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# Leksema

JURNAL BAHASA DAN SASTRA

VOLUME 6 NUMBER 2 JULY-DECEMBER 2021

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*Multimodality in the Perfume Advertisement on a Fashion Magazine*



FACULTY OF CULTURES AND LANGUAGES  
IAIN SURAKARTA



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## **PREFACE**

*Assalamu'alaikum wa rahmatullaahi wa barakaatuh.*

*Alhamdulillah*hirabbil'alamin. After about six-months of process, this edition of *Leksema: Jurnal Bahasa dan Sastra* Volume 6 Number 2 July-December 2021 can finally be published. Similar to the previous editions, in this number, we present eight articles in total. According to their fields of study, there are five articles from linguistics, two articles from literary studies, and only a single article coming from language teaching.

Meanwhile, the composition of the authors look various as they come from different higher educational institutions across Indonesia, i.e. Universitas Muhammadiyah Malang, IAIN Surakarta, Universitas Jember, Institut Teknologi Bisnis AAS (Surakarta), UIN Maulana Malik Ibrahim (Malang), Universitas Pendidikan Indonesia, and Universitas Sumatra Utara (Medan).

For your information, starting from this volume, we have changed the policy of the working language used for the articles from the option of using English or Indonesian to English only. This policy is aimed at gaining global recognition to this journal in order to upgrade its level from a national to an international journal. Therefore, all the authors who intend to publish articles to this journal are obliged to write the manuscripts in English beforehand.

Again, this publication is expected to give contributions to the development of science, particularly language and literature studies along with their teachings. Therefore, we invite experts, scholars, academics, students, practitioners, and anyone from all over the world who is interested in developing language and literature studies to disseminate thoughts, ideas, and research results in the forms of articles published on this journal.

Lastly, on behalf of the publisher, we convey our high gratitude and appreciation to the authors, reviewers, editors, readers, and the other parties who have involved in the process of this journal publication. All your contributions are counted and, hopefully, can give much benefits to public. May Allah bless us all. *Aamiin. Aamiin. Ya rabbal 'alamiin.*

Enjoy reading and keep writing and publishing.

*Wassalamu'alaikum wa rahmatullaahi wa barakaatuh.*

Surakarta, December 31, 2021

Editor in Chief



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## **Frog, Where Are You?: A Study on Bahasa Indonesia Interference in Javanese Children's Speech**

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### **ABSTRACT**

The coexistence of Bahasa Indonesia and Javanese has become an issue in the Javanese language preservation. Such strong contact is finally resulting in bilingual individuals in which language interference often occur. In this study, however, is aiming at describing how and why Bahasa Indonesia is interfering Javanese in Javanese children speech. By using task-based approach by Grosjean, this study manipulated language production in Javanese children using wordless narrative book *Frog, Where Are You?* created by Mercer Mayer. The results show that Bahasa Indonesia is interfering Javanese in phonic, morphological, syntactic, lexical, and even semantic aspects. Nevertheless, lexical level interference is the most noticeable interference since both language share quite similar structure. It is believed that, in sociolinguistics perspective, Bahasa Indonesia has gradually shift Javanese gradually. It is also seen that Javanese children with strong exposure of Bahasa Indonesia are eventually perceive more Bahasa Indonesia structure than Javanese.

**Key words:** bilingualism, language contact, language interference, Bahasa Indonesia, Javanese

### **INTRODUCTION**

The coexistence of Bahasa Indonesia and local languages in Indonesia has caused local language shift cases (Anderson 1996; Cohn & Ravindranath 2014). The number of the speakers of Bahasa Indonesia even keep increasing and is predicted to escalate gradually until 2040 (Cohn & Ravindranath 2014). This will result in the decreased number of local language speakers that will also lead to language endangerment. There is growing body of literatures that recognizes that local languages have been shifted even in the smallest context which is family interaction (Ardila, Agustine & Rosi 2018; Mardikantoro 2012; Munandar 2013; Nugroho 2011). Concluding this phenomenon, Javanese is one of the local languages affected by the collision with the official language, Bahasa Indonesia.

As a matter of fact, Bahasa Indonesia which occupies the 'throne' as a national language is generally used in formal and semiformal contexts. It is including education context, political context, and other governmental contexts. Constitutionally, Law no. 24 of 2009 on the National Flag, Language, Emblem and Anthem, especially in the articles 25 to 44, seems to strengthen the power of Bahasa Indonesia (Republik Indonesia 2009). Moreover, in education context, article 29 stipulates that Bahasa Indonesia must be used as main language of instruction. It eventually creates strong language contact between Bahasa Indonesia and local languages in the school-aged children due to more exposure to the national language at school. The so-called language contact is the situation when certain community are being familiar with two or more languages that coexist in equal terms (Bondarko 2000 Weinreich 1968). Of course, given case would bring up the existence of bilingualism as results of the language contact.

Bilingualism study resulted from language contact are mostly seen as sociolinguistic phenomenon (Arua & Magocha 2002; Caldas & Caron-Caldas

2002; Fishman 1968; Hidayat & Setiawan 2015; Kartikasari 2019; Kundharu 2006). However, Paradis (2005), Wei (2009), and Walters (2005) added some point that bilingual phenomenon can also be explained using psychological or psycholinguistic perspective since it also happens personally. Given that bilingualism is social as well as personal phenomena, previous studies have proven that bilingual individuals tend to have difficulties in maintaining two languages simultaneously (Ardila, Agustine & Rosi 2018; Hidayat & Setiawan 2015; Kharkhurin 2007; Sukoyo 2012). In other words, equally strong mastery of two or more languages by an individual will certainly lead to colliding language rules that make a speaker seem to make a mistake or language use deviation making mutual interference between languages.

There are three level of interference that is believed to appear in bilingual community. They are phonic interference, grammatical interference, and lexical interference (Weinreich 1968). Those three level of interference are also used in previous studies to investigate the pattern of interference in certain language (Ardila et al. 2018; Baykalova et al. 2018; Mariyana 2011; Mulyani 2014; Sukoyo 2012). This study, in the other hand, is aiming at describing Bahasa Indonesia Interference in the Javanese occurred in the Javanese children affected by language contact phenomena. It is because such interference nowadays has become serious matters in Javanese speakers.

During the latest decade, a number of researches on interference of Bahasa Indonesia in Javanese speech increased (Mardikantoro 2012; Munandar 2013; Nugroho 2011; Sukoyo 2012). However, the explanation of the causes of language interference in those studies has tended to focus on sociolinguistic and textual aspects. Thus, this research will also include the causes of language interference in psycholinguistic aspects since language interference and bilingualism are also psycholinguistic phenomena (Paradis 2005). The psycholinguistics perspective is really beneficial in explaining the cause of language interference occurred in the Javanese children. Before explaining the causes, this research will first describe the forms or patterns of Bahasa Indonesia interference in Javanese language speech of Javanese children in the lexical, phonological, morphological, and syntactic levels. Therefore, the objectives of this study are describing linguistics pattern of interference of Bahasa Indonesia in Javanese as well as answering why such thing happens by using sociolinguistics and psycholinguistics perspective.

## RESEARCH METHOD

This study used descriptive qualitative methods in order to explain thoroughly the language interference happened in the Javanese children speech. The flexibility of qualitative approach is beneficial to explore more on the phenomena happened in the Javanese children speech. As stated by Dornyei (2007) that qualitative approach is way more open in various possibilities happen during the research. Besides, combining with descriptive method, the explanation on the social context of this study was given comprehensively. Researcher in descriptive qualitative research put all of the efforts on taking notes in details the data formed as written data or audio-visual data (Subroto 2007).

The data were collected using task-based method to manipulate the participants in producing language interference naturally. This method was firstly suggested by Grosjean in 1997 to find out code-switching happened in French-English bilingual (Walters 2005). In this study, the method was done by using the wordless story book entitled *Frog, Where Are You?* created by

Mercer Mayer (1969). This book was chosen since there are number of studies using it in order to obtain the research objectives which is language production by the children (Bennett-Kastor 2002; Cameron & Wang 1999; Reilly et al. 2004).

In implementing the study, the researcher undertook some steps. The first was preparing the wordless book entitled *Frog, Where Are You?* to be read by the children. Secondly, the children as subjects of this study were selected by seeing some criteria, such as, Javanese speaker and being in 3rd to 6th grade of elementary school. This education levels were chosen by considering that in their ages the children are considered to be an intermediate level of their mother tongue. The researcher also selected children from two different areas which are Surakarta and Kediri considering there would be similarities in their accents. After recorded everyone, the researcher interviewed each of the children to find out their language preference. The analysis processes started from transcribing the recorded speech then determining the interference parameters using Javanese dictionaries (Poerwadarminta 1939; Prawiroatmodjo 1981; Purwadi 2004). The interferences were then classified based on the linguistics units which are lexical interference, phonological interference, morphological interference, and syntactic interference.

**RESULTS**  
**Overview on**  
**Language**  
**Production**

At the first glance on the results, with the total of 8 children and 29 series of pictures in the *Frog, Where Are You?* book, the children had successfully produced sentences to retell the story in Javanese. The research stopped at 8 children only because those 8 children commonly made similar sentences and interference at similar 'place'. Regardless the fact that all children could produce such spoken narrative in 'sufficient' sentences, it was found that sentences quantity produced by the children were still less than the pages of the books. It indicates that the children also did combination of two pages to make 1 sentence. The results obtained in children sentences production are presented in *Table*.

*Table: Number of Javanese Sentences Produced by the Children*

Speaker	Sentence(s)	Average
Male		
P	17	
K	14	
D	17	
A	17	16.25
Female		
F	23	
R	20	
N	23	
M	18	21.00
Total	149	18.63

The *Table* above is quite revealing in several ways. First, the sentence production in Javanese by the children is averagely 18.63 sentences ranging from 14 sentences to 23 sentences. As it is already mentioned, the sentences produced by the children are less than the total page numbers of the book. Secondly, given that fact, it can be seen as small assumption that the children

had difficulties in elaborating ideas in telling stories using wordless book especially in Javanese, their mother tongue. However, such conclusion cannot be obtained completely without further investigation which only focuses on children sentence production in Javanese. Thus, as what is stated in the objectives of this study, the Bahasa Indonesia interference found in the children Javanese speech in retelling story will be explained in the section below.

### Phonic Interference

This type of interference is described as 'sound substitution' by Weinreich (1968). The sound or 'phonic' as he mentioned is part of the imperfect assimilation between L1 and L2. This imperfect assimilation is represented in the mispronunciation a speaker of certain language does. However, such mispronounced words usually are mistaken as accent or perceived as 'real word' (Raettig & Kotz 2008; Schmid & Yeni-Komshian 1999). In Indonesian context, the well-known accent Javanese tend to have is called as *medhok*. In fact, such phenomenon actually is considered as phonic interference.

Phonic interference occurred in this study was the least to be found since all of the subjects, the children, are native speaker of Javanese. Thus, the way they expressed each word was normal as typical Javanese kids. This is what is broadly believed that the native speakers would not easily fall to make mistakes in their own language speaking. However, Javanese alveolar consonant [d] and retroflex [ɖ] were mistakenly used interchangeably. In the words *wedhi* which means sand and *wedi* which means afraid were found to be mistakenly spoken by the subjects. For further explanation, the following is the description of the datum.

(1) *Bar ngono, David nggoleki ning wedi* [wədi:]

(Later on, David was searching in the **sand/afraid**)

In sentence (1), the speaker was mistakenly used the alveolar [d] for the retroflex [ɖ] in the word *wedi*. It is, undeniably, affecting the meaning of the word. As it is supposed to mean sand which is pronounced as [wəɖi:] (written orthographically as *wedhi*), following the context of the story, the speaker pronounced it as [wədi:] which means 'be afraid' (written orthographically as *wedi*). The speaker, who used wrong phoneme, was resulting in the unusual sentence creation. Even worse, it is contextually unacceptable. It occurred since the speaker got enormous number of Bahasa Indonesia interference in which such language does not accommodate voiced retroflex stop phoneme, [ɖ] and only has voiced alveolar or dental variants of [d] (Soderberg & Olson 2008). Thus, in Indonesian context, those two phonemes have no significant difference in terms of use. It only gives variations in such language and provides, not to mention, an accent to the speaker leading to *medhok* stereotypical. Meanwhile, in Javanese, those two phonemes affect the meaning of the words.

The second phonic interference occurred in this study is little bit dilemmatic. It is due to, instead of phonic interference of Bahasa Indonesia in Javanese, what really happened was the other way around. However, the datum here is also included in lexical interference as actually it is. Another unique fact about this datum is that it occurred several times in 4 speakers indicating that such error happens frequently. This phonic interference is considered as vowel interference. The following is the description of the datum.



- (2) *Raihan digodak rusa* [ru:sɔ]  
(Raihan was chased by a **deer**)

As already explained above, sentence (2) is also classified as lexical interference since in Javanese, the word for deer is *kidang*. Nevertheless, the error happened frequently as 4 speakers mispronounced the word several times in their story. *Rusa* is Bahasa Indonesia word for deer which is supposed to be pronounced as [ru'sɑ]. Meanwhile, what happened in this study is that the speakers kept pronouncing it as [ru:sɔ]. The speakers, who mistakenly pronounced [ɑ] as [ɔ], were having incomplete comprehension of Javanese resulting in generalizing that most of Bahasa Indonesia words which ends with open syllable [ɑ], mostly end with open syllable [ɔ] in Javanese equivalents. Taking example of words in Bahasa Indonesia such as, *singa* which means lion, pronounced as [si:ŋɑ], is pronounced as [si:ŋɔ] in Javanese, and word *dada* which means chest, pronounced as [dɑdɑ], is pronounced as [dɔdɔ] in Javanese. Although, that knowledge is not completely wrong, it is partially correct, especially when it refers to the case of sentence (2).

Regarding to this problem, the phenomenon which occurred in sentence (2) will be explained once again in lexical interference section. In addition, following the order of interference in Weinreich (1968), subsection below is description and further explanation of grammatical interference of Bahasa Indonesia occurred in Javanese speech of Javanese children.

### **Grammatical Interference**

Grammatical interference is covering two types interference. They are morphological interference and syntactic interference. Those two aspects of linguistics are believed to be overlapping each other in terms of interference and are problematic among the linguists since both talks about language structure. Henceforth, Weinreich (1968) decided to combine morphological and syntactic interference as grammatical interference considering overlapping structural point of view towards language interference.

In this study, there are grammatical interference of Bahasa Indonesia occurred in Javanese speech produced by the children. Those grammatical interferences found in this study were divided into morphological interference and syntactic interference taking account on what aspects were interfered. The first sub-section, therefore, is presenting morphological interference of Bahasa Indonesia occurred Javanese speech of children. The following is the morphological interference description and analysis.

### **Morphological interference**

To distinguish this section with the upcoming subsection describing the syntactic findings, it needs to be highlighted that in this section, the main issue is the word-related interference occurred in Javanese children speech. As it is a word-related interference, morphological interference, however, is crisscrossing with lexical interference as in classification proposed by Weinreich(1968) divided into two which are simple words and compound words or phrases. The latter is the one closely related to morphological interference.

In this study, the first and the most frequent case happened in terms of morphological interference is related to the suffix *-é* in Javanese. Such suffix is to be added to noun and become possessive or determiner phrase marker of definite element (Baroroh 2020; Davies & Dresser 2005). In addition, the realization of suffix *-é* varies with *-né* in which *-é* is used when it is glued to the closed syllable noun while *-né* is used with open syllable noun. This, of

course, should be used as bound morpheme compounded with noun, Javanese noun. For clear picture on how this thing works, the following are the data where such morphological interference occurred.

(3) *toples é pecah ning wedhi*  
 jar-DEF broken on sand  
 (The jar broke into the sand)

(4) *rusa-né ngerém ndadak*  
 deer-DEF brake sudden  
 (The deer suddenly stopped)

Regarding to the explanation above, both (3) and (4) are the data which consist suffix *-é* and its variation *-né* functioned as definite article. In (3) and (4), it is used partially correct since the suffix *-é* and *-né* succeeds the noun *toples* which means jar and *rusa* which means deer. The other condition that makes those two data are partially correct is that in (3) the speaker used *-é* for noun that ends with closed syllable and in the use of *-né* in (4) for noun which ends with open syllable. However, the suffix which stands as bound morpheme belonging to Javanese ironically is compounded with Bahasa Indonesia words. The noun *toples* in (3) and *rusa* in (4) are definitely Bahasa Indonesia words that in Javanese equivalent they are supposed to be *lodhong* for jar and *kidang* for deer as it is already mentioned in previous section. Therefore, the grammatical interference, specifically morphological interference, in those two sentences is the existence of Bahasa Indonesia words as free morpheme attached with Javanese bound morpheme, suffix *-é* and *-né*. Same thing happened in the exact same suffix functioned as possessive construction as what the following data described.

(5) *Bar no Mirza neng ndhuwur kepala-né rusa*  
 After that Mirza on above head-POS deer  
 (After that, Mirza was on the deer's head)

Given that suffix *-né* in (5) is functioned as possessive determiner. One of the common position of possessive construction in Javanese is that the head noun attached by suffix *-é* and *-né* is followed by possessor (Davies & Dresser 2005). However, the first task of the children was completely failed since they combined free morpheme of Bahasa Indonesia and bound morpheme of Javanese resulting on morphological interference in their speech. In (5), the speaker said 'kepala' instead of *endas* or *sirah* for head as *kepala* is actually coming from Bahasa Indonesia, especially with the way the speaker pronounced it as [kəpala]. Hence, as the previous data described, these ones are also considered morphological interference by the existence of Bahasa Indonesia words as free morpheme attached by Javanese suffix as bound morpheme.

The structure of syntactic interference of Bahasa Indonesia in Javanese speech will be explained in the following section.

### ***Syntactic interference***

In the previous section, it is already described and explained the morphological interference of Bahasa Indonesia in Javanese spoken by the children. Repeating what has been said in the beginning of grammatical interference section, the syntactic and morphological aspects of interference are overlapping most of the time. This study is no exception. Such overlap and crisscross section come not only inside grammatical interference, but also in most of all interference. It is believed that certain thing happened due to the

fact that language is complex system. However, what is defined as syntactic interference is grammatical relation interference (Weinreich 1968). Weinreich (1968) added that the interference in grammatical relation is consisting order, modulation, as well as agreement and dependence.

In this study, on the other hand, only few data classified as syntactic interference were found. It is due to many similarities between Javanese structure and Bahasa Indonesia which both come from same root (Sudaryanto 1979). However, the researcher found 1 syntactic interference resulting ineffective sentence. In (6), it is the one datum found in this study in which the speaker did redundancy in saying what it is supposed to mean bird. Interestingly, the speaker did such redundancy in two different languages, Bahasa Indonesia and Javanese. The following depicts what is found in this study.

(6) *Bar ngono David dikejar karo manuk* (\*burung hantu)  
 After that David PV-chase with bird (\*owl)  
 (After that, David was chased by owl)

It is completely clear in (6) that the speaker was not only having Bahasa Indonesia interference in his sentence, but the speaker also made slight error. This datum can also be classified as lexical interference due to inclusion of a phrase *burung hantu* which is Bahasa Indonesia for owl that coexist with the word *manuk* which means bird in Javanese. What can be analyzed as syntactic interference is that coexistence of two words with the same exact meaning, *manuk* and *burung*. It results in redundancy which makes the sentence sounds ineffective. Besides, what the speaker wanted to describe is owl which in Javanese usually called *koko beluk*, *manuk ceguk* or *manuk uwuk*. The latter is what the speaker was supposed to mention since it has word *manuk* in the phrase *manuk uwuk*. Nevertheless, if the speaker only said *manuk*, his sentence was completely okay though he would miss a little detail on the bird type. In other words, it can be concluded that the existence of Bahasa Indonesia phrase *burung hantu* results in sentence disruption.

The next section is the biggest number of interferences occurred in this study which is lexical interference.

**Lexical Interference**

Given the number of sentences produced in Javanese by the children as shown in Table 1 and section Overview section, it can be seen that sentences production of the children is considered 'enough'. However, it does not imply that the children produce the perfect Javanese sentences. As the main objectives of this study, Bahasa Indonesia interference in Javanese, the sentences produced by the children also presented some interferences of Bahasa Indonesia. Such interferences are including lexical interference that occurred frequently in their speech. The lexical interference, however, is so broad that it has to be separated into two classification, namely simple words and compound words (Weinreich 1968).

**Simple words**

Simple words interference is believed to be the most common lexical interference occurred in bilingual (Mariyana 2011; Mulyani 2014). It is quite tricky in analyzing lexical interference of Bahasa Indonesia in Javanese since both languages shared most of their lexical items interchangeably due to strong contact between those two languages. Therefore, crosschecking each vocabulary, especially the suspicious one, in Javanese dictionary (Poerwadarminta 1939; Prawiroatmodjo 1981; Purwadi 2004) is mandatory.

The following are the description of lexical interference data found in this study.

- (7) *Roni ngopeni kodok ning **toples***  
(Roni kept a frog inside a **jar**)
- (8) *Raihan digodak karo **rusa***  
(Raihan was chased by a **deer**)
- (9) *Mirza lankirik é nemutawon lan **pohon***  
(Mirza and his dog found bees and **trees**)
- (10) *Doni ndeloki ning **lubang***  
(Doni was looking inside a **hole**)

The data above show lexical interference of Bahasa Indonesia in Javanese speech of children in telling story of *Frog, Where Are You?* Data found in (7), (8), (9), and (10) are all Bahasa Indonesia lexical items where all of them are noun. The words *toples* and *rusa* are previously presented also in (2), (3), (4), and (5) where *toples* means jar and *rusa* means deer. Both words actually exist in Javanese equivalent which are *lodhong* for jar and *kidang* for deer. Data (9) and (10), however, are Bahasa Indonesia words for tree and hole consecutively. Likewise, those words in (9) and (10) are supposed to be *uwit* for tree and *bolongan* for hole in which both are Javanese equivalent. The most lexical data found in this study are noun. However, there is anomaly found in this study. In datum (11) below, the lexical item belongs to adjective.

- (11) *Mirza lan kiriké untungé **selamat***  
(Mirza and his dog, luckily, were **safe**)

Sentence (11) is proof that the speaker also did an 'error' in putting Bahasa Indonesia lexical item and it is an adjective in their Javanese speech. The word *selamat* spoken by the speaker is Bahasa Indonesia word for safe. In fact, the difference between safe in Bahasa Indonesia and Javanese is only in matter of pronunciation. The Javanese equivalent for safe is *slamet*. Thus, it can be seen that if only the speaker pronounced [ə] instead of [a] in the ultima of the word as well as changing from two first syllables *se-la* into two consonants cluster /sl+/a/ becoming /sla/, the speaker would be completely safe from interference.

### **Compound words and phrases**

This is the section that overlaps with *Grammatical Interference* subsection above where here, it also talks about compound words where the process including affixation and other word formations. However, to distinguish this section from the morphological interference section above in this section, what is considered as compound words interference is where the words are completely Bahasa Indonesia lexemes processed in Bahasa Indonesia word formation rules only. Thus, the mixture of Javanese words with Bahasa Indonesia word formation process or vice versa will not be included in this section. Not to mention, data (3), (4), and (5) are not classified in this section. Yet, data (6) can be classified as phrase and be included in this section. The following are data presented for clearer interpretation.

- (12) *Bar ngono, David **dikejar** karo manuk burung hantu*  
(After that, David **was chased** by owl)
- (13) *Sampe David **diganggu** karo rusa*  
(Until David **was bothered** by a deer)

Data (12) and (13) are compound words interference found in this study. To be clear, the bold words are the main focus although there seem to be

another interference found in those data. From those data, what can be inferred is that both of lexical items are verb. The verb in (12), *dikejar* is Bahasa Indonesia for 'being chased' which actually is supposed to be *diuber* in Javanese equivalent. Meanwhile in (13), the word *diganggu* means 'being bothered or disturbed' which in Javanese equivalent is *dirusuhi* (Prawiroatmodjo 1981). Those verbs, to be précised, are in the passive form. Prefix *di-* combined with verb will create the passive form of the verb. As the rule of *di+V* passive form in Bahasa Indonesia and Javanese is quite similar, the subject in the sentences (12) and (13) who are both David stands as patient in grammatical relation. The different form of compound words found is presented in (14) below.

- (14) *David nggoléki ning hutan, ning **sekeliling** omahé, gaenek*  
(David was searching in the forest, **around** his house, not found)

The word *sekeliling* in (14) is Bahasa Indonesia counterpart for adjective 'around' in English. However, *sekeliling* can be classified as noun and/or particle in Bahasa Indonesia. It is derived from noun *keliling* added with prefix 'se-' resulting *sekeliling* which commonly is preceded by preposition. Unarguably, such word is Bahasa Indonesia which actually is *sakubengé* in Javanese equivalent. This datum, along with (12) and (13), are affixed words and classified as compound words in lexical interference of Bahasa Indonesia in Javanese spoken by children in telling story. Having discussed how the compound words interference of Bahasa Indonesia in Javanese, the following is other forms of compound words and phrases found in this study.

- (15) *Mirza dikejar **burung hantu***  
(Mirza was chased by **owl**)
- (16) *Ndilalah rusane **mendadak berhenti***  
(Surprisingly, the deer **suddenly stopped**)
- (17) *Bar ngono, David nggoléki ning mburiné **pohon tumbang***  
(After that, David was searching behind a **fallen tree**)

Those three data in (15), (16), and (17) are compound word and phrases interference of Bahasa Indonesia in Javanese spoken by children. In (15), the phrase *burunghantu* is Bahasa Indonesia for owl. It is compound word constructed by noun *burung* which means bird and noun *hantu* which actually means ghost. Those two nouns combined creating new 'word' that means owl. On the other hand, the compound word *burunghantu* is known as *manuk uwuk* or *kokobeluk* in Javanese counterpart. In contrast, (16) and (17) are phrases where *mendadak berhenti* in (16) is verb phrase constructed from adverb *mendadak* which is English equivalent of adverb 'suddenly'. *Berhenti*, however, means stop and that verb phrase can be substituted with *mandek ndadak* as Javanese equivalent to *mendadak berhenti*. Phrase in (17), by contrast, is noun phrase grammatically standing as object. Such noun phrase is constructed by noun *pohon* which means tree and verb *tumbang* which means 'fall'. The phrase *pohon tumbang* is Bahasa Indonesia equivalent to *uwit ceklék* in Javanese which means 'fallen tree'.

### Semantic Interference

There is unique case in this study where words are completely Javanese, but semantically inappropriate in sentences speakers spoke themselves. Inappropriateness of these words are analyzed contextually and found to be questionable thing. In the end, the researcher found out that such thing happened as shift of meaning (Ilbek 1967). Hence, it finally fell into different

category called semantic interference taking account it is semantic relation phenomena. Data (18) and (19) showed below will assist for better understanding.

(18) *Dogi diwedeni manuk nganti mlayu*  
(Dogi **was scared** by a bird to run)

(19) *David lan kiriké digodak tawon sampe David tiba*  
(David and his dog **were \*chased** by bees until he fell)

In sentence (18), the word *diwedeni* is definitely Javanese indicating that in this sentence, the speaker did not make any error or was interfered with Bahasa Indonesia lexical. Despite the fact that it is zero interference, the sentence is quite questionable. Word *diwedeni* is giving implication that something is feared due to respect. In fact, what the speaker was trying to convey is that Dogi was scared by a bird, an owl, or in active voice perspective, the bird was scaring Dogi. Using word *diwedeni* makes the sentence incoherent or contextually impossible. It should be *diden-deni* or reduplication of *diwedeni* into *diwedeni-wedeni* which would make the sentence coherent.

Another case as in (19), word *digodak* is also partially correct to be used in such context. In (19), it shows that the subjects, David and his dog, were chased by bees. As a matter of fact, bees definitely would 'chase' something or someone(s) by flying. However, in the sentence (19), passive verb *digodak* is commonly interpreted as be chased by something by running. It is the case where the children only have limited range of vocabulary items in Javanese for chase that varies from *diuber*, *dioyak*, *digodak*, *ditututi*, etc. (Poerwadarminta 1939) where each word have different contextual meaning.

The results presented in subsections above provide important insight into the description of each interference form of Bahasa Indonesia in Javanese spoken by the children in telling story. The next section, therefore, moves on to discuss the causes of such interferences using some different point of views as well as re-analyzing the data when it is necessary.

## DISCUSSION

This study set out with the aim of describing the interference of Bahasa Indonesia in Javanese spoken by Javanese children in telling story of *Frog, where are you?* Referring to the first finding being presented in Table 1, it shows that number of sentences produced by the children are 18.625 in average. This finding broadly supports the work of other studies which also uses the frog story book created by Mayer(1969) where the children or bilingual individuals produced number of words, phrases, clauses, and sentences that are considered sufficient (Bennett-Kastor 2002; Cameron & Wang 1999; Minami 2005). In accordance with the present results, previous studies have demonstrated that female produces more utterances than male in narrative (Minami 2002) especially in mother language (Bennett-Kastor 2002). However, this still needs further investigation considering different subject numbers, method, and setting would lead to different results.

In this study, one of unanticipated finding was that the speakers made slight phonic error in their speech. Such interference was coming from both vowel and consonant. Consistent with the literature, this study found that phonic interference occurred in interlanguage between L1 and L2 where such interference accommodated both vowel and consonant interference (Hidayat & Setiawan 2015; Sukoyo 2012). However, in the case of this research, such interference occurred since the speakers obtained more Bahasa Indonesia exposure resulting in mixing L1 and L2 phonetics system. Such mixing

phenomena as defined by Clyne (in Walters 2005) as phonologically unintegrated transference of the bilingual individual.

Another important finding is in grammatical interference, the participants were mixing morphological structure between Bahasa Indonesia and Javanese. It is found that Indonesian free morphemes are combined with Javanese affixes creating imperfect words formation. Meanwhile, in syntactic interference, it is found that due to redundancy of Bahasa Indonesia phrases and Javanese word with same meaning coexist, it results in incoherent sentence. Morphological interference and syntactic interference of Bahasa Indonesia in Javanese also reported in previous studies (Mariyana 2011; Sukoyo 2012). Specifically, these findings in grammatical interference in this study also accord with previous observations, which showed that morphologically, interference tended to appear in mixing both L1 system and L2 system, and syntactically, redundancy also appeared (Sarfraz, Mansoor, & Tariq 2016).

In lexical interference, the most frequent words appeared in children speech are nouns from Bahasa Indonesia such as name of animal, plant, etc. Verbs and adjectives were also found in compound words interference. It proves that in lexical level, interference also occurred equally. The simple words interference in noun and compound words in other than noun also reported in previous studies (Mariyana 2011; Mulyani 2014; Sukoyo 2012). Moreover, semantic interferences were also found in this study as results of different vocabulary range between Bahasa Indonesia and Javanese. This wide range of Javanese vocabulary is processed imperfectly by the participants resulting in contextually incoherent sentences. Several previous studies also investigated this semantic interference issue (Luykx et al. 2007; Mahon et al. 2007). Those previous studies saw this as lexical selection of bilinguals.

Another goal of this study is to answer the causes of language interference found in this study using both sociolinguistics perspective and psycholinguistics perspective. First, most of studies on language interference in Indonesia provided that language interference occurred due to several causes and motivation namely, language contact, language attitude of the speakers, closely related language system, language habit, insufficiency of language vocabulary, emphasizing detail information and the speaker low ability in one particular language (Ardila et al. 2018; Mariyana 2011; Sukoyo 2012). Although those causes stated by previous researches are not completely wrong, there is room for broader explanation in each cause.

As mentioned in the beginning of this article that Bahasa Indonesia is constitutionally stronger making it unbeatable when it coexists with local languages. With wide range of use of Bahasa Indonesia, the speakers of local language tend to shift gradually to national language (Cohn & Ravindranath 2014) in this case, Bahasa Indonesia. In Javanese context, Bahasa Indonesia has affected in the speech level in Javanese (Poedjosoedarmo 2006) even in family context (Mardikantoro 2012; Munandar 2013). Furthermore, in the Law no.24 of 2009, it is explicitly stated that Bahasa Indonesia must be used in Education context (Republik Indonesia 2009). Meanwhile, the participants mostly spent their times at school for at least 6 to 7 hours where they were exposed by Bahasa Indonesia. During interview, 6 of 8 participants stated that they even took afterschool lesson for national examination preparation making them being exposed by Bahasa Indonesia even longer. Thus, language policy does really have big impact in the language shifting and interference.

Strong language contact between Bahasa Indonesia and Javanese eventually disrupt each language system. This phenomena will lead the Javanese community to tolerate even neglect language system interference as it becomes understandable (Mardikantoro 2012; Munandar 2013). This study has proven that the children start to forget or have lack vocabulary stocks in Javanese creating many loanwords in their speech. Lexical selection in their cognitive process is also responsible in their language interference (Mahon et al. 2007). Taking example on phonic interference, the speaker who is pure Javanese definitely has access in Javanese phonemes but what really happened is they mispronounced the words. Such situation is believed that complex visual-word recognition process is interfering even for simple words perceiving process (Hennessey, Bell & Kwortnik 2005) due to the task given to the participants. In addition, limited lexical exposure in target language also plays role in quick decision making in their mind to execute which language, level, system or unit to be expressed (Poedjosoedarmo 2006; Starreveld & Heij 1995).

## CONCLUSION

In task-based method to see how Javanese children perform their Javanese skill eventually showed language interference phenomena, in this case, Bahasa Indonesia. It was found that Bahasa Indonesia infiltrate in children Javanese language in different level of interference. First, in phonic interference, Bahasa Indonesia has disrupted the children pronunciation in consonant retroflex [d] and vowel [ɔ]. In grammatical level of interference, the Javanese speakers tend to combine Bahasa Indonesia and Javanese structure in possessive, definite, and verb construction as well as slight error due to redundancy of phrases in Bahasa Indonesia and Javanese. Third, in lexical level, simple words were the most occurred loanwords in this study and most of them are noun. Meanwhile, compound words and phrases appeared in verbs and adjective as well as noun phrase. Semantic interference is also found in this study due to small vocabulary range of Bahasa Indonesia which cannot accommodate Javanese vocabulary range. This study also offers a view that the constitutional strength of Bahasa Indonesia will gradually abrade the ability of Javanese in processing their own mother language. Worse, without any preservation, Javanese will eventually extinct.

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## Indonesian-English Code Mixing in Ria SW's Video Blog

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### ABSTRACT

Video blogs or vlogs are stories of someone's daily life visualized and uploaded via YouTube. It managed to increase the most video uploads on YouTube. To attract the sympathy of the audience, the use of informal language or a relaxed variety was chosen to be more communicative. The data in this study were taken from Ria SW's vlog, one of the food vloggers with 2,700 subscribers. The use of two languages, Indonesian and English, turned out to attract and represent young people who are slang and intellectual speakers. Using two languages at once or referred to as code mixing, is a linguistic phenomenon that needs to be responded to using sociolinguistic theory to find forms of code-mixing in Ria SW's vlog. The method used in this research was a qualitative method. Through these methods and theories, it can be seen that RiaSW's use of Indonesian code-mixing. The type of code-mixing used by Ria SW is external code-mixing. The form of external code-mixing reflects the existence of high intellectual abilities and exudes moderate values. The form of code-mixing used is in the form of words, phrases and repetitions. The use of word types in code-mixing expressed by Ria SW is in nouns, verbs, and adjectives. The use of the noun form tended to mention the name of places and foods. The use of the verb form tended to invite, while the use of the adjective serves to explain the taste of the food. The causes of this communication strategy, the use of code-mixing in Ria SW's vlog are to get good communication by using more popular terms and letting the viewers understand the speaker code and the foreign terms of the tourism sector.

**Keywords:** code-mixing, video blog, food and drinks, Chiang Mai

### INTRODUCTION

Human ability to use language can be seen from knowledge (competence) and language usage (performance). Language competence is the knowledge possessed by language speakers about their language (Rusyana & Samsuri 1978). Knowledge here means knowing and understanding the rules of a language in understanding and producing sentences, both acceptable and unacceptable sentences (Tarigan 2009). Meanwhile, performance is the use of language in actual conditions (Rusyana & Samsuri 1978) in real situations both in written and spoken (Tarigan 2009). The competence and performance possessed by language speakers can be adjusted to their needs. There are two mainstream communities of Indonesian speakers communities; practitioners and linguistic. The practitioner community can speak Indonesian with fewer grammatical rules, while the linguist of Indonesian uses Indonesia with a good comprehension of grammar. The practitioner groups are more focused on aspects of casual and communicative situations. Emphasis on the performance aspect of Indonesian causes failures in mastering the correct linguistic rules so that if speakers of languages have competencies other than Indonesian, it can lead to grammatical mixing of other languages. This has become a linguistic phenomenon known as code-mixing.

In a multilingual society, most of the members of society master more than one language. If the mastery of the two languages is equally good, Bloomfield says that the speaker is bilingual (Chaer & Agustina 2010). Bilingual speakers are speakers who have the ability or ability to master two languages (Nababan 1984). The level of mastery of two speaker's languages can be seen in terms of grammatical, lexical, and semantic, which is reflected

in the four language skills; listening, reading, writing, and speaking. The interaction and intensive contact of these two languages result from code-mixing or code-switching. Code-mixing is the use of two or more languages by incorporating elements of one language into another language (Suwito 1983).

The elements integrated with the language that is inserted as a whole only support one function. In code mixing, there is a principal or basic code used (Chaer & Agustina 2010). The primary or basic code has a function and autonomy, while the other codes are only as pieces without having any function and autonomy. A prominent feature of code mixing is the presence of relaxation or in informal situations (Aslinda & Syafyahya 2007). Informal situations cause code mixing in communication to be more effective and efficient (Widyaningtias 2018). In addition, the existence of specific topics in conversation; citing other people's conversations, expressing group identity, lexical needs that are not found in equivalent words (Putri 2017) or for mere prestige are also causes of code-mixing in speech (Ariesta 2019).

So far, research on the use of Indonesian in social media has become an important study for further research to determine language development. The use of Indonesian on social media, one of which occurs on WhatsApp social media, provides diversity in internal and external code mixing, which is called the presence of cognate and non-cognate language absorption elements (Sutarma 2017). The existence of code mixing that uses cognate languages is caused by the background and situation of the speakers, while those who use non-cognate languages (foreign languages) are caused by speakers who have mastered the foreign language (Nurlianiati, Hadi, & Meikayanti 2019).

Research on the phenomenon of language usage in bilingual or multilingual communities is not a new one, especially research on social media that young people often use, one of which is video blog, or vlog. The research conducted (Saraswati 2020) analyzed code switching and code mixing by video blogger Nessie Judge who uses much external code-switching from Indonesian to English. This is because Nessie Judge's background is Pakistani-Chinese-Dutch, who is more familiar with English than Pakistani, Chinese, or Dutch. Interestingly, Nessie Judge can also speak Indonesian, and even Indonesian is her mother tongue, but due to the learning environment and the length of time she lived in Finland, she often uses English instead of Indonesian.

The background of speakers and speech partners mastering more than one language causes daily conversations to mix two languages, Indonesian and English often. This is also similar to the research conducted by (Fitria 2020) regarding code switching and code mixing in the video blog channel *Genki Really!* by Sokorahen Genki. The study found that the speakers came from Japan, and when living in Indonesia, the speakers used two languages, Indonesian and English. He uses English when he does not know the equivalent of words in Indonesian when carrying out daily conversations.

These two studies above are different from the research conducted by the author who chose video blogger Ria SW as the subject. The background of the speaker is a native Indonesian. However, in the use of language in the video, the blogger uses two languages (Indonesian and English) to explain the description of the location of a culinary place, the name of the food, and the taste of a food. Certain terms in describing food that use English aim to legitimate a food that is more prestige. This makes it different from other

research since it uses two languages to explain culinary themes in Indonesia and abroad.

Based on the description of the background above, many things can be found through code mixing in Ria SW's video blog of culinary world, for example, it is found that there are forms of code mixing in the form of words, phrases, and the repetition of words. Therefore, research on Ria SW's stories uploaded on YouTube needs to be done to see the diversity of code-mixing forms and the causes of code mixing occurrences in the blogger's videos, especially in culinary themes. By finding the diversity of code-mixing forms spoken by Ria SW, this research can contribute to language development, especially the languages of food vloggers who use code mixing forms as slang and intellectual self-image media.

## **THEORETICAL REVIEW**

### **The Competence and Performance of Language Speakers**

Noam Chomsky is well-known a pioneer of transformational linguistics. He was the first to introduce transformational generative grammar. One of the results of his thinking is about competition and performance. Rusyana & Samsuri (1978) define language competence or competence as the knowledge possessed by language speakers about their language. Chomsky argues that competence is a person's knowledge of the rules of a language in understanding and producing sentences, both acceptable and unacceptable sentences.

A person's understanding of unlimited abstract rules is the basis for linguistic behavior in analyzing and synthesizing correctly the relationship of sounds to the meaning of an indeterminate number of sentences (Tarigan 2009, 21). Richards added that competence is a person's grammar in a language that is internalized to create and understand sentences, including understanding sentences that they have never heard before.

This case includes one's knowledge in identifying what is really a sentence and what is not a sentence (Tarigan 2009, 21-22). Meanwhile, according to Chomsky, the definition of performance is the actualization of language based on one's knowledge in real situations, both in speech and in writing (Tarigan 2009, 22).

The competence and performance possessed by language speakers are adjusted to their needs. There are groups of Indonesian speakers practically and groups of Indonesian speakers linguistically. The group of language speakers is practically able to speak Indonesian, but the language used is not much influenced by the language's grammar.

This is different from the linguistic group of Indonesian speakers who pay more attention to grammatical problems. Practically speaking, Indonesian groups are more focused on aspects of communicative situations. Emphasis on the performance aspect of the Indonesian language causes a failure in mastering the correct linguistic rules so that if a language speaker has competencies other than Indonesian, it can lead to a grammatical mixing of other languages. This has become a linguistic phenomenon known as code mixing in sociolinguistic terms.

### **Code Mixing**

Code mixing is using two or more languages by combining the elements of one language with the elements of another language. The integration of language elements with one another is carried out consistently. Kridalaksana (2005, 40) argues that code mixing is using one language unit with another, which expands language style or language variety, including the use of words, phrases, idioms, and greetings.

In addition, Suwito(1983, 78-80) explains that in the integration of language elements with one another, there are several forms of insertion, namely insertion in the form of words, insertion in the form of phrases, insertion in the form of repeated words, insertion in the form of expressions or idioms, and insertion of clauses.

Suandi (2014, 143-46) divides the factors that cause code mixing in a speech into several categories, namely: the limited use of codes; the use of more popular terms; the speaker and the hearer's personality; topics, functions, and objectives; the variety and level of speech-language; the presence of the third party; the subject of conversation; the intention to create humor; and the purpose for achieving prestige.

## **RESEARCH METHOD**

This study uses qualitative methods intending to understand the phenomena in research subjects (Meleong 2009). This phenomenon is based on the facts contained in Ria SW's video blog. The material object of this research is Ria SW's speeches on her video blog uploaded on YouTube. Meanwhile, the formal object is the forms and the driving factors of the code mixing in Ria SW's speeches in the video blog.

The data source of this research is Ria SW's utterances in the form of sentences in the video blog. The videos selected were the videos filmed while Ria SW traveled in Korea, Japan, and Thailand. The selection was made based on the dominance of code mixing in the culinary videos of the three countries compared to culinary videos in Indonesia. There are three stages in this research; providing data, analyzing data, and presenting the results of data analysis. At the first stage, the data were obtained using the technique of listening. According to Sudaryanto (1993, 133), listening technique is an activity of collecting the data by receiving audio materials through hearing organs. In this study, the activity is directed to the speeches spoken by Ria SW in her video blog on YouTube.

The subsequent technique is note-taking. This is an advanced technique after the prior listening technique. It was done by recording the relevant data in accordance to the material object of the research (Mahsun 2012). The following technique is data analysis where all utterances containing code mixing are identified and then classified and categorized based on their similarities and differences. After being classified, the data were then analyzed based on the forms and the driving factors for code mixing.

## **DISCUSSION**

Based on the analysis of the speech in the culinary video blog of Ria SW, it is known that the dominant code-mixing speeches used is code-mixing in the form of words rather than phrases and word repetition. Coded word forms are dominantly used to mention the names, textures, and tastes of food. In addition, words are also dominantly used to mention the name of the place visited and the description of the situation encountered, such as 'crowded', 'explore', and 'jumping'. The argumentation that leads to the use of code mixing is to mention more popular terms, to convey information to people who do not understand the speaker code, and to convey foreign terms in tourism.

### **Code Mixing in Ria SW's Speech**

According to (Suandi 2014), there are two types of code mixing, external and internal code mixing. External code mixing uses source and target languages that have no kinship, either geographically or genealogically.

The external type occurs because of the high intellectual ability and emits moderate values, while in internal code mixing, between the source and target languages there is a kinship relationship. The code mixing type in Ria SW's video is an external code-mixing type, which involves Indonesian and English language. Meanwhile, the forms of code-mixing in Ria SW's video blog comprise the insertion of elements in the form of words, phrases, and repetition of words.

### **Insertion of word**

The insertion of code-mixing elements in the form of words in Ria SW's video blog was found in the categories of nouns, verbs, and adjectives. The following is the insertion of elements in the form of nouns as follows.

- (1) *Kalau untuk hostalnya, aku pilih Heuan Pak Dee. Kenapa aku pilih ini? Sebenarnya karena ada **art gallery**-nya gitu.* (video timeline 2:40)  
(For the hostel, I chose Heuan Pak Dee. Why did I choose this? Actually, because there is art gallery.)
- (2) *Kata orang lokal, kalau misalnya kita pergi ke Chiang Mai tapi kita enggak ke **temple** ini nih, itu katanya sama aja bo'ong kalian tuh gak ke Chiang Mai.* (12:08)  
(Local people say, if we go to Chiang Mai but we don't visit this is it, this temple, it means that you've lied or you haven't been in Chiang Mai.)

Data (1) and (2) show a mix of English codes in words and the noun category. In datum (1), Ria RW was traveling to Chiang Mai, Thailand. Ria SW chose a hostel called Heuan Pak Dee. In explaining the hostel selection, Ria SW mixed the code in English to mention the name of the place, namely the art gallery which is equivalent to *galeri seni* in Indonesian.

Similarly, in datum (2), she explained what local people say when they go to Chiang Mai. They must visit one of the places frequented by tourists, namely the temple, which is equivalent to *candi* in Indonesian. The types of words used in code mixing in data (1) and (2) are nouns. The noun category is used to mention the name of a place.

In addition to mentioning place names, there is also a code-mixing noun category spoken by her that serves to name food. The following datum shows the name of the food and the name of the object.

- (3) *Mienya kenyal, manis. Aduh, enak banget yah... **beef**-nya.* (6:39)  
(The noodle is so chewy, sweet. Ooops, it's very delicious.)

Code mixing in the form of words and categorized as nouns in datum (3) shows the insertion of English into the speech in Indonesian. She mixed the code to name one of the types she ordered, 'beef', which is equivalent to *daging sapi*. In addition, she also mixed the code to mention one type of object name. The following data shows the existence of code mixing which has the function to mention the name of an object.

- (4) *Ini buat **power bank**.* (1:27)  
(It's for power bank.)

The code mixing in data (4) is in words and is categorized as nouns, namely by inserting English into Indonesian speech. The speech contains her explanation of the term of an object. In terms of equivalence, *The Agency for Language Development and Books* has provided the Indonesian equivalent of 'power bank' as *bank daya*.

However, the mention of code mixing in English has crystallized in the minds of the language-speaking community as the first language before the existence of its equivalent in Indonesian.

In addition to the noun category, code mixing in the form of words in verb category are also found in Ria SW's video speech. The data are as follows.

- (5) *Mari kita **explore!*** (0:41)  
(Let's explore!)
- (6) *Ini kita **jumping** dulu ya.* (0:57)  
(This time we're jumping first.)
- (7) *Gak terlalu **crowded** gitu.* (1:11)  
(Not so crowded. Such that.)

Data (5) to (7) are code-mixing in the form of words categorized as verbs. In datum (5) Ria SW would start looking for food to be tasted by using a code-mixing invitation in English to 'explore'. In datum (6), she found many places to eat and uses code mixing 'jumping'. In datum (7), she described the restaurant's atmosphere she visited by mixing the word 'crowded' that equals *ramai* in Indonesian.

The use of code mixing in the form of adjectives is also found in Ria SW's speech. The function of this category of adjectives is to describe the nature, texture, and taste of food. The data are as follows.

- (8) *Selain bahannya **fresh**, saosnya itu loh yang terkenal bikin nagih.* (13:31)
- (9) *Pas digigit kan **juicy** ya. Tp manis banget sampai ke dalamnya.* (16:16)
- (10) *Rasanya **light**, gak bikin enek.* (15:45)

In data (8) to (10), there are word insertion elements from the adjective category in English, i.e. 'fresh', 'juicy', and 'light'. These three inserted elements describe the texture and taste of food. In datum (8), 'fresh' show the condition of the food whose ingredients have just been taken from their origins. Then, datum (9) describes the texture of a meat that is comparable to juice. The condition of the 'juicy' textured meat is that the level of maturity is not too ripe. Meanwhile, in data (10), Ria SW describes the taste of a soup that is not too heavy by mixing the English code light, which means 'light'. Young people dominantly use the insertion of elements in the form of words in everyday language, especially those who live in urban areas and acquire two or more languages for specific purposes (Listyaningrum 2021).

### ***Insertion of phrase***

The forms code mixing in English phrases found in Ria SW's video blog are as follows.

- (11) *Di sini tuh banyak banget makanan lokalnya. Salah satunya yang lagi dibuat ini. Tapi, sayangnya, aku dah coba dan gak cocok di lidah aku. Jadi, aku mau coba yang **deep fried spring roll**-nya aja.* (16:08)  
(Here, there are so many local food. Among others is the one that is being made. But, fortunately, I have tried and it does not match my tongue. So, I want to try the deep fried spring roll instead.)
- (12) *Malam ini khusus untuk coba makanannya! Salah satunya ada minuman yang antriannya panjang banget dengan harga yang udah pasti murah lah yah, **coconut pudding with milk**.* (20:39)  
(This night is dedicated to try its culinary! One of them is the drink whose queue is very long with the price that's, of course, cheap, coconut pudding with milk.)
- (13) **Curry noodle soup** dengan potongan ayam. (22:13)  
(Curry noodle soup with slices of chicken.)

From datum (11) to datum (13), an English code mixing element is inserted in the form of a noun phrase. In data (11) Ria SW was choosing some



local Thai food. Ria SW preferred to name it 'deep fried spring roll'. In data (12), she wanted to buy a drink with many buyers queueing up, 'coconut pudding with milk'.

In addition to buying snacks and drinks, she also bought heavy meals by inserting an element of mixed English code, that is 'curry noodle soup'. In contrast with Listyaningrum's (2021) research, the use of code mixing in the form of phrases is only found for mentioning names. In this study, the dominant insertion of phrasal elements is for mentioning the names of food.

***Insertion of word repetition***

Mixing code by inserting elements of word repetition can also be found in Ria SW's video blog. The data are as follows.

(14) *Pas diselimuti sama seladanya, rasanya enak banget. Kayak jadi **crunchy-crunchy** gitu* (5:17)

(As it's covered with the salad, the taste is very delicious. It's becoming crunchy-crunchy.)

In datum (14), Ria SW described the food texture in Indonesian as crunchy when it is chewed. She looked more familiar the term 'crunchy' rather than its Indonesian equivalent *garing*. Code mixing in everyday language is considered natural because of bilingual abilities of the speakers (Rizkita & Wirawati 2021). With the insertion of code mixing elements in the form of words, phrases, and repetition, the speaker likely wants to show their capability in English, so that when using several terms in English, he/she is judged to be more intelligent and has superior values.

**The Causes of Code Mixings in Rini SW's Vlog**

The factor that causes code mixing in Ria SW's video blog is her tendency to communicate casually. The forms of casual varieties include: using popular terms, using terms that are easily understood by people who do not master the speaker code, and using general terms in tourism. This use of casual communication cannot be separated from Ria SW's background as a resident of Jakarta, so that in daily activities, she uses a casual variety of Indonesian.

***The use of more popular terms***

Popular terms are words/phrases that have widely been agreed upon by speakers to be used as terms everyone understands. The data showing the use of more popular terms in Ria SW's video blog are as follows.

(15) *Kalau dessert, kayaknya aku mau minum aja deh. Jadi, aku milih **coconut milkshake*** (17:39)

(For the dessert, I think I just want to drink. So, I chose coconut milkshake.)

In her video blog, Ria SW traveled around Indonesia and abroad to find culinary delights. One of the destinations was Thailand, precisely in Chiang Mai. On the location, there were several names for food and drinks in English. In datum (15) Ria SW was looking for a typical drink of Thailand and in Chiang Mai there is a drink called 'coconut milkshake'.

The drink is made up of coconut water which is mixed with milk. The term 'milkshake' has become a collective agreement amidst the global community to name any drink that is mixed with milk. In Indonesia, various drinks with the name 'milkshake' have also been popular, such as chocolate milkshake, strawberry milkshake, vanilla milkshake, oreo milkshakes, and so on.

In addition to popular terms that refer to food or drinks, some refer to other things. Here is another datum showing the use of more popular term.

(16) *Sekarang kita ke tempat **shopping** terbesar di Bangkok.* (2:21)

Now, we go to the biggest shopping center in Bangkok.)

In datum (16) the word 'shopping' is a term that has been popularly used by people globally. The public use the term 'shopping' to designate a more specific term, like shopping for clothes, bags, shoes or accessories which is done at shopping centers, such as stores, malls or the web which is often referred to as online shops.

***Delivering information to who do not know the speaker's code***

Regional differences are one of the causes of differences in language codes. Therefore, there are several codes mutually agreed upon by the global community to convey the same information. The data that show the driving factors for code mixing to convey information to people who do not master the code of speakers are as follows.

(17) *Thailand itu kan terkenal banget sama street food-nya, night market-nya. Di Chiang Mai ini banyak banget night marketnya.* (0:04)

(Thailand is very famous for its street food, its night market. Here in Chiang Mai, there are so many night markets.)

The terms 'street food' and 'night market' in datum (17) indicate code mixing in English. The term 'street food' means food or drinks sold on the roadside using tents or kiosks that are easy to clean up. It has become a global term that is understood by the global community. Likewise, the term 'night market', as in the words that make it up, means a place for selling and buying available at night.

In Indonesia, the term is popularly known as *pasar malam* that is a market opened from the evening up to midnight. A *pasar malam* commonly sells food, drinks, and goods at low prices. In addition, there are rides for children to play. Ria SW preferred using the global terms, 'street food' and 'night market', to convey the information on culinary tourism in Chiang Mai.

***Stating foreign terms of tourism***

Another driving factors for code-mixing in a speech is the presence of foreign terms in the tourism sector. The data that mentions foreign terms in the tourism sector are as follows.

(18) *Selain makanan, disini juga ada toko fashion, sarung bantal, sabun sampai aksesoris* (16:45)

(Besides food, there are also fashion, pillow case, soap, up to accessories stores.)

(19) *Oh, mereka juga jual merchandise. Pas aku ke sini, lagi buy one get one free. One-nya terserah mau rasa apa* (18:25)

(Oh, they also sell merchandise. When I'm here, it's being 'buy one get one free'. The 'one' is free for any flavor.)

(20) *Ini kan market-nya gede banget dan luas banget. Mereka punya 27 sektor gitu. Jadi, sebelum kita explore, kita harus liat maps-nya!* (0:33)

This market is very big and very large. They have 27 sectors in total. So, before we explore, we have to see its maps.)

From datum (18) to (20), there are three foreign terms in tourism, namely 'fashion', 'merchandise' and 'market'. Fashion is related to clothings and its accessories, merchandise is a gift or souvenir, whereas market is a place for selling and buying. These three foreign terms are often encountered when we are traveling abroad.

The blind spot of this research lies in taking the object of study, which focused on the Ria SW's vlogs filmed in a foreign country, so that the dominant forms of code mixing found to be the external or outgoing only. The researcher did not take the videos of Ria SW's culinary reviews in Indonesia.

For further study, it is needed to get a comparison between how she speaks abroad and in Indonesia, so that we can draw a more comprehensive understanding.

## CONCLUSION

Based on the analysis above, it can be concluded that social media can affect language competence and performance. The performance or actual use of language on social media uses non-standard language or casual variety that makes conversations more communicative. Through sociolinguistic analysis, the phenomena of code mixing on social media, especially in Ria SW's YouTube channel, could be found. The type of code mixing found is the external one that reflects high intellectual abilities and emits moderate values.

The forms of code mixing performed by Ria SW in her video blog is by inserting words, phrases, and repetitions. The words inserted include nouns, verbs, and adjectives. The noun category shows the name of the food and place, the verb category represents an invitation, whereas the adjective category indicates the taste and texture of food.

The factors causes code mixing in Ria SW's video blog are using more popular terms, to delivery of information to people who do not master the speaker's code, and to mention foreign terms in the tourism sector. The findings may vary when there is future research taking Ria SW's speech in her video blog in Indonesia setting as a comparison on the forms and types of code mixing she uses.

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## Exploring Nominalization Use in Graduate Thesis Abstracts: An SFL Approach to Academic Writing

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### ABSTRACT

Abstract becomes the mandatory part of an article which should be concise and lexically condensed. Unfortunately, not all academic writers can meet this demand. Following Halliday & Matthiessen's (1999) types of the grammatical metaphor in which the nominalization plays as the main tendency of the construal, this study investigates nominalization cases and how they are manifested in the texts. Seven graduate students' thesis abstracts of the Linguistics Department of a state university in Indonesia were opted as the object of the investigation. Each instance of the nominalization was coded, counted, and classified to decide their types and an in-depth elaboration of how they are manifested in the texts is provided as well. The results showed that the graduate students employed all types of the nominalization to increase the abstracts' conciseness. The Process nominalization realized from the process-thing transference highly dominates the abstracts. The findings also reveal a wide gap of the nominalization use between the process nominalization and the other types indicating the students' lower intermediacy of the nominalization mastery in the academic writing. Therefore, the explicit teaching of the nominalization is highly recommended as this could be of value to the students involved in the scientific publication in this university.

**Keywords:** academic writing, grammatical metaphor, nominalization, thesis abstract

### INTRODUCTION

Nowadays, most scientific publications include an abstract as the mandatory component to be fulfilled. The reason for such inclusion lies in its prominent role as a doorway to give the reader precise and succinct information on the full report. Abstracts acted as the cover of an article that would bring up the first impression to anyone or any party concerned with scientific writing, like an editor, a reviewer, or readers (Lorés 2004). Thus, the abstract has gained significant attention as an important part of this genre (Al-Khasawneh 2017). The abstract depicts the whole content of the research report. It contains some information, such as the research purpose/objectives, the research methodology, the findings/results, and the conclusions (Bhatia 1993).

As a micro-part of the academic discourse, the abstract writing necessitates the writing skills of a particular genre and format involving the technical terminology and grammar (Halliday 1993). Hence, the abstract writers are required to be able to employ a specific pattern of information packaging emphasizing not only the word economy but also the academic touch for retaining its academic discourse. In addition, the academic writers are demanded to provide a concise text summing up the main issues raised in the scientific writing. In view of that, the common features, such as the nominalizations, the lexical density, the detached stance, the particular kinds of discourse markers, the particular uses of modal verbs, and a wide variety of connectives are closely associated with this genre (Snow & Uccelli 2009). All of those characteristics merge creating more concise and precise academic texts.

In short, the abstract writing skill has a very prominent role in conveying the whole picture of a scientific report in a concise and lexically condensed academic text.

To attain the aforementioned purposes, the functionalists suggest using grammatical metaphors in which the nominalization plays a major role. In the grammatical metaphor, one grammatical class or one grammatical structure is substituted by another. In this case, the grammatical metaphor refers to the meaning transference from a congruent form into a metaphor possibly made by the grammar (Halliday 1993). In the academic discourse, however, not all academic writers can make use of this grammatical feature. Ezeifeke (2015) stated that proficiency in exploiting the grammatical metaphors including the nominalization in the scientific discourse had not yet developed uniformly across all text users. Communicating scientific findings by using the English language does not come easily to most authors. Therefore, any study devoted to uncovering their intermediacy in the abstract writing obtains its significance.

The nominalization as the predominant feature of the grammatical metaphor plays a pivotal role in creating a good quality of an academic writing, including the abstract (Fang 2005; Snow & Uccelli 2009). Due to its significance in the academic writing, when the students lack understanding of these features, they may encounter significant obstacles in understanding an academic text (Fatonah 2014). Based on those above-mentioned reasons and considering the students' need to comprehend the realization of the nominalizations, the study on nominalization use in the abstract is worth investigating.

In the Indonesian educational context, the evaluation on the nominalization use particularly in the English abstracts in the Indonesian university context has yet to be adequately empirically examined. For that reason, this study is another step towards understanding the Indonesian tertiary students' linguistic strengths and weaknesses in the academic literacy through the investigation of the nominalization use. Another formulated novelty underlying this study is that its outcomes will provide the valuable input for the English for Academic Purposes (EAP) practices with the particular emphasis on the grammatical metaphor and the nominalization. Only through explicit teaching of the nominalization process which has been called for in other studies (Fang 2005; Schleppegrell 2004; Wenyan 2012), academics and students will be aware of the nominalization mechanisms. Since most of the scientific publication sources are at the higher education level, this study is carried out at this level proposing two objectives, namely: to uncover the nominalization types, and to demonstrate the way the nominalizations were deployed in the graduate thesis abstracts.

## LITERARY REVIEW

Current studies have discovered that the English as a Foreign Language (EFL) writers experience difficulties when attempting to write in an academic style (Nys 2018). A number of those studies involved the systemic functional linguistics (SFL) as the key concepts of the analysis. A particular topic of interest in this area is the use of nominalization. Researchers took different perspectives within this nominalization use, such as different levels of the competence, the various disciplines, the schematic or cognitive-move structure, and the strategy to reach the conciseness without leaving any key point in the research (Bhatia 1993).

In the Indonesian educational context, Refnaldi (2015) studied how the students used the grammatical metaphors in their abstracts. By using the content analysis, this study examined 20 undergraduate students' thesis abstracts. The findings showed that the use of the grammatical metaphor was not yet optimal because the students lack the understanding of the grammatical metaphor functions in the academic texts. Therefore, improving the students' skills in the use of the grammatical metaphors was necessarily needed. In addition, Fatonah's findings about students' understanding of the nominalization in the scientific reading passages revealed that the students did not have an adequate knowledge of the nominalization for the scientific text comprehension (2014). Therefore, Fatonah recommended that the teaching and learning should focus on raising the students' awareness of the nominalization in the scientific texts. Afifi (2021) explored the development of the academic literacy of the Indonesian EFL students. She investigated the grammatical metaphor (GM) employed by the EFL learners in their academic texts. The data were collected cross-sectionally, representing two academic years of the undergraduate study: the first and third years. The result of the study suggests that there is an urgency to expose students to the grammatical metaphors and more basic lexico-grammar teaching in a more explicit way to enable them to write the valued texts academically. The last study by Mahmudah et al. (2018) revealed that the study of the grammatical metaphors on the academic texts had an important influence in the development of the study of the language.

The concluding remark to those preceding studies is that all of them have given fruitful contributions to the theoretical as well as the empirical findings of the grammatical metaphor study. They revealed how lack of the grammatical metaphor competencies resulted in the lack of the lexical density and the information compactness as the key features of the academic writing. Therefore, most of those studies suggested the need to strengthen the students' competencies of these dominant features. However, to date, none of those studies particularly explore an in-depth investigation on the nominalization use and how these features are implemented in the text. Moreover, this study adopted the grammatical metaphor concepts proposed by Halliday & Matthiessen (1999) to discover the nominalization types and the detail stages of identifying and applying the nominalization in the text. The aforementioned purposes will be very helpful for the pedagogical purposes.

### Underlying Theories

Regarding the objectives of this study which are to explore the types of nominalizations and to discover how graduate students deploy these features in their abstracts, some related theoretical frameworks to support the analysis are reviewed. As this study uses the SFL approach to the nominalizations, the grammatical metaphor types proposed by Halliday & Matthiessen (1999) is used as the basis of identifying the nominalization cases in the abstracts.

There are thirteen types of grammatical metaphors, six of which are categorized as nominalizations, e.g.: quality nominalization (type 1), process nominalization (type 2), circumstance nominalization (type 3), relator nominalization (type 4), zero nominalization (type 11), and the expansion of thing (type 13) as can be seen on *Table 1*.

The quality nominalization (type 1) is grammatically construed from an adjective into any nominalized word or a word group. This transfer changed the semantic function from a quality to a thing. The process nominalization (type 2) derives from a verb which is transferred into a noun. This transfer

changed the semantic function from a process to a thing. The circumstance nominalization (type 3) can be realized from the transference of a prepositional or a prepositional phrase to a noun. This transfer shifted the semantic function from a circumstance into a thing. The relator nominalization (type 4) refers to any nominalized word or a word group derived from a conjunctive. This transfer shifted the semantic function from a relator to a thing. The zero nominalization (type 11) is construed from the transference of zero to a noun.

Table 1: Classification of Nominalizations

Type	Semantic Function	Grammatical Function	Lexicogrammatical Class
1	Quality to thing	Epithet to thing	Adjective to noun
2	Process to thing	Event to thing Auxiliary to thing Catenative to thing	Verb to noun
3	Circumstance to thing	Minor Process to thing Location, extent, & c to classifier	Preposition to noun
4	Relator to thing	Conjunctive to thing	Conjunction to noun
11	+ noun	+ thing	None to thing
13	Thing (expansion)	Head to modifier	Noun to various

Finally, the expansion of things (type 13) is the shift from a noun to various classes. The semantic change of this type of nominalization is the shift from a thing into an expansion of a thing. This type is somewhat unique since it makes a shift from an entity to a modifier of an entity. The following example represents the explanation of the case. The metaphor of *the driver's driving of the bus* has a congruent version as *the driver is driving the bus*. This sentence has been rank-shifted. The process *is driving* now becomes the head of the nominal group *driving*. *The driver*, as the actor of the action and the subject in the congruent version, now becomes a premodifier to the head *driving* in the metaphorical version. In this case, 'the driver's' is a possessive deictic, a type-13 grammatical metaphor (Halliday 1998, 212).

Concerning the recognition of the grammatical metaphor, this study also uses Ravelli's concepts (1999) of two devices in determining whether certain expressions are the result of nominalization or not:

1. Derivation

Most of the grammatical metaphors are shaped through the derivational processes. Nevertheless, this is not the only way to construct them, since a lot of metaphorical examples are found without any derivational suffixes, and not every suffix will result in a metaphorical form (Ravelli 1988: 141).

2. Agnation.

Agnation is formed by pairing the congruent and the metaphor of the same 'idea' though there is no requirement for the expressions to be precisely synonymous. It is based on the fact that any metaphorical expression has (an) agnate form(s) which show(s) its (more) congruent realization(s) (Ravelli 1999, 77). So, by rewording a congruent expression into its metaphorical expression, we can see that they relate to one another in meaning.



## RESEARCH METHOD

This research belongs to a document analysis which focuses on analyzing the written documents. In this study, the text analysis was carried out and focused on the nominalizations found in the graduate student thesis abstracts, and most of the research was spent on analyzing those cases to answer the research questions proposed. Types of the grammatical metaphors under the systemic functional linguistics (SFL) were used as the main basis of the nominalization analysis. In this study, the nominalized words and phrases serve as the main data.

As the academic writing is one of the most demanding fields in using the nominalizations, the researcher selected English thesis abstracts written by graduate students of the Linguistics Departments of a State University in East Java. Among 37 of graduate thesis abstracts in this department, seven of which were written in English. Those 7 abstracts were written by graduate students who had English undergraduate Background. Since no specific rules of word limits for thesis abstracts applied in this department, each thesis abstract analyzed in this study consists of averagely 600 words and the total number of words analyzed consists of 4,123 words.

Responding to the research questions, each instance of the nominalization was coded, counted, and classified based on the six types of the nominalizations enumerated by Halliday & Matthiessen (1999). In deciding the nominalization instances, this study took account of Ravelli's (1999) metaphorization concept, namely: derivation and agnation. The derivation involves the derivational suffixes, and the agnation deals with how the linguistic items relate to one another. For example, the entity *purpose* is a metaphorical realization of the process *aimed at*.

The document analysis conducted in this study covered some stages as follows: nominalization instances were multiple-checked manually and color-tagged according to their transferences. Once completed, all the data were then tabulated into the tables and then counted to find their frequencies. When done, their distribution would be presented and the detail elaboration of how those nominalizations were deployed would be given in the discussion section following Halliday & Matthiessen's (1999) concepts of nominalization realizations.

## FINDINGS AND DISCUSSIONS

To attain the first objective about the types of nominalizations, the instances of nominalizations were identified and classified by following Halliday & Matthiessen's (1999) types of grammatical metaphors. *Table 2* offers a pictorial representation of the distribution of nominalization types. It shows the deployment of each type of the nominalization in each abstract. Type 2 derived from the process nominalization (process-thing) shift amounted the highest number of all the nominalization cases in the texts. The domination of the process nominalization reveals its prominent role that this strategy plays in formulating the scientific discourse which culminates in the lexical text condensation.

This study's findings are in accordance with the study by Yue et al. (2018) that the circumstance, relator, and the zero nominalizations rarely occur in this

type of discourse because of the technicality of the transference involved in them.

*Table 2: Types of Nominalizations Found in the Abstracts*

Thesis Number	Metaphorical Shift Type						Total
	1	2	3	4	11	13	
1	5	42	2	-	-	1	50
2	2	23	-	-	-	16	41
3	1	28	-	-	-	6	36
4	4	50	-	1	1	-	56
5	12	13	-	1	-	-	26
6	-	24	1	-	-	4	29
7	4	34	3	-	1	2	44
Total	28	214	6	2	2	28	280
Percentage	10	76.4	2.1	0.7	0.7	10	100

This study also reveals a wide gap in terms of the use in text between type 2 and other types of the nominalizations in terms of the writers' intermediacy on the nominalization use in the academic writing. The students with the limited competence on the grammatical metaphor would produce the higher nominalization use of the familiar types. On the other hand, the students with the higher proficiency are a step ahead in this learning process, so they try to experiment with other types of the grammatical metaphors in their use of the nominalizations (Nys 2018). To answer the second question related to how the nominalizations were deployed in the texts, the concepts by Halliday & Matthiessen (1999) about how each type of nominalizations can possibly be used in the text would be discussed. As shown in *Table 2* that all types of nominalizations were employed in the texts regardless of their wide gap of the frequencies. The following fine-grained elaboration on their types and how those types were taken into the actions in texts are described in the following description. The source of the extracts is identified based on the Thesis Number (TN).

This study examined the transference by which the nominalization is attained in the abstracts in the two areas. As suggested by Ravelli (1999) there are two ways of identifying the grammatical metaphor including the nominalization, which are the derivation and the agnation. This study found that the derivation was the dominant process with the rich array of the suffixes for achieving the nominalization, with the following suffixes showing a high frequency of the manifestation, such as: *-ion*, *-ity*, *-ance/cy/ce*, and *-sis*. The identical forms of the process-thing transference were also found in the texts, such as *result*, *change*, and *increase*. While the least the nominalization transference in the texts was by agnation, such as *desire* which equals to *wants to*.

The analysis of the corpus of the present study revealed that the most frequent suffixes used in the creation of nominalization was *-ion* nominalizations (e.g.: *explanation*, *production*, *description*, *communication*) which recorded 45.8% (N=70), followed by *-ity* nominalizations (*equality*, *difficulty*, *consistency*) which recorded 15% (N=23). The *-ing* suffix (*finding*, *making*, *writing*) recorded 11% (N=17) and *-ance/cy* nominalization (*influence*, *occurrence*, *importance*) which recorded 8.5% (N=13). This could be interpreted that students have a preference for *-ion* nominalizations more

than any other suffixes. This suffix is the most common one in the English language.

Table 3: Frequently Used Suffixes in the Abstracts

No	Suffix	Number
1	-ion	70
2	-ity	23
3	-ing	17
4	-ance/ce/cy	13
5	-sis	12
6	-or	9
7	-ment	4
8	-ness	3

This study's findings resemble Biber et al. (2002) that *-ion*, and *-ity* suffixes are the most frequent nominalizing affixes discovered. These results are also to some extent compatible with Holtz's (2009) findings that *-ion* nominalizations are the most frequent derivational nominalization used. In addition, Holtz identified *-ity* endings placed the second most frequent ones in abstracts in all domains, as well as in the present study in which *-ity* nominalizations were also frequently used. However, the fact that *-ment* endings was rarely used is somehow in contrast with Holtz's assertion that *-ment* nominalizations play an important role in linguistics. Other than derivation as the way to transform other grammatical function into entity, some uses of agnation were also detected in this study. The congruent forms mostly take catenative verb, such as: *aimed at* for metaphor form *purpose* or *desire* for metaphor form *want to*.

### Type 1: Quality Nominalization

Quality nominalization occurs when an attribute, originally realized by an adjective, is expressed in the form of a noun functioning grammatically as a participant of the clause. In terms of the transformational process from a quality to a thing, this study found five types of suffixes were involved, namely: *-ity*, *-cy*, *-ance*, *-ence*, and *-ness*.

In terms of the preference of nominalization use, the following examples reflect the writer's choosing the nominalization because of the topic-related terms.

- (1) the level of *the electability* (congruently realized as: how electable a candidate is) (TN2)
- (2) some expressions of frustration (congruently realized as: some expressions when someone feels *frustrated*) (TN3)
- (3) the students' *consistency* in writing (congruently realized as: [if] the students are *consistent* in their writing) (TN4)

*The electability* as in (1) is a specific term in politics, *frustration* as in (2) deals with a psychological condition, and *consistency* as in (3) is in some ways related to the learning progress, especially the error studies. However, since those nominalizations are close to daily uses, there is a possibility that the writers just picked up the terms from the daily exposure or linguistically ready-made ones. On the other hand, some other quality the nominalizations revealed in this study look to be tailored ones, meaning that the students have judiciously preferred these transferences instead of using a clause, as follows:

- (4) the *specificity* and the *authenticity* of the hotel product (congruently realized as: the hotel product is *specific* and *authentic*) (TN1)
- (5) the *predominance* of image (congruently realized as: the image is predominant) (TN2)

So, the fact that the nominalization is used instead of a congruent expression does not necessarily reflect that the abstract writer judiciously implements it in the text (Nys 2018). Some other examples interestingly show potentially double types of the nominalizations used within one nominal group, as in the followings:

- (6) The first one is to check the *consistency* of the learner's writing. (TN4)
- (7) The second test was aimed at knowing the students' *consistency* in making the mistakes. (TN4)

The two examples involved type 13 to construe a quality into a thing which involved the other nominalization in the nominal group, which resulted in a double-nominalized type 13 group, or called the nominalization within the nominalization. In the consistency of a learner's writing, there is first [if] the learner's writing is consistent and embedded therein is the learner's writing. If the writer is competent enough in the nominalization mastery, he or she will be able to rank-shift the learner's writing as a qualifier to be a classifier resulting in a more compact version as in the learner's writing consistency.

## Type 2: Process Nominalization

Process nominalization is the most extensive and specialized one. This type construes other elements as a thing. The process nominalizations enable the abstract writers to rank-shift a clause into a nominal group functioning as a participant. In that way, the participant can be pre- and post-modifiedly creating a text that is tightly packed with information (Gray and Biber 2010). In other words, when remaining as a process, the chances for being characterized and taxonomized would be much less potential than those of the participants.

Calculating the results reveal that the graduate students highly frequently utilize the suffixes to form the nominalizations, such as *-ion*, *-ty*, *-ance*, *-sis*, *-ing* and the identical verbal-nominal shift. These suffixes reflect the most common way to transform a process into a thing, and these features were used a lot to state the research topics, procedures, and results (Eggins 2004). The highest transformation involving the suffixes from the processes to the entities is occupied by the *-ion* suffix which occupies 48.9% applied by adding the nominal suffix *-ion* to the process as shown below:

- (8a) P1, P3, P9, and P12 get their second language *acquisition*. (TN6)
- (9a) ...to give a clear *explanation* about the objects analyzed. (TN4)

To show the remapping of the discourse semantics onto the lexical grammar, the clauses were turned into the congruent forms as below:

- (8b) P1, P3, P9, and P12 have *acquired* their second language.
- (9b) ... to *explain* clearly about the objects analyzed.

In clauses (8a) and (9a), the nominalization enables the head words *acquisition* and *explanation* to gain pre-modification as in *a clear explanation* and *their second language acquisition*. Concerning the example *to give a clear explanation* (9a), a specific term is coined by Derewianka (1995) called 'Process+Range/Medium' construction. This construction can be defined as what would congruently be expressed as a process (e.g.: *dance*) is expressed metaphorically as the Range (e.g., do a *dance*) together with a lexically empty verb. The following is another example found in the abstract:

(10a) Descriptive method is a method to *take description, illustration, explanation* accurately and systematically. (TN6)

The remapping of the clause could be construed in a congruent form as the following:

(10b) Descriptive method is a method to *describe, illustrate, and explain* something accurately and systematically.

In addition, the verbal pattern *to take description, illustration, and explanation* (10a) is improperly opted as they do not collocate with each other and are not common in the English use. The proper collocation should be *to give a description, an illustration, and an explanation*. Derewianka (1995) said that such expressions might serve as the evidence of the writer's motivated use of the metaphor. In a condition that forced them to metaphorize some expressions, an overreaching reaction resulted in the awkwardness of what Derewianka (1995) called a 'faded metaphor'; that is, the 'clumsy' or 'self-conscious' metaphor resulted from the author's creative struggle with the phenomenon. The next deployment of the nominalization functions as the causal relations. The causal relation can be traced by unpacking the meaning of the clauses. There were two examples found from the whole texts.

(11a) The researcher analyzed the *influence* of social aspects on the film (TN7)

(12a) The *causes* of forest fires by human errors (TN3)

The possible congruent forms of those examples can be formulated as follows:

(11b) The researcher analyzed if social aspects *influence* the film.

(12b) Human error *caused* the forest fires .

In this case, the transformation of the process *influence* (11b) and *caused* (12b) to thing *influence* (11a) and *causes* (12a), allows the complex clause to be packed into a single clause by reconstruing one of the relations into a nominal group. Once the process is transformed into a thing, the potential of the nominal group to allow pre- and post-modification is open.

The use of *-ing* form reconstrual was also identified and employed in the texts. The following examples include:

(13a) Research method is presented to give the reader an *understanding of how* research is conducted. (TN4)

(14a) The novel originally portrays Gerry's gayness and his *coming out* (TN7)

(15a) They always do *upgrading* their hotel products (TN1)

Those metaphorical forms could be traced down into these clauses:

(13b) Research method is presented in order the reader *understand* how a research is conducted.

(14b) The novel originally portrays what Gerry feels to be gay and how he *comes out* with that.

(15b) They always *up-grade* their hotel products.

It is interesting to know that the transference also involves 'Process+Range/' by employing the process *to give* and put *the understanding* as a Range (13a). The next example, the metaphorical form of *his coming out* is meant to synergize with the previous nominalization *Gerry's gayness* (14a), allowing them to be more concise rather than their counterparts. In the last example, *do upgrading* (15a), this phenomenon is associated with the 'faded metaphor' as previously explained. *Do upgrading* (15a) is an attempt of the

metaphorization by employing the 'Process+Range' and overgeneralizing *upgrade* as a verb that needs *-ing* form when transferred to a noun in a condition requiring the author to nominalize it. In a particular condition, the day-to-day use of the 'Process+Range' construction, such as *to have dinner* for *to dine*, *to make a mistake* for *to err*, and *to take a bath* for *to bathe* could serve as the models for such modification (Derewianka 1995).

The homonym reconstrual was another process nominalization detected in the texts, as shown in the following examples:

- (16a) The *result* of this research is ... (TN 1)
- (17a) The linguistic aspects in communication strategy have big *impact* (TN2)
- (18a) The *causes* of forest fires by human errors (TN3)
- (19a) The *protest* is in a package of parody song (TN3)

In the clauses above, the congruent and the incongruent word forms involve no change, i.e., *result* (16a), *impact* (17a), *causes* (18a), and *protest* (19a) The congruent realizations could be shown below:

- (16b) This research *resulted* ...
- (17b) The linguistic aspects in communication strategy *impact to* ...
- (18b) The forest fires were *caused* by human errors
- (19b) People *protest* the haze in a package of parody song

The reconstrual into this type of nominalization turns a figure as in (16b), (17b), (18b), and (19b) into an element as in (16a), (17a), (18a), and (19a), enabling the addition of other elements to be in. For example, in (17b), the process *impact to* is turned into a thing *impact* (17a), allowing it to be pluralized and characterized by premodifiers, i.e.: Epithet *big* resulted in *have big impact* (10.a). This example shows how the 'Process+Range' was used properly to form a 'View' relation as proposed by Jacobs (1987) in Halliday & Mathiessen (1999).

Other than the derivation reconstrual, a number of agnation were also used by the abstract writers. The agnation may be realized in the different word classes but possess relatively the same meaning. Below are some constructions in which their congruent forms may not seem to have a close relationship, yet they construe similar meaning.

- (20a) The *purposes* of the study (TN5)
- (21a) the student's *attitude* (TN5)
- (22a) their *desire* (TN1)

The congruent realizations of the above examples could be shown below:

- (20b) The study *aimed at* ...
- (21b) The students *behave* ...
- (22b) They really *want to* ...

*Purposes* (20a) in that context has relatively the same idea with *aimed at* (20b), *attitude* (21a) has relatively the same thought as *behave* (21b), and *desire* (22a) has similar concept of meaning with *want to* or *eager for* (22b).

### Type 3: Circumstance Nominalization

Circumstance nominalization occurs when a prepositional phrase in the clause is metaphorically shifted into a noun and becomes the classifier of a nominal group. In this study, there were some cases of circumstance nominalizations covering 2.5% of nominalizations, as shown in the following examples:

- (23a) many *Indonesian* hotels (TN1)
- (24a) the *classroom* behavior (TN6)
- (25a) the *public* discourse in the country (TN7)

(26a) the concealed messages within a 2015 film (TN7)

Those syndromes of circumstance can be congruently realized as follows:

(23b) many hotels *in Indonesia*

(24b) the behavior *in the classroom*

(25b) the discourse *in the public*

(26b) the concealed messages within a film produced in 2015

From those cases, most of this type of nominalizations derive from prepositional phrases of place, such as *in Indonesia* (23b), *in the classroom* (24b), and *in the public* (25b) as well as prepositional phrase of time as in *in 2015* (26b). Before metaphorically converted to the classifier of noun phrases, those syndromes' position is prepositional phrase in congruent form. This circumstantial nominalization is indeed rare to occur in abstracts owing to its rare use of time or place in this discourse. Another reason may be due to the preference of the abstract writer to use the congruent form as prepositional phrase which is considered much easier to construct.

#### Type 4: Relator Nominalization

Relator nominalization derives from a conjunction which is then metaphorically construed as a noun which function as a participant in the clause. This pattern was only used twice in the texts regardless of the availability of their congruent forms in the abstracts that could be made into things. This nominalization strategy is the least grammatical metaphor used in the texts. The complexity of the transformational process may be the reason for its rare use. Two examples which were found in the abstracts are as follows:

(27) An error is produced *due to* the fact that the learners cannot identify what is correct and incorrect. (TN4)

(28) They are not allowed to make their own choices *due to* cultural or religious instructions. (TN5)

In example (27), the metaphorical relator *due to* which is congruently realized as a conjunction *because* was bound together with *the fact that* from the zero nominalization creates the sense of formality in the text. This is the most complex syntagmatic cluster of all texts in that it combines two different types of the nominalizations (type 4 and type 11) in a sequence, while most combinations of the types within one nominal group usually only use one subtype in type 13.

#### Type 11: Zero Nominalization

Based on Halliday's (1999) types of grammatical metaphors, the zero nominalization does not have any congruent form, rather it functions as an appositive to lead a clause. In this study, only two examples were found in the data.

(29) An error is produced due to *the fact that* the learners cannot identify what is correct and incorrect. (TN4)

(30) *The fact that* gayness is the most hate-filled and controversial issue in Indonesia impacted the proportion of gay scenes in the film. (TN7)

In example (29), the congruent expression *the learners cannot identify what is correct and incorrect* is combined with the zero nominalization *the fact that* allowing the complex compound clause to stand as a participant in a sentence rather than a sentence on its own. While in the example (30), *gayness is the most hate-filled and controversial issue in Indonesia* is combined with *the fact*

*that* resulting the clause stands as a participant that enables other processes to be in to make a sentence.

**Type 13:  
Expansion of  
Thing**

The shift from an entity to a modifier is the second most highly used type, amounting 28 cases. In this type, the shift occurs from a thing into an expansion of a thing either as (a) a qualifier, (b) a possessive deictic, or (c) a classifier. Another way to shift a thing into an expansion of a thing is by changing the grammatical class from an adverb/prepositional phrase into an adjective/various thing. This semantic shift transfers from the circumstance into the expansion of things as descriptive. In those ways, the modifiers can be developed to build up the pre-modifier into the left-branching complexity of structure, so as a post-modifier which enables the right-branching complexity (Morley 2000). Below is an example of the findings based on their subtypes.

The first subtype of expansion of thing functions as a qualifier realized in *of noun/noun phrase* as the following:

(31a) the *manifestations* of popular culture (TN7)

(32a) an *adaptation* of a best-selling novel (TN7)

(33a) the making of this thesis (TN4)

The congruent forms of the above examples of the expansion of things can be expressed as follows:

(31b) The popular culture is *manifested* through...

(32b) The best-selling novel was *adapted* ...

(33b) This thesis was *made* ...

The second sub-type of the expansion of thing is possessive deictic realized in two ways: the genitive phrases formed by giving an apostrophe and -s at the end of the nominal phrase and the possessive adjective. Some examples of the genitive phrases are shown as the following:

(34a) Indonesians' perspectives (TN7)

(35a) the student's attitude (TN4)

(36a) learners' inefficient performance (TN4)

(37a) the students' writing narrative texts (TN4)

The congruent forms of the above examples of the expansion of things can be expressed as follows:

(34b) the perspectives of Indonesians

(35b) the attitude of students

(36b) learners perform inefficiently

(37b) the students write narrative texts

The metaphorical forms of (34a) to (37a) and the congruent forms of (34b) to (37b) are actually in the form of qualifiers, yet in order to have more concise form of the nominalization, the genitive phrases ('s) as in examples (34a) to (37a) could be chosen as an alternative. The second way of constructing the possessive deictic is by the possessive adjective. The following examples show this sub-type.

(38a) *their* process of learning English (TN4)

(39a) *their* post-graduate studies (TN7)

(40a) *their* desire (TN1)

The congruent forms of the above examples of the expansion of thing can be expressed as follows:

(38b) The way *they* proceed to learn English.

(39b) *They* study post-graduate.



(40b) *They* really want to ...

In example (38a), it is still possible to change the qualifier *process of learning English* into a classifier *English learning process*. By doing so, it can be more compact to become *their English learning process*. While in (40a), the normalized word *desire* was opted by using the catenative agnation instead of the congruent form which derives from *want to* or *eager for*.

The third type of the expansion of a thing is the classifier (a particular subclass of thing) (Morley 2000). A lot of times the congruent version of this subtype is the expansion of thing as a qualifier as shown in these examples.

(41a) unstrict government regulation (TN3)

(42a) transitivity analysis (TN3)

(43a) religious instructions (TN5)

The congruent forms of the above examples of the expansion of things can be expressed as follows:

(41b) the unstrict regulation of government

(42b) the analysis of transitivity

(43b) the instructions of religion

**CONCLUSION** Following the types of the grammatical metaphor, particularly those categorized as the nominalization, this study revealed that the graduate students made use of nominalizations for the purpose of condensing their abstracts. All the six types of nominalizations were employed in various numbers. Process nominalization highly dominates the texts, showing its prominent role in this discourse. The technicality of the transference is associated with the rare use of some other types. The different frequency of use between the process nominalization and other types of the nominalizations is associated with the students' limited competence on the grammatical metaphors resulting the higher use of the familiar types. The students deployed all types of nominalizations in relatively various forms despite the wide gap of the frequency differences in each type. Some key points to note from the findings are: (1) some nominalization uses are driven by the paper's topic; (2) there is a tendency of the lack of the control in the metaphorical reconstrual, such as the incomplete morphological reconstrual; (3) combining two types of nominalizations in one syndrome reflects the intermediacy of the writer; and (d) there is still the possibility to reconstrue the abstracts into the more concise form by following Halliday & Matthiessen's (1999) grammatical metaphor concepts. Since the findings reveal a wide gap of the nominalization use between the process nominalization and the other types that indicates the students' lower intermediacy of the nominalization mastery in the academic writing, it is highly recommended that the Graduate Linguistic Departments explicitly takes grammatical metaphors and particularly nominalizations as part of its learning material as this could be of value to the students involved in scientific publications.

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## Grammarly as a Teachers' Alternative in Evaluating Non-EFL Students' Writings

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### ABSTRACT

In evaluating students' EFL writing, lecturers nowadays can implement corrective evaluation by using an online automatic software. *Grammarly* is automated online software that is commonly used in EFL writing classes. It is an internet proofreading service that evaluates the correctness grammar, spelling, punctuation, and vocabulary as well as detects plagiarism. This paper reports research aimed at exploring the use of *Grammarly* software for evaluating non-EFL students' writings. This research employed descriptive-qualitative method with students of ITB AAS Indonesia as the data sources. The results of analysis show that in correcting students' language errors, lecturers can evaluate and analyze in details without a lot of correcting efforts or improvements. *Grammarly* can be considered as a useful tool for lecturers who need to correct non-EFL students' writings. *Grammarly* will automatically check or detect the work being typed from various related aspects. Various writing errors made by the students were found in *Grammarly*'s reports, both in the aspect of correctness and clarity. Correctness is concerned with the mechanical norms in writing, whereas clarity deals with concise and direct language use. The spelling errors found in students' writings are text inconsistencies, misspelled words, and improper formatting whereas for grammatical there are subject-verb disagreement, passive voice misuse, as well as unclear, wordy, and incomplete sentences. Meanwhile, the errors in punctuation are shown by inappropriate use of punctuation marks in compound/complex sentence, comma misuse within clauses, and improper formatting. It can be concluded that *Grammarly* can be an alternative for lecturers' in evaluating non-EFL students' writings.

**Key words:** *Grammarly*, evaluate, non-EFL students, writing

### INTRODUCTION

In learning English, several skills or abilities must be mastered, one of which is writing. The ability to write is not only an activity that transfers thoughts into written form but also must be done in writing that is arranged properly. Writing remains the problem of English skills (Swarbrick 2002). It is supported by Bassot (2015) that writing is a much more difficult skill to master. Writing or composing is a complex activity. Complexity writing lies in the guidance of the ability to organize and organize ideas coherently and logically, and present them in a variety of written language and other writing rules. However, despite its complexity, writing promises such great benefits in helping to develop the power of initiative and creativity, self-confidence and courage, habits, as well as the ability to find, collect, manage, and organize information.

In writing good English, students need to have basic to moderate skills in the rules of writing English. This will be very helpful in guiding and minimizing grammar, punctuation, and spelling errors. Brown (2007) mentions five aspects of English writing, namely: (1) content, as the essence of writing and the ideas described in the writing which relates to the author's knowledge of writing including substance, thesis sentence development, and relevance in presenting the topic; (2) forms, as the arrangement or organization in writing that shows the whole preparation of the right writing structure on the type of text written; (3) vocabulary, as the consideration of students in choosing the right words in expressing his/her identity; (4) grammar/language use, as the use of grammatical forms and syntax forms in writing which is usually

judged from the accuracy of sentence structures such as subject-verb agreement, tenses, word order, etc.; (5) mechanic, as the consideration in writing applications that includes punctuation and spelling.

In general, language errors are more obvious in written language (Fitria 2018). It is because written language is a form of language that can be analyzed many times. In the process of fabricating, written language is needed as a medium to elevate ideas and thoughts, someone, to the reader (Paramitha, Sudiara & Nurjaya 2014). Therefore, learning to write, especially writing English, is very important to improve one's writing skills (Fitria 2019). However, writing activities often encounter errors in the relevant language structure, diction or word choice, and spelling.

Language errors are part of conversation or composition that deviate from some linguistic norms of adult language performance. There is an error that is often caused by a lack of knowledge about the rules of the English language. Error in using language that occurs marks language learning has not been successful. It can also be said to fail (Fitria 2020a). Then, from that, the language errors should be improved, reduced, or even eliminated. To make this happen, there must be a match to fix the language errors to students.

In correcting errors in learning to write, the students need direction, stimulation, and even a reprimand from educators (teachers or lecturers). Educators, in this case English lecturers, can provide good responses to their students. It is the main task of the educator (teacher or lecturer). The teacher's or lecturer's responsibilities are closely related to the ability of the teacher in improving the learning process and student learning outcomes. This requires guidance in order to lead the students to even better skills and competence. A competent teacher will be able to create a learning environment effectively and will be more capable of controlling the teaching and learning process effectively so that student learning outcomes are at a more optimal level. Lecturers need to have a variety of teaching theories that will be applied to students for the sake of optimizing students' language, especially in the field of writing. Syafi'i (2020) states that teachers should have a variety of options for assisting students in improving their writing skills via internet-based instruction. To achieve this goal, educators (teachers) need the techniques appropriate for learning, which are developed in the learning process in class. Lecturers must grow to develop students' language skills.

In correcting language errors made by students (in learning to write), teachers can do an evaluation to look for errors and analyze details without any effort correction or improvement. In other words, the language error must be corrected or repaired (Fitria 2020c). Correcting students' writing needs to be done by lecturers. This activity aims to improve language errors made by students, especially in writing. Besides, the teacher or lecturer's goal is to evaluate the students' writing, so that the students know where are the errors and can be directed to be more responsive in correcting the errors they made. The evaluation can be used as feedback for improvement efforts. Evaluation can be done by correcting students' writing. By doing the evaluation, students will be able to know the correct use of the English language. When students know how to use language correctly, they can avoid the errors (Fitria 2020b). In the activity of evaluating or correcting the students writing and their language errors manually, the lecturer can use an online software or application for grammar, punctuation, and spelling checker as a helping instrument.

*Grammarly*® software, as artificial intelligence (AI) and technological research in the area of natural language processing, advances many applications, such as offer a solution to accommodate the community's growing demands (Ventayen & Orlanda-Ventayen 2018). *Grammarly* can be accessed on the website <https://www.grammarly.com/>. *Grammarly* is easy to use editing and grammar-checking application (Whitman & Haddock 2018). *Grammarly* is one of the best English grammar checking tools in the field of innovation related to it. Anyone can use *Grammarly* for free to improve the grammar, sentences, or syntax of English documents and writings. Grammarly is the most popular grammar check application because of its ability to catch ten times more mistakes than other similar applications (typing applications). Bailey & Lee (2020) point out that *Grammarly* is applicable for checking local surface-level language errors (e.g. articles, prepositions, noun, and verb-noun agreement) and many more, . *Grammarly* will check or detect the writing that is being typed from various aspects related to writing, starting from detecting grammatical errors, spelling, sentence construction, plagiarism, to detecting and correcting prepositional errors, irregular verb conjugations, improper use of nouns, as well as correcting misused words.

According to Busc, Wendler & Steinicke (2020), *Grammarly* is digital writing with embedded artificial intelligence that can check grammar, spelling, and detect plagiarism. Apart from common grammatical errors, *Grammarly* also detects incorrect sentence construction, and corrects prepositional errors, irregular verb conjugations, improper use of nouns, and also corrects misused words. People can get all these features for free and they can also upgrade to the Premium version to get more advanced features. The *Grammarly* subscription account has the ability or facility to correct sentences by simply right-clicking on the error shown and given the correct choice (Setiyo 2017).

Meanwhile, Kusuma (2020) states that *Grammarly* is a web-based application intended for checking the grammar of an English text. This application is very helpful to correct grammar mistakes that were missed when writing. Even the settings can be adjusted to American English or British English. *Grammarly* can also give suggestions of what words should be used in our writing. This application is available in free and paid versions. Version the fee provides many useful features that are not provided the free features. However, the free features will be very helpful in the process of checking the grammar of writing in English. This is supported by Darayani et al. (2018) who state that when *Grammarly* was used to teach writing, 32 (82%) of the 40 students received a passing grade. So, *Grammarly* is considered an effective tool for reducing mistakes and improving students' writing quality.

Several previous studies related to *Grammarly* have been conducted by many other researchers. Nova (2018) states that Grammarly has given helpful color-coded comments with explanations and examples, as well as simplicity of account access, a fast rate of assessment, and a free service for assessing academic work. Meanwhile, Ghufon & Rosyida (2018) states that the students who have their work assessed using *Grammarly* have been proven to be more successful in terms of reducing mistakes in word use (diction), language usage (grammar), and writing mechanics (spelling and punctuation). Darayani et al. (2018) state that *Grammarly* can be an effective tool for reducing mistakes and improving students' writing quality. On the other hand, O'Neill & Russell (2019) state that *Grammarly* has gained students responses positively to 9 of the 15 survey items and they were significantly more satisfied

with the grammar advice. Fitriani (2020) states that after using *Grammarly* in writing class, pupils' writing skills improved significantly. After utilizing the the application, the students received satisfactory results. Therefore, *Grammarly* has given a beneficial impact on students' writing skills, as shown by the results. According to Fitria (2021b) *Grammarly* has been shown useful to improve one's writing performance. Before using Grammarly, the test performance score was 34 out of 100 but after using Grammarly it was 77 out of 100. This score indicates that the writing quality of the testee has improved. In a Premium account, the performance may be improved by using Grammarly's suggestions.

All of the six studies outlined above focus on the use of *Grammarly* for students and shows the positive results of using the application for improving students' writing. Besides, there are indications of benefits from using *Grammarly* according to the findings of the studies performing the application. From the findings, the research subjects who use *Grammarly* argue that it helps teachers to instruct as well as makes students more confident, save time, and get higher marks in writing. *Grammarly* is likely to be recommended by the majority of the previous studies because grammar checkers get favorable feedback from users as a result of technological developments.

This current study also examines Grammarly but it was focused on the teacher's point of view in evaluating students' writing. This was focused on the implementation of correction techniques in the evaluation of students' writing essays to find students' language errors that require correction by the teacher. Therefore, the researchers raised the problem with the title *Grammarly as a Teachers' Alternative in Evaluating Non-EFL Students' Writing*. Therefore, the purpose of this research is to explore the use of Grammarly software in evaluating non-EFL students' writing, particularly at ITB AAS Indonesia as the research location.

## RESEARCH METHOD

This research employed descriptive-qualitative method. According to Maxwell (2013, 30), the strengths of qualitative research come from its process orientation, inductive methodology, focus on particular circumstances or persons, and emphasis on descriptions rather than statistics. Researchers using such an approach typically investigate the experience of participants to better understand the nature of a problem. Therefore, it tends to describe the condition that exists and explore the phenomenon that cannot be quantified and explained statistically.

The technique for collecting data in this research was documentation. Altheide & Schneider (2013) state that documents are selected for their research topic. In this research, the documents were in the form of students works from the assignments given. The assignment was writing a descriptive text with the topic *My Daily Activity During Pandemic Covid-19* in simple present tense. This topic was taken because it was related to the situation at that moment.

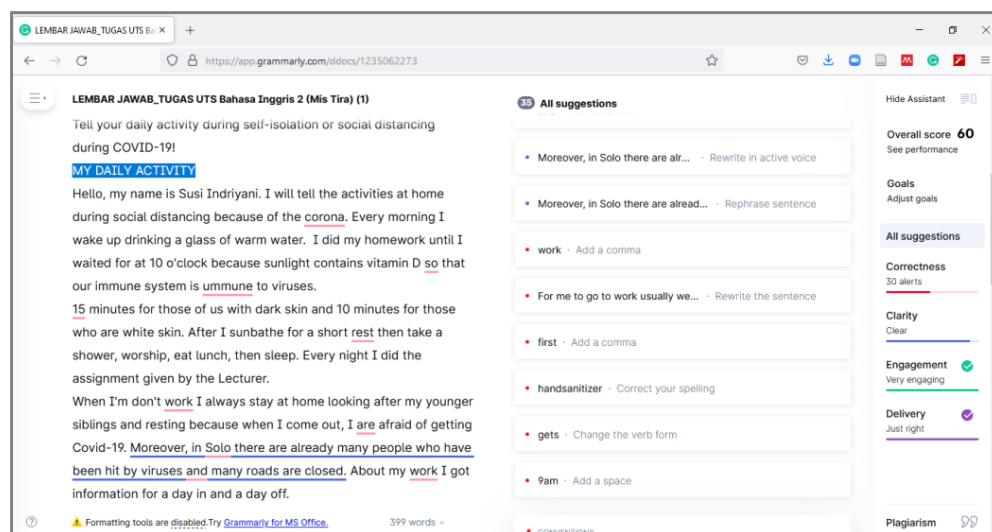
For the analysis, qualitative methods were applied (Bazeley 2013). The steps of analysis included reducing the data, displaying the data, and then drawing conclusion (Miles & Huberman 1994). The reduced data were considered to give detailed picture and made the researcher easily collect the data as well as look for additional data if needed. It was intended to avoid data accumulation that would lead to the complexity of the analysis . The

presentation of the data was directed in a pattern so that the reduced data were properly arranged and easy to understand by the readers. The presentation of data was done by narrative descriptions and completed with pictures as necessary. After displaying the data, some conclusions were be drawn based on the research results presented in either narrative or descriptive form.

## FINDINGS AND DISCUSSION

### Findings

The purpose of this research was to explore the use of *Grammarly* software for evaluating non-EFL students' writing at ITB AAS Indonesia, Surakarta.



Picture 1: The View of Grammarly' Work

Based on the report of Grammarly Premium as can be seen in *Picture 1*, the text score is 60 out of 100. This score represents the quality of writing of the essay. There are several steps before starting the correction of student essays. First, open *Grammarly* Website. Next, login to the application click *New Upload* and click *Upload File* menu. Then, specify the writing style settings and correct errors. If yes, click *Download* menu, and the work is done. Lastly, the *Grammarly* report will appear.

As shown in *Picture 2*, there are 35 errors in students' essays. These 35 errors consist of the correctness and clarity aspects. Correctness is related to the mechanics of writing, spelling, grammar, and punctuation and the suggestions are highlighted in red. Correctness is vital, even if it is not the only thing that matters. Clarity is related to readability, conciseness, and suggestions for improving the readability of our work. These are highlighted in blue. It is an important aspect of excellent writing. Simply, it is because a statement that is grammatically accurate does not imply that it is easy to comprehend. Wordy and unnecessarily complicated phrases are difficult to follow and need extra work on the part of the readers.

As can be seen in *Table 1*, the writing errors made by the student lie in the aspects of clarity and correctness. In the former, it relates to the mechanical norm in writing. In the students' essay, spelling errors are found such as in-text inconsistencies, misspelled words, and improper formatting. While, in the latter, it relates to concise and direct language. In the students' essay, grammar and punctuation errors are found as well. Grammatical errors are shown by subject-verb disagreement, passive voice misuse, unclear sentences, wordy sentences, and incomplete sentences. On the other hand, the



punctuation errors lie in its misuse in compound/complex sentence, comma misuse within clauses, and improper formatting.

**grammarly** Report: LEMBAR JAWAB\_TUGAS UTS Bahasa Inggris 2 (Mis Tira) (1)

Tell your daily activity during self-isolation or social distancing during COVID-19!

MY DAILY ACTIVITY

Hello, my name is Susi Indriyani. I will tell the activities at home during social distancing because of the corona.<sup>1</sup> Every morning I wake up drinking a glass of warm water. I did my homework until I waited for at 10 o'clock because sunlight contains vitamin D so<sup>2</sup> that our immune system is ummune<sup>3</sup> to viruses. 15<sup>4</sup> minutes for those of us with dark skin and 10 minutes for those who are white skin. After I sunbathe for a short rest<sup>5</sup> then take a shower, worship, eat lunch, then sleep. Every night I did the assignment given by the Lecturer.

When I'm don't work<sup>6</sup> I always stay at home looking after my younger siblings and resting because when I come out, I are<sup>7</sup> afraid of getting Covid-19. Moreover, in Solo<sup>8</sup> there are already many people who have been hit by viruses and many roads are closed.<sup>9,10,11</sup> About my work<sup>12</sup> I got information for a day in and a day off.

For me to go to work usually wearing a jacket, mask, and shoes.<sup>13</sup> After arriving at work, first<sup>14</sup> use the handsanitizer.<sup>15</sup> I gets<sup>16</sup> to work at 9am.<sup>17</sup> At 12am<sup>18,19</sup> has lunch after lunch I go<sup>20</sup> goes back to work. I finishes<sup>21</sup> work around 4pm,<sup>22</sup> finally I get home at 4.15 in the evening.<sup>26</sup> Wherever I go out of the house, I bring a handsanitizer.<sup>28</sup> I use a handsanitizer<sup>29</sup> when handling something like a door handle or when in ATM. Get used to wash hands, stay away from the crowd, for now<sup>30</sup> do not shake hands, wherever the distance of one person to another must be one meter. Take<sup>31</sup> vitamins, wear a mask when you are sick and you should not travel at home unless looking for something important.<sup>32</sup> That was the way to maintain health so as not to be exposed to the covid virus 19.

As well as the following<sup>33</sup> days. I hope that Corona will<sup>1</sup> quickly disappear and Indonesia will get better soon so that we can<sup>34</sup> carry out activities as usual. That's all my job, thank you ;.<sup>35</sup>

Picture 2: The View of Grammarly Report

**Discussion** There is a lot more to good writing than just spelling, grammar, and punctuation. It is a delicate balancing act of clear information, enticing language, and the perfect tone. However, misspellings, grammatical errors, and errant punctuation may all detract from an otherwise excellent piece of writing. *Grammarly* writing assistance provides detailed comments on a wide range of topics, including grammar, spelling, and punctuation. No matter what we are writing, *Grammarly* accuracy suggestions are meant to help us exhibit our most professional, believable selves. We can read on to discover about some of the punctuation hazards, spelling mistakes, and grammatical blunders *Grammarly* can help us avoid, whether we are working on a future best seller novel or a cover letter that will get us our dream job.

Table 1. Assessing Students' Writing Errors By Using Grammarly

Students' Writing	Language Error	Kind of Error	Aspect
corona; Corona	Text inconsistencies	Spelling	Correctness
, so	Punctuation in compound/complex sentences	Punctuation	Correctness
<del>ummune</del> →immune	Misspelled words	Spelling	Correctness
5→Fifteen	Improper formatting	Spelling	Correctness
rest,	Punctuation in compound/complex sentences	Punctuation	Correctness
work,	Punctuation in compound/complex sentences	Punctuation	Correctness
<del>are</del> →am	Error of subject-verb agreement	Grammar	Clarity
Solo,	Punctuation in compound/complex sentences	Punctuation	Correctness
, and	Comma misuse within clauses	Punctuation	Correctness
Moreover, in Solo there are already many people who have been hit by viruses and many roads are closed.	Passive voice misuse	Grammar	Clarity
Moreover, in Solo there are already many people who have been hit by viruses and many roads are closed.	Unclear sentences	Grammar	Clarity
work,	Comma misuse within clauses	Punctuation	Correctness
For me to go to work usually wearing a jacket, mask, and shoes.	Incomplete sentences		Correctness
first,	Comma misuse within clauses	Punctuation	Correctness
<del>Handsanitizer</del> → hand sanitizer, hand-sanitizer	Misspelled words	Spelling	Correctness
<del>Gets</del> → get	Error of subject-verb agreement	Grammar	Clarity
<del>9am</del> →9 am	Improper formatting	Spelling	Correctness
<del>12am</del> →12 am	Improper formatting	Spelling	Correctness
<del>12am</del> →midnight,noon	Wordy sentences	Grammar	Clarity
, I	Punctuation in compound/complex sentences	Punctuation	Correctness
finishes → finish	Error of subject-verb agreement	Grammar	Clarity
<del>4am</del> → 4 am	Improper formatting	Spelling	Correctness
,finally→ . Finally, ; finally	Punctuation in compound/complex sentences	Punctuation	Correctness
, finally	Improper formatting	Punctuation	Correctness
finally,	Comma misuse within clauses	Punctuation	Correctness
evening .	Improper formatting	Punctuation	Correctness
. Wherever	Improper formatting	Punctuation	Correctness
<del>Handsanitizer</del> → hand sanitizer, hand-sanitizer	Misspelled words	Spelling	Correctness
<del>Handsanitizer</del> → hand sanitizer, hand-sanitizer	Misspelled words	Spelling	Correctness
now,	Comma misuse within clauses	Punctuation	Correctness
, and	Punctuation in compound/complex sentences	Punctuation	Correctness
Take vitamins, wear a mask when you are sick and you should not travel at home unless looking for something important.	Unclear sentences	Grammar	Clarity
As well as the following days.	Incomplete sentences	Grammar	Clