structural is 19 data, factive is 5 data, lexical is 4 data, non-factive is 2 data, and counter-factual is 2 data. An existential presupposition is commonly shown because Tommy, the main character, is a sergeant/ leader. He has power and authority and wants to show the existence of situation, condition, people around him and himself by saying utterances containing presupposition. Later, he also wants and strives to cover his feeling, weakness, and mental pressure from his interlocutors. Thus, the existential presupposition is more used by Tommy to show the situation that he faced, the power of Tommy as a sergeant, and represent his mental pressure during his duty.
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Keywords: *types of presupposition; leadership; documentary movie; Patriots Day movie*

INTRODUCTION

In 2013, Boston Athletic Association held Boston Marathon on Patriots Day. It was entered 117th year, which had 26.000 participants worldwide, but it was an accident about bombing which was indicated as terrorism along with the marathon competition (<https://travel.detik.com/travel-news/2221522/mengenal-boston-marathon-lomba-lari-yang-diguncang-bom>). The two bombers of this incident were Tamerlan and Dzhokhar Tsarnaev, and there were three dead victims and more than 100 injured. This event was raised in a movie entitled *Patriots Day*. The director of this movie was Peter Berg. Berg wants to remind people about the

Boston Marathon tragedy through the movie. Hence, *Patriots Day* won some awards, such as best drama and best drama TV spot, which Golden Trailer Awards held in 2017, and the NBR (National Board of Review) award as top ten movies in 2016 (<http://www.imdb.com/title/tt4572514/awards>).

As a successful movie, *Patriots Day* provides the people with information about the bombing in Boston. It tells a true story of the Boston marathon incident because recently, the movie is the best media for communicating without showing any excuses and can be based on a true story. Turner (1999:3) states, "Movie provides us with pleasure in the spectacle of its representations on the screen, in our recognition of stars, styles, and genres, and in our enjoyment of the event itself". It means that movie is one of the media able to contain moral values, makes us pleasure with the representations on the screen, the truth of life, inviting the audiences for making enjoyment of its event in the movie, entertaining until teaching the audiences something new.

The movie is interesting to explore based on the explanation above. Therefore, the researcher intends to analyze the *Patriots Day* movie using a pragmatic approach, particularly about presupposition, because presuppositions are shown in every scene of this movie. However, the assumption of each presupposition by the main character is not the same. On the other hand, the presupposition is essential for understanding the speaker's intent, someone's feeling, or the purpose of statements. Furthermore, the function of presupposition is that the speaker can make assumptions based on shared knowledge (between the speaker/ writer and the listener/ reader) and the context of an utterance (see Yule, 2010). It means that presupposition is influenced by the context of the speaker's saying. It is a tool to build some information based on the listener knowledge to understand certain utterances fully.

In addition, presupposition can be applied in the movie study because it shows some utterances that are not revealed explicitly, and it will help the hearer understand the speakers' assumptions while speaking. They genuinely interpret their utterances because each speaker or writer understands that they will share with their hearer or reader by using presupposition (see Yule, 1996, 2010).

Some relevant previous studies support this research. Rubiyanti, Afrin (2013) conducted the first. Her study entitled "*Presupposition in Interrogative Headlines on 'ALLKPOP' News and Gossip Site*". She focused on presupposition triggers of questions, the indication of the presupposition, and the function of these interrogative headlines by using George Yule and Levinson's theory. While Yuliana, Dewi (2015) conducted the second. Her study entitled "*The Descriptive Analysis of Presupposition in the 'MALEFICENT' Movie Script*" talked about the

types and meaning of each presupposition and the most dominant presupposition in the 'Maleficent' movie script by using George Yule's theory.

Meanwhile, the third was conducted by Yuniardi and Yerry (2015). His study entitled *presupposition as found in 'The Dark Night' movie* focused on the types of presupposition found in 'The Dark Night' movie using George Yule's theory. Faiqoh, Elok (2017) conducted the last. Her thesis is entitled "An Analysis of Presupposition in Make Over Beauty Products Advertisement on Website". She focused on the types and functions of presupposition used on the Make Over beauty product advertisement website by using George Yule's theory.

The above explanation shows that both previous studies used the movie as their subject to be analyzed. The genres of these movies are action (*The Dark Knight and Maleficent Movie*). Then the subsequent two previous studies are "Presupposition in Interrogative Headlines on "ALLKPOP" News and Gossip Site" and "An analysis of Presupposition in Make Over Beauty Products Advertisements on Website". However, this study also uses George Yule's theory, but the researcher finds the gap that this study will explore more deeply on presupposition in a documentary movie, through the title "Showing Leadership through the types of Presupposition in Patriots Day Movie". The researchers focus on the main character (Sergeant Tommy) to be looked for types of presupposition and the intention of each presupposition used by him in order to increase the research field as reference material to learn about presupposition in pragmatics.

In addition, this study focuses on the pragmatics approach because it explains the language used on the presupposition side in a movie. Levinson (1983:9) proposes, "Pragmatics is the study of those relations between language and context that are grammaticalized, or encoded in the structure of language". It also focuses on all utterances in the main character of the *Patriots Day* movie. This study aims to understand the types of presupposition and the intention of each presupposition used by the main character (Tommy). According to (Yule, 1996:27-30), the presupposition is divided into six. They are existential, factive, lexical, structural, non-factive, and counter-factual. Therefore, this research will explore presupposition in the *Patriots Day* Movie.

In the field of communication, pragmatics is different from semantics. Griffiths (2006:1) stated, "Semantics is the study of the 'toolkit' for meaning: knowledge encoded in the vocabulary of the language and in its patterns for building more elaborate meanings, up to the level of sentence meanings". Semantics sees a language from the reference of words that contain the meaning of those words because every expression of a sentence, phrase, or word is built from encoded meaning. Meanwhile, pragmatics looks at a language deeply in a context because a

language is consequently motivated by an event that motivates its utterances revealed in daily communication. Birner, B (2013:2).

Pragmatics may be roughly defined as the study of language use in context compared to semantics, which is the study of literal meaning independent of context". Hence, pragmatics and semantics in the language field connect to make unity for people's communication. However, they are different in some ways, such as pragmatics is about the speaker's intention based on the context that follows its utterance, and semantics is dealing with language meaning that sees the language from the encoded-word.

Pragmatics is a field where we can use it to understand the language used in a context, and it talks about how the speakers use it to show their meaning. Pragmatics is also a branch of linguistics that exactly explain and discuss the relationship between language, context, and how the users of it. Where many linguists describe it differently, such as Levinson (1983:9) proposes, "Pragmatics is the study of those relations between language and context that is grammaticalized or encoded in the structure of language". It can be known that pragmatics encompasses two things: language and contexts are interconnected because if an utterance is spoken, it is motivated by the context that follows its utterance, and it has become a permanent system in learning pragmatics. Furthermore, Mey (2001:6) states, "Pragmatics studies the use of language in human communication as determined by the condition of society". The corner of language is used for delivering a human's meaning or message since language is practiced as the companion communication system because pragmatics studies how humans need a language to ease the understanding of their communication in their social life.

Moreover, Yule (1996:3) defines that "Pragmatics is concerned with the study of meaning as communicated by a speaker (or writer) and interpreted by a listener (or reader)". Thus, language is seen by pragmatics more than the meaning of language but refers to language use because the hearer's understanding is broader than the speaker. Their interpretation is not separated from the context that follows its utterance.

Speakers have an assumption when they speak with other people while saying something. This assumption can be called a "presupposition". Presupposition leads to an implicit interpretation created by the speakers while revealing an utterance. These are definitions of presupposition based on some experts. Griffiths (2006:143) states, "The shared background assumptions that are taken for granted when we communicate". Every speaker expresses their understanding through presupposition while talking with someone else by using the context because the meaning of every utterance is not necessarily expressed in a sentence, but that is seen in understanding between the speaker and the hearer. So, it is expressed because the speaker's or

writer's mindset about what they are talking about and writing to his or her hearer or reader must have a purpose or understand each other.

They have created presupposition while assumption seems like giving interpretation between the speaker and the hearer. Finch (2000:173) states that a term used in both semantics and pragmatics to refer to assumptions implicitly made by speakers and listeners which are necessary for the correct interpretation of utterances". Speakers or listeners interpret what they will express because previously when the speakers or listeners give their assumptions, they have a description of their utterances.

Therefore, Yule (2010:133) defines presupposition as what a speaker (or writer) assumes is true or known by a listener (or reader). All utterances that are said by the speaker (or writer) are understood by the listener (or reader) because presupposition has to be mutually assumed by the speaker (or writer) in utterances by using the context and situation where it is uttered. After all, they have an implicit purpose of being interpreted as true or false, but it is primarily an appropriate assumption, although some may be mistaken (Yule, 2010:133). It means that some assumptions owned by the speaker (writer) can be true or unappropriated, but mostly, it is an appropriate assumption covered by their context and situation.

MATERIALS AND METHOD

In addition, this study used qualitative research with a characteristic, namely descriptive that points to words, pictures showing the result of the research as some quotations, and descriptions to illustrate its report (Moleong, J, 2012:11). Thus, the description in qualitative research used in this research is to describe types of presupposition, such as existential, structural, lexical, factive, non-factive, and counter-factual presuppositions, commonly used by the main character in *Patriots Day* movie. Then, this study also explains the intention of each presupposition using Yule's theory.

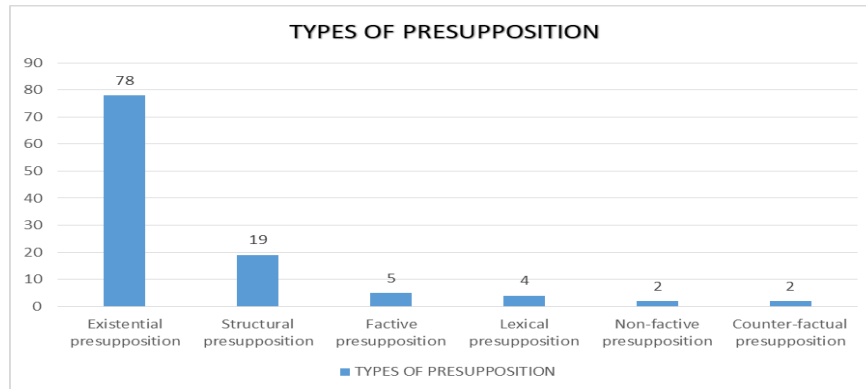
RESULTS & DISCUSSION

Types of Presupposition

Presupposition has associated with a phrase, word, and structure. Yule (1996) classifies types of presupposition based on indicators of potential presupposition. They are existential, factive, lexical, structural, non-factive, and counter-factual presupposition. The amount of data of this study is 110 data that consist of all types of presuppositions delivered by Tommy as the

main character in the *Patriots Day* movie. Existential presupposition found 78 data, structural is 19 data, factive is 5 data, lexical is 4 data, non-factive is 2 data, and counter-factual is 2 data.

Figure 1. Type of Presupposition



The chart above explains that existentialism is more dominant than other types of presupposition. Then, the second-high amount is structural, the third is lexical, and the last is a non-factive and counter-factual presupposition. Here are some utterances that contain presuppositions to other people used by Tommy to other people.

Tommy's utterances containing existential presupposition

Telling something

002/00:00:32-00:00:41

Context:

In datum 002 and minutes 00:00:32-00:00:41 showed that Harrold did not care about Tommy. He was afraid to open the door because he did not want to be interrogated by Tommy. He was expected to persecute a woman that he met some time ago. Tommy was annoyed, and he just heard rustling from a man's room. Tommy told his friends, but the two friends of Tommy just kept silent and did nothing. They just stood and waited for Tommy's instruction. The situation around Harrold's flat was so quiet because it was night.

*Hey, buddy. I want to talk to you! Open the door! **I hear him in there***

The existential presupposition appears in this utterance. It is shown the existence of **him** (**Harrold**) that Tommy and his friends talked about the man they will be matched with. Tommy tells his friends that he was in his room and expected to persecute a woman he met some time ago.

013/00:02:28-00:02:38

Context:

Datum 013 in minutes 00:02:28-00:02:38 presented that Commissioner Davis left Tommy, his friends, and Harrold after he succeeded in guessing Harrold's meaning. Tommy shouted and approached his Commissioner and talked with him. He told his Commissioner that he was not happy with his job because his knee was so painful. Tommy caused it to kick hard on Harrold's door flat. He tried to tell for persuading his Commissioner to get another job.

Tommy: *Commish! I should be a captain or a deputy-super or probably even your job by now! I can't take much more of this shit.*
Commissioner: *You dug that hole.*

This utterance shows existential presupposition because there is the existence of a job that Tommy says: **a captain** and **a deputy super** and possessive construction, namely **your job**. Tommy tells his Commissioner that he wants to move to another job because he is not comfortable with his job and his job (position) was hard for him.

016/ 00:03:12-00:03:20

Context:

Datum 016 in minutes 00:03:12-00:03:20 displayed that Tommy did not expect Commissioner Davis's decision and was stubborn to refuse his Commissioner's instruction. Then, Davis did not change his mind, and he got Tommy to go home because he still got him to supervise the marathon competition. He tried to tell his Commissioner that he did not do this job because he did not want to wear the marathon's uniform, but his Commissioner did not change his choice.

Tommy: *Catching drunks at the marathon. **Boss, please, do not make me wear the clown suit.***
Commissioner Davis: *It's the last hoop, Tommy. You walk your beat, smile, and you're officially out of the doghouse.*

This utterance shows existential presupposition because there is the existence of stuff, namely **a clown suit**. He does not want to wear it because he feels ashamed and is uncomfortable, so Tommy tells his Commissioner but does not change his decision.

027/00:14:37-00:14:42

Context:

Datum 027 in minutes 00:14:37-00:14:42 presented that in marathon line, after a group of police officers was laughing because of Tommy's job, Billy, as a Boston Police Superintendent, got to move the barricade, but no police officerscared it. They just stood, and Tommy left his position and told them again to move the barricade because his handphone rang up.

Billy: You wanna move the barricades?

I gotta get to Hopkinton.

*Tommy: Hey! Well, don't stand around! **He told you to move the barricade, not me!***

This utterance shows existential presupposition because there is the existence of a name of stuff that must be moved, namely **barricade**. He thinks it is not his duty to move the barricade, so Tommy tells other police officers to move it, but they stand and do not care about him.

039/00:26:44-00:26:49

Context:

In datum 039 minute 00:26:44-00:26:49, the marathon line was t h e very crowd because bombs exploded. Many police officers ran to help the victims, and Tommy told his friend about the event. Then, he felt confused and worried about this situation. He used a *walkie-talkie* to beg a help.

(Bomb exploding)

*Tommy: **Those are bombs, captain!***

Those are bombs! This is delta 9841.

We got multiple explosions! We need.....

This utterance shows existential presupposition because the explosive device exists, namely **bombs** shouted by Tommy. He is shocked because he looks firsthand the bomb exploding and directly tells his friend.

057/00:34:25-00:34:27

Context:

In datum 057 minute 00:34:25-00:34:27 displayed that all police officers and FBI members gathered. Tommy told one of the FBI members who had collected all the cameras and cell phones that supported the information about these exploding bombs. It was pretty calm, although the situation was messy because of the explosion.

One of the police officers: *Yeah, we're right on top of that.*

This utterance shows existential presupposition because there is the existence of a **kid**, stuff: **purse**, and place name: **Solas, Peet, and Back Bay Social Club**. He tells everything he knows to help the FBI find and know the bombers because Tommy understands well where the marathon was held.

087/00:59:05-00:59:10

Context:

In datum 087 minute 00:59:05-00:59:10, Rick and Commissioner Ed Davis still had a different opinion and argued for releasing the picture. Commissioner Davis was angry because if they did not release the picture as soon as possible, it would make the false news about that. The situation was so tense. Tommy interrupted their talking. He told the solution in order to make them open-minded and they can think clearly.

Tommy: *Look you got a lot of people talkin", but they "re talkin" about the wrong people. **You release the photos of our guys, sit back and listen. Trust me.***

A group of Boston police and FBI members: (Silent)

This utterance shows existential presupposition because there is the existence of **photos** and possessive construction: **our guys**. He strives to tell the FBI and his friend to share the photos of bombers without clashing with each other because it can fix the problem.

094/01:32:16-01:32:18

Context:

Datum 094 minutes 01:32:16-01:32:18 showed that on the street, Tommy shouted and told other police officers to run against the bomber, that ran away by driving a black car. Tommy and his friends were in a hurry to run and chase him.

Tommy: ***That is him night there! Come on!***
Police officers: *All right, let 's go! Move out!*

This utterance shows existential presupposition because there is the existence of **him (the bomber)** that Tommy and other police officers talked about. Tommy tells his friends about the man who escapes. The guy is suspected as the marathon bomber.

Apologizing for something

018/00:07:26-00:07:33

Context:

In datum 018 minute 00:07:26-00:07:33 showed that It was midnight. Tommy's house was silent because his wife had slept. Tommy walked carefully to his bedroom, so his wife did not wake up. Unfortunately, Tommy dropped stuff. It made his wife woke up and was shocked by Tommy's coming. Then, he apologized to her because he had awakened from her sleep.

Tommy's wife: *Oh, Tommy!*
Tommy: ***I'm sorry, I just gotta get my clothes for tomorrow.***

The utterance above shows existential presupposition because there is possessive construction, namely **my clothes**. He goes home to take his clothes, but his wife feels that she is disturbed by him, so Tommy says sorry to his wife.

Asking something

011/00:02:14-00:02:20

Context:

In datum 011 minute 00:02:14-00:02:20 exhibited that Tommy was still interrogating Harrold and asked about the smoothie he meant. Then, Harrold was bleeding because he was hit by a woman using a smoothie that could smooth the clothes.

Tommy: *What are you talkin' about?*
Like, a drink or somethin'?
Harrold: *No, like a fuckin' smoothie, you know? Like you would smooth your clothes out with.*

This utterance shows existential presupposition because there is the existence of **a drink** that Tommy says. Then, he asks Harrold about it to guess Harrold's meaning of smoothie.

023/00:11:21-00:11:30

Context:

In datum 023 minute 00:11:21-00:11:30 displayed that in the dining room, Tommy continued to tell his wife about his duty from his Commissioner and asked her for several pieces of stuff he needed. He worried and was not ready to do this job, but his wife strove to support him by giving a kiss to him.

*Tommy: **You got my whistle and my stop sign?**
His wife: Come here. Gimme a kiss.*

This utterance shows existential presupposition because possessive construction appears, namely **my whistle** and **my stop sign**. He asks his wife if she has prepared all his stuff to supervise the marathon competition.

060/00:34:58-00:35:01

Context:

In datum 060 minute 00:34:58-00:35:01, Tommy was angry and did not control his emotions toward Rick and FBI members because the dead boy's body might not move. He could not believe that FBI thought the boy's body could be a clue for investigating this case. Tommy insisted on asking Rick (as the chief of the FBI team), but he was silent and did not make Tommy's suggestion.

*Tommy: **You gonna tell that boy's parents that their son's still lyin' on the fuckin' street?**
Rick: (Silent)*

This utterance shows existential presupposition because there is the existence of a place, namely a **street**, and possessive construction: the **boy's parents** and **their son**. He is angry with the FBI and asks him about the dead boy on the street because Rick may not move the boy

069/00:43:09-00:43:12

Context:

In datum 069 minute 00:43:09-00:43:12 exhibited that at the hospital when Tommy interrogated the victims there, he felt pain in his knee. He strove to endure his pain, but he was not able. He went to the team member of the hospital to ask a medicine. Tommy was in a hurry to ask for the medicine because his knee had killed him.

*Tommy: My knee's killing me. **Did you get some Tylenol back there?***
The employee of a hospital: We got all kinds of stuff, Sergeant. You want a Vicodin?

This utterance shows existential presupposition because there is the existence of a name of medicine, namely **Tylenol**. He feels sick on his knee and asks for medicine to improve it.

072/00:45:50-00:45:56

Context:

In datum 072 minute 00:45:50-00:45:56, Tommy was still in the hospital. He strove to ask, one by one, the victims based on the victim list that he brought. Tommy felt that he disturbed the man, but Tommy kept entering this nursing room to ask him for getting information.

*Tommy: Excuse me, sir. Sorry to disturb you. **Is this Jessica Kensky?***
A man: Yes, she's my daughter.

This utterance shows existential presupposition because there is the existence of entities named **Jessica Kensky**. He asks Jessica's father to get information about this bombing and wants to know whether she is Jessica or not.

078/00:51:25-00:51:27

Context:

Datum 078 minutes 00:51:25-00:51:27 presented that Rick called Tommy to come to the Command center. Tommy went there quickly. Rick asked him about his team analysis because FBI members found a man who used a white hat on CCTV playback impressions. Tommy asked Rick about the man with a white hat, and they suspected him.

*Tommy: **The guy right there with the white hat**? That is the guy, isn't it?*
Rick: We believe so.

This utterance shows existential presupposition because there is the existence of **a guy (a man)** that wears a **white hat**. Tommy feels that the guy who wears a white hat is the bomber. He believes it and asks Rick. Rick also believes in Tommy's guessing.

091/01:21:28-01:21:33

Context:

In datum 091 minute 01:21:28-01:21:33 showed that Tommy tried to ask this man about his incident at the minimarket. Tommy also tried to calm him because he felt worried and afraid.

This man told Tommy about two men that had taken his car. Tommy was shocked when he knew that they were Marathon bombers.

Tommy: Did you say "Marathon bombers"? They said to you that they were the marathon bombers?

A man: Yes, they told me. They are the Marathon bombers!

This utterance also shows existential presupposition because a bomber exists, namely **Marathon bombers**. Tommy is shocked that the man met the bomber at Boston Marathon, so Tommy asks him to get the essential information.

104/01:51:24-01:51:30

Context:

In datum 104 minute 01:51:24-01:51:30, Tommy was in the old man's house to investigate and ask him based on the man's report. Tommy heard the information from this old man while walking to the boat. Then, the situation the old man lived in was so silent, but he found some clues in his boat that made him feel important to report this oddity.

Tommy: There's someone in your boat? Where's the boat? An old man: My boat's right around back. It's got little rollers that go underneath the cover, and the rollers came off.

This utterance shows existential presupposition because there is the existence of **someone** that asked by Tommy and possessive construction, namely **your boat**. Tommy asks the old man about the man that he stays in his boat.

Directing something

003/00:00:44-00:00:46

Context:

In datum 003 minute 00:00:44-00:00:46, Tommy got his friends to prepare their weapons and kept knocking to insist Harrold open the door, but he did not. Tommy felt annoyed and gave him the last chance to open it. Tommy's friends had held their weapons. In Harrold's room, he kept silent, but there was a sound in his room. Then, Tommy broke the door and insisted on entering his room.

Tommy: Harrold! Take your weapon out. Last chance, Harrold! In Harrold's room: (Clattering)

This utterance shows existential presupposition because of a tool, namely a weapon and possessive construction, namely your weapon, said by Tommy to his friends. Tommy directs his friends because Harrold does not open the door.

032/00:22:17-00:22:21

Context:

Datum 032 minutes 00:22:17-00:22:21 exhibited that in marathon competition, the runners run, and the audience sat and stood in the tribune. They were very crowded because they shouted at each other to give their support to the runners. Then, Tommy walked and approached a man standing on the edge of tribune because he worried about the man wearing a Yankees hat. He got the man to take off this hat.

Tommy: *I'd think about losing that Yankess hat you got a lot of Sox fans in these bars. I'd hate to see you get turned up.*
A man: (Silent)

This utterance shows existential presupposition because there is the existence of stuff: **Yankees hats**, people who love baseball: **Sox fans**, and a place: **bars**. Tommy tells the man to lose his hat because he wants the man to feel safe from Sox fans.

034/00:23:49-00:23:50

Context:

Datum 034 minutes 00:23:49-00:23:50 showed that he was in a hurry to get a police officer to bring stuff to Joey in the crowd side of the marathon line.

Tommy: ***Hey, give that to Joey.***
A police officer: (Silent)

This utterance also shows existential presupposition because there is the name of a police officer, namely **Joey**. Tommy directs his friend to give something to a man, namely Joey.

035/00:25:03-00:25:06

Context:

In datum 035 minute 00:25:03-00:25:06, the marathon line was overcrowded. Commissioner laughed at Tommy. Behind the Commissioner was a man wearing a lobster clown,

and Tommy got a group of police officers to catch this man. Tommy approached them, and he was angry with this man.

Commissioner: (Laughing)

Tommy: Hey, grab this bozo! Get him outta here! Keep your eyes open, will ya?

This utterance shows existential presupposition because there is the existence of a man called Tommy as **him** to a group of police officers and possessive construction, namely **your eyes**. Tommy directs his friends to save the man, creating commotion in the marathon line.

042/00:28:21-00:28:24

Context:

Datum 042 minutes 00:28:21-00:28:24 displayed that at the scene of the bombing, Tommy helped a woman injured. He shouted at other police officers to bring a wheelchair. He felt confused and worried because other police officers were less responsive, making Tommy angry.

(Woman sobbing)

Tommy: Ma'am, hold on to this as tight as you can. Hey, get that wheelchair over here now!

This utterance shows existential presupposition because they are the existence of stuff, namely the **wheelchair** that was talked by Tommy. Tommy directs his friend to bring a wheelchair to help a woman because her knee is wounded.

043/00:28:38-00:28:42

Context:

In datum 043 minute 00:28:38-00:28:42 showed that when Tommy walked to check on other victims, Tommy found his wife crying on the race because she was shocked by this incident. Tommy was confused and worried so much about his wife's condition. Tommy talked to his friend to help his wife for going home.

Carol: (Crying)

*Tommy: All right. You're okay. You're okay. Hey, Sully, come here!
Carol, go with him now! Get her home now!*

This utterance shows existential presupposition because there is the existence of **her (Carol)** that talked by Tommy to his friend. The woman refers to his wife, whom his friend must invite because the situation is messy.

050/00:31:10-00:31:16

Context:

In datum 050 minute 00:31:10-00:31:16, Tommy and a police officer talked to other police officers about driving an ambulance to the second bomb site because they found the serious patients that were unaware. Tommy was so panicked about the condition of these victims.

Woman police: We need a fuckin' ambulance over here!

Tommy: We need ambulances down at the second bombing site! Starbucks and the Forum!

This utterance shows existential presupposition because there is the existence of a vehicle, namely **ambulances**. Then, it also shows the existence of the scene of the bombing (**Second bombing site**) and place name, namely **Starbucks and the Forum**. Tommy directs his friends to bring an ambulance to his position right now because a victim needs help as soon as possible.

106/01:51:38-01:51:40

Context:

In datum 106 minute 01:51:38-01:51:40, Tommy got his friend (a police officer) to contact other police officers to come to this old man's house. Tommy was so serious about this old man's report. Tommy asked the man about his basement and got him to hide there. This man was in a hurry to enter his house. Then, Tommy strolled and was careful to be close to the boat. Tommy and his friend were getting ready by holding their weapons.

*Tommy: **Go in the house, get your family in the basement, do not move.***

An old man: (entering his house and silent)

This utterance shows existential presupposition because there is the existence of the **house** that was told by Tommy and the possessive construction, namely **your family**. Tommy got the old man to invite his family to his house because the situation was not safe anymore.

108/01:52:54-01:52:56

Context:

In datum 108 minute 01:52:54-01:52:56, other police officers came to the old man's house. They secured the street and cleared the houses. The situation was messy. Police officers were getting ready to catch the bomber. Tommy panicked, annoyed, and slightly angry with his friend (a police officer). Then, Tommy told other police officers by *walkie-talkie* so that they were not close to the boat because the tactical unit would do it, but other police officers did not hear Tommy.

Tommy: *Stand down and let the tactical unit do their job. Hey! Hey! You getting' me?*

A police officer: (Silent)

This utterance shows existential presupposition because Tommy says there is a tactical unit. Then, there is also possessive construction, namely, **their job**. Tommy directs his friend to do his instruction that lets the tactical unit do their job in this case.

Requesting something

037/00:25:25-00:25:27

Context:

In datum 037 minute 00:25:25- 00:25:27, Tommy tried to interrupt his Commissioner's conversation when he rang up. Tommy forced and requested his Commissioner to give him his Commissioner's handphone, but his Commissioner left him.

Tommy: *Biden? Vice President Biden? **Hey let me talk to him.***

Commissioner: *Behave yourself, Tommy.*

This utterance shows existential presupposition because there is the existence of a man (Vice President Biden) whom Tommy states as **him**. Tommy requests his friend to talk to Biden for a while.

071/00:43:15-00:43:16

Context:

Datum 071 minutes 00:43:15-00:43:16 presented that at the hospital when Tommy interrogated the victims, he felt pain in his knee. He was in a hurry to ask for the medicine because his knee had killed him. He strove to endure his pain, but he was not able. He went to the hospital employee to ask for medicine, but the employee offered Vicodin. Tommy told her he did not want Vicodin because he only needed a Tylenol and requested four pills to improve his knee.

Tommy: ***Make it four pills, please.***

The employee of hospital: *Okay, you got it.*

This utterance shows existential presupposition because there is an amount of pill, namely **four pills**. Tommy requests the hospital employee to give him four pills to improve his knee pain.

089/01:21:05-01:21:08

Context:

In datum 089 minute 01:21:05-01:21:08, Tommy was in a hurry to drive his car to go to a minimarket where a police officer stayed because he got news from him that there was a man reported to police officers about a carjacking that happened to him. The man's saying was difficult to be understood. When Tommy arrived, he directly requested his friend to talk with the man.

Phil: I can't get a word out of him

*Tommy: **Let me talk to him for a second.** Sir, how are you? you okay?*

This utterance shows existential presupposition because there is the existence of a man whom Tommy states as **him**. Tommy requests his friend to talk with the man who informs to police officers that he got carjacking.

Tommy's utterance containing Structural presupposition

Asking something

005/00:01:15-00:01:20

Context:

In datum 005 minute 00:01:15-00:01:20 displayed that Harrold was still afraid of Tommy for being shot by him because Tommy felt very annoyed and angry with him. Tommy still stands in the corner of his room. Even though his knee is very sick because of kicking Harrold's room door, Tommy strives not to show his pain. On the other hand, Tommy also called his friends, but they were silent and did nothing.

Harrold: Don't fucking shoot me

*Tommy: Shut up! Hey! **What the fuck are you doing?** You guys gonna stand there?*

This utterance shows structural presupposition because the structure has been assumed as accurate and interpreted as a problem after wh-form **What the fuck are you doing?**. It means they do nothing because they just stand and do not help Tommy.

010/00:02:14-00:02:20

Context:

In datum 010 minute 00:02:14-00:02:20, Tommy is still interrogating Harrold and asks about the smoothie that he meant because Harrold was bleeding because he was hit by a woman using smoothie.

*Tommy: **What are you talkin' about?** Like, a drink or somethin'?*

Harrold: No, like a fuckin' smoothie, you know? Like you would smooth your cloth out with.

This utterance shows structural presupposition because the structure has been assumed as accurate and interpreted as a problem after wh-form. **What are you talkin' about?**. It means that he says nothing, and he is saying it is not valid, making Tommy feel annoyed.

015/00:02:50-00:02:52

Context:

Datum 015 in minutes 00:02:50-00:02:52, Tommy got angry with his friend because his friend talked with another police officer, and Tommy got suspended. When Tommy heard it, he directly approached his friend and ask him. Tommy felt annoyed and resentful toward his friend.

*Tommy: **What'd you hear?***

Tommy's friend (a police officer): I heard that you got suspended.

This utterance shows structural presupposition because the structure has been assumed as accurate and interpreted as a problem after wh-form. **What'd you hear?**. It means that the man hears Tommy get suspended, which makes Tommy annoyed and angry because he does not know whether it is true.

059/00:34:58-00:35:02

Context:

In datum 059 minute 00:34:58-00:35:02, there were police officers to move a little child fatality. Suddenly, Tommy got angry and disappointed because one FBI member avoided police officers moving the body of a little child fatality. Tommy told FBI members not to do this and asked about their meaning. He was so emotional that an FBI member until Tommy's friend tried to calm him.

Rick: Sorry, Sergeant. Could be clues in the blood-splattered bomb residue on the boy's body. We can't risk moving him. nothing moves
Tommy: What's the matter with you guys?

This utterance shows structural presupposition because the structure has been assumed true and interpreted as a problem after wh-form. It is shown in **What's the matter with you guys?** This Means FBI members have a problem because Boston police officers will move the boy's body, but they do not want to move his body. Rick says that they can find a clue from the dead boy.

061/00:40:27-00:40:28

Context:

In datum 061 minute 00:40:27-00:40:28, Tommy was still in the Command center. He told his friend that he annoyed the FBI members because they did not stay at the accident scene. They were so busy in that place doing an investigation.

Tommy: What are those guys doin' here? They weren't even down there!
Mike: (Silent)

This utterance shows structural presupposition because the structure has been assumed as true and interpreted as a problem after wh-form **What are those guys doin' here.** It means those guys do something that Tommy is not expected.

062/00:40:29-00:40:32

Context:

In datum 062 minute 00:40:29-00:40:32, Tommy was still in the Command center. He told his friend that he annoyed the FBI members because they did not stay at the accident scene. They were so busy in that place doing an investigation.

Tommy: What the fuck is this, a joke?
Mike: But they're the FBI and they're in charge, Tommy, so just do as ~~you~~re told.

This utterance shows structural presupposition because the structure has been assumed as accurate and interpreted as a problem after wh-form **What the fuck is this, a joke?** This means *this is a joke that* has an implicit meaning that Tommy hates very much because he does not want the FBI stays at the Command center.

090/01:21:17-01:21:21

Context:

Datum 090 minutes 01:21:17-01:21:21 showed that at the minimarket, Tommy tried to ask this man about his incident. Tommy also tried to calm him because he felt worried and afraid. This man told Tommy about two men that had taken his car. Tommy was shocked when he knew that they were Marathon bombers.

Tommy: *Wait, what did you say?*

A man: *These people, they tell me, they gonna do the explosion in New York.*

This utterance shows structural presupposition because the structure has been assumed true and interpreted as a problem after wh-form. The utterance '*wait, what did you say?*' means that the man says something that shows Tommy has known the bombers of Marathon Boston.

092/01:21:34-01:21:40

Context:

Datum 092 minute 01:21:34-01:21:40 exhibited that Tommy tried to ask a man about his incident at the minimarket. Tommy also tried to calm him because he felt worried and afraid. This man told Tommy about two men that took his car. Tommy was shocked when he knew that they are Marathon bombers. The man also told Tommy that his Mercedes car was brought away by two men.

Tommy: *Listen to me. What kind of car do you drive?*

A man: *It's my black Mercedes SUV.*

The utterance above shows structural presupposition because the structure has been assumed true and interpreted as a problem after wh-form. Then, **what kind of car do you drive?** Means that the man drives a car. Tommy will look for the car because it is brought by the bombers to go to New York to plan a bombing there.

103/01:51:18-01:51:20

Context:

In datum 103 minute 01:51:18-01:51:20, Tommy came to the old man's house because this old man called a police officer that he found someone suspicious hiding in his boat down the street. When Tommy came, this old man told Tommy about his suspicions. This old man was panicking, and Tommy wondered about this.

Tommy: **What you got?** What "s up?
An old man: *He is in the boat.*

The utterance above shows structural presupposition because the structure has been assumed true and interpreted as a problem after wh-form. Then, **what you got?** This means the man finds something in his boat. He gets suspicious of someone in his boat because the cover of his boat is broken.

Tommy's utterance containing factive presupposition

Telling something

008/00:01:51-00:01:53

Context:

In datum 008 minute 00:01:51-00:01:53, Tommy was still interrogated and told Harrold about his case about the truly happens of the incident. Tommy's knee was injured, so it made him full of angry and annoyed while interrogating him.

Tommy: **Her daughter says you pushed her.**
Harrold: *But, I" m..... I was tryin' to make an escape....*

This is factive presupposition because it can be seen in a verb **say** that can be called as a fact in utterance. ***Her daughter says you pushed her*** and it means that Harrold pushed her.

014/00:02:35-00:02:38

Context:

Datum 014 and minutes 00:02:35-00:02:38 exhibited that the situation was relatively silent. Tommy still tried to tell his Commissioner to get another job, but he did not get it because this job was chosen by him, not his Commissioner. He was not capable and felt regret in choosing it because Tommy's knee was sick because of injured when he caught Harrold by kicking his door flat.

Commissioner: *You dug that hole.*
Tommy: **You know, my fucking knee is killin' me.**

This is factive presupposition because it can be seen in a verb **know** that can be called a fact. The utterance above ***You know, my fucking knee is killin' me*** means that Tommy's knee is killing him because it hurts so much.

066/00:41:21-00:41:30

Context:

In datum 066 minute 00:41:21-00:41:30 presented that all of the FB members and police officers do a discussion in the Command center that Rick Deslaurirs led. Tommy interrupted Rick's explanation, but his friend forced him because Tommy's friend worried that he was emotional or angry with this FBI member. Then, Tommy kept explaining and told his idea to Rick for solving this case, and his friend's assumption was wrong to him.

A police officer: It's not the time or place.

*Tommy: I just want to say, I work Homicide. **I know one thing closes cases.** witnessess. So we oughta get our asses to the hospital interview the victims. Could be someone saw somethin', no?*

This is factive presupposition because it can be seen in a verb **know** that can be called a fact. The utterance above **I know one thing closes cases** can be **one thing closes cases** shows Tommy can cover and close the case discussed by the FBI and police officer to know the bombers.

074/00:47:55-00:47:59

Context:

Datum 074 minutes 00:47:55-00:47:59 showed that at home, Tommy was sad and got depression when he started to tell his wife about the event that he was got and faced. His face was pale because he was shocked about a case he faced. His wife tried to calm Tommy.

*Tommy: **I don't..I don't know.***

Carol: It's okay, baby.

This is factive presupposition because it can be seen in a verb **know** that can be called a fact. The utterance **I don't..... I don't know** means that Tommy knows something about a case that is faced when he does his duty but does not want to explain it to his wife because he feels shocked and sad and does not want to look his wife to be sad too.

097/01:37:59-01:38:01

Context:

Datum 097 minutes 01:37:59-01:38:01 showed that on the radio, there was an announcement about Katherine (the wife of one of the suspects). Then, Tommy told his friend

about Katherine Russel because she did not get Mirandize. Tommy and his friend were surprised about this decision. They were wondered.

Tommy: **He just said no Miranda.**

Tommy's friend: *Yeah, I know*

This is factive presupposition because it can be seen in a verb **that can be called** a fact. The utterance above **He just said no Miranda** means that there is no Mirandize to Katherine about her husband's case.

Tommy's utterances containing Lexical presupposition

Telling something

020/00:10:58-00:11:03

Context:

Datum 020 in minutes 00:10:58-00:11:03 represented Tommy 's wife giving Tommy a cup of tea while discussing his uniform in the dining room. Tommy tried his uniform to supervise Boston Marathon because his wife wanted to look at him. His wife teased tommy that she never looked Tommy for wearing his uniform and he told her for not starting to tempt him. His wife has very teased him by saying that utterance.

Tommy's wife: *Come on. Let me see it.*

Tommy: **Don't start**

Tommy's wife: *Kinda turns me on.*

This utterance shows lexical presupposition because it shows that a verb **starts** identified as an effort of something that someone does. There is another meaning of his said while uttering. **Don't start** means that previously, his wife ever did it to him when he wore his uniform.

Promising something

024/00:11:36-00:11:38

Context:

Datum 024 minutes 00:11:36-00:11:38 showed that in the dining room. After preparing all of his stuff, Tommy was in a hurry to go to the marathon competition. His wife told Tommy to listen to her suggestion, and he promised to do it.

Tommy "s wife: *Don't kick any cops.*

Tommy: ***I'll try not to.*** Tommy's wife: *I hear they hate that*

This utterance shows lexical presupposition because there is another (non- asserted) meaning is understood in its utterance. A verb **try is** identified as an effort of something that someone does, and there is another meaning of his said while speaking. Namely, **I'll try not to** mean previously, and he did not try not to kick it.

029/00:19:20-00:19:23

Context:

In datum 029 minute 00:19:20-00:19:23, the marathon competition was running. Tommy met police officers, and they talked to each other. They felt tired but were happy because this marathon was the last event, and they could sleep well. Then, Tommy jokes with them that Tommy will cut his hair when the man stops shaving his legs.

A police officer: *Get a haircut, though, will ya?*

Tommy: *I'll cut my hair once you stop shaving your legs.*

This utterance shows lexical presupposition because there is another (non- asserted) meaning is understood in its utterance. The verb '*stop*' **is** identified as an effort of something that someone does, and there is another meaning of his said while speaking. Namely, *you stop shaving your legs.* It means that you used to shave your legs.

Directing something

048/00:30:49-00:30:55

Context:

In datum 048 minute 00:30:49-00:30:55, the situation was very crowded. Tommy was confused and worried about facing this incident because both bomb sites had many victims that injured or needed help. After Tommy helped at bomb site, a police officer told him that he needed help at the second bomb site as soon as, Tommy run to the second bomb site with a gasping breath. Tommy contacted and got to police officers in order that they can do as Tommy's talking.

Tommy: *This is delta 984. I'm heading to the second bomb site! Everybody, keep this line clear. **And stop letting runner through!** Secure perimeter!*

Other police officers (Tommy's friends): *(Silent)*

This utterance also shows lexical presupposition because there is another (non-asserted) meaning is understood in its utterance. The verb '*stop*' is identified as an effort of something that someone does, and there is another meaning of his said while speaking, namely, '*And stop letting runner through!*' means that he used to let runner through!

Tommy's utterance containing Non-factive presupposition

Directing something

033/00:22:17-00:22:21

Context:

Datum 033 minutes 00:22:17-00:22:21 displayed that in a marathon competition, the runners run, and the audience sat and stood in the tribune. They were very crowded because they shouted at each other to give their support to the runners. Then, Tommy walked and approached a man standing on the edge of the tribune because he worried about the man wearing a Yankees hat. He got to this man to take off this hat.

Tommy: ***I'd think about losin that Yankees hat you got a lot of Sox fansin these bars.*** *I'd hate to see you get turned up.*

A man: (Silent)

The utterance shows that non-factive presupposition happens in its utterance. It is shown by using the verb '*think*.' Verb '*think*' can be assumed or identified as not valid because the utterance above shows the man does not lose his Yankees hat because he does not get a lot of Sox fans in the bar.

Telling something

076/00:48:16-00:48:22

Context:

In datum 076 minute 00:48:16-00:48:22, Tommy sat on the Sofa, and his wife did too. He told his experience, and his wife listened to Tommy's story (experience) when the bombing happened. She put some ice on Tommy's knee. Tommy was still sad and shocked. He did not expect what he saw.

Tommy: *This boy from... well, **I think from Marathon Sport**. He looked like little BU kid, like a good kid, Carol, you know?*

Carol: (Silent)

The utterance shows that non-factive presupposition happens in its utterance. It is shown by using the verb '*think*'. Verb '*think*' can be assumed or identified as false because the utterance above shows that the boy is not from Marathon Sport and is not clear where he comes from.

Tommy's utterance containing Counter-factual presupposition

Threatening someone

049/00:30:57-00:31:00

Context:

In datum 049 and minutes 00:30:57-00:31:00 displayed that after the bombing, the activity of this marathon competition became chaotic. Many people were injured, and Tommy gets all medical personnel to the finish line to help these victims. At that time, the situation still was very messy, and Tommy continually strove to command and threaten other police officers (his friends) to do his instruction. Along the marathon line, there were no runners who ran there. Then, Tommy moved to the second bombing side because his friend (Sergeant Davis) at the Forum Cafe needed his help. He connected to his friends (police officers) by using *Walkie Talkie* to make the race was clear of runners.

Tommy: ***If I see another runner, your ass is done!***

Police officers: (Silent)

This utterance shows counter-factual presupposition, which is seen in its utterances, which use "if-clause". The utterance *If I see another runner, your ass is done* is the opposite of "He doesn't see another runner". Based on the context of its situation, there was no runner enter in its area during the bombing explosion.

Directing something

055/00:32:14-00:32:16

Context:

In datum 055 minute 00:32:14-00:32:16, many police officers were still busy helping the victims, so there were no people to record anything. Tommy entered a restaurant, and the

situation was silent there. Tommy yelled and called. Perhaps someone stayed in it. He looked at a bottle of beer, and directly he drank it. He was so shocked that there was a shot when he drank. Besides him, he knew a cell phone chimed. Directly, Tommy contacted and got his friends (other police officers) by using *Walkie Talkie* about this problem.

*Tommy: Repeat, **if you see anyone recordin', grab their phones, I don't care who it is!***

Tommy's friends (police officers): (Silent)

This utterance shows counter-factual presupposition, which is seen in its utterances, which use "if-clause". The utterance **if you see anyone recordin', grab their phones, I don't care who it is!** is the opposite of 'you don't see anyone recordin', grab their phones, I don't care who it is!'. Based on the context of its situation, there is no anyone recording through her/his phones.

As can be known and seen that this study used all types of presupposition based on George Yule. There is an existential, factive, lexical, structural, non-factive, and counter-factual presupposition. Then, the existential presupposition is commonly shown more frequently because Tommy, as the main character, is a sergeant. He has power and authority and wants to show the existence of his leadership through situations, conditions, people around him and himself by saying utterances containing its presupposition. Then, he also wants to cover his feeling, weakness, and mental pressure from his interlocutors. He strove to cover his pain because his condition insisted he does it. Then, Tommy is not a man who quickly gives up because he does everything he can and does his duty full of spirit.

The existential presupposition appears mostly in Tommy's utterances. It is proved that Tommy is the crucial figure in the movie with several different expressions. These expressions relate to the meanings of each presupposition, such as telling, directing, apologizing, asking, and requesting something to show each situation he faces. Then, they also appear because each kind of expression has a specific purpose. Mainly when he uses to tell something applied more often, one of the reasons are telling expression shows that Tommy can control the domain of his duty because he is usual to do it and knows well the environment and he must be assertive to other police officers (his friends) to decide something which is soon to be done. Then, there is also existential in directing expression because it reveals that he is the leader in a team of police officers that has the opportunity to handle everything as his job and direct his friends implicitly or explicitly to keep his existence as a sergeant. When Tommy uses the apologizing expression, it shows the position of his job is high, and at home, Tommy takes it off, and he becomes a sweet husband who

is easy to apologize for his mistakes, and his behavior reflects leaders who are firm in his work will be mellow and loving. Through asking expression, Tommy shows that he has power and is respected by other people to get the information he needs, his investigation, and a team. Moreover, he utters requesting expressions and annoys his friend (another police officer) because he takes care of things that are not his business and wants people to do what he is saying and requested.

The structural presupposition is the second largest number because this presupposition can be signed by using WH-form that is identified as problems. Through structure, Tommy wants to reveal that his role becomes a leader who faces some problems to be understood by interlocutors, and they also believe something that he believes.

Later, the factive presupposition is the third position after existential and structural. Tommy uses Factive to express the truth and cover his feeling through some verbs that are linked with events known by him from some shreds of evidence. Through factive presupposition, telling expression is applied by Tommy. As a sergeant, his duty reveals the truth to get precise information from cases he has handled. Then, he also tries to cover the truth and his weakness by saying implicit utterances to look strong in front of other people.

A lexical presupposition is the fourth position after existential, structural and active. Tommy also uses a lexical presupposition because he wants to share non-asserted meaning or implicit meaning in the utterance that is stated to him. Tommy as a leader and a husband has the power to reveal utterances that contain implicit meaning to interlocutors. In lexical presupposition, telling, promising, and Tommy uses directing expression. He applies telling to show that he dislikes being teased by his wife because he feels uncomfortable. Tommy suggests coordinating police officers (his friends) to work quickly to help and secure the bombing site. Then, he promises to make other people calm down and not worry about him because he knows what he must do to secure himself and around him.

Non-factive and counter-factual presuppositions have the same number and fewer. They are almost the same, non-factive is not a true presupposition, then counter-factual is not just not true presupposition but is the opposite of what is true. Tommy used non-factive presupposition to interlocutors to show his obligation to be a sergeant but his assumption is not valid because it can be identified from some verbs and the background of Tommy's utterance. There are two kinds of expressions applied in non-factive presupposition by Tommy. They are directing and telling. Directing is used by him to show that he has the right and authority to organize the marathon, and he gives a bit of advice and warning to audiences in order that they follow his rules. Then, telling is revealed by him because he guesses something from events that Tommy looks to make

other people believe him because he leads and commands his friends in the bombing at Boston Marathon.

Tommy also uses counter-factual, which can be signed using the if- clause. Then, it is caused by his use because Tommy is a leader of a team of police officers to persuade his friends (police officers) to do his command. Because he has the authority to direct police officers and threaten them when they do not do Tommy's directing—in counter-factual presupposition, directing expression is applied by Tommy to get a clue and investigate to know and track the bombers. Then, threatening makes other police officers (his friends) as soon as possible do his instruction because the situation is an emergency and many runners are entering the bombing site.

CONCLUSION

From the whole explanation of the findings and discussion above, it can be concluded that existential presuppositions are the most commonly used in this movie, the structural is the second place, the factive and the lexical are in the third and fourth positions. At the same time, the non-factive and the counter-factual are in the fifth position. Those types of presuppositions show much evidence of Tommy's leadership. Also, through this study, the reader can use it as a reference to understand how people deliver their utterances to create their assumptions about something or other persons to interlocutors. Then, the context of each utterance also supports them because presupposition can be said true or false based on the utterances. When the readers speak/utter with other people, they can know the meaning of each utterance of other people through their utterances. Hence, the reader can catch someone's intention through the types of presuppositions that can be explored deeply to understand context, character, and utterances.

This study discusses and concerns with a presupposition that Tommy shows as the main character in the *Patriots Day* movie. The documentary movie gives information about the character's intention in each presupposition.

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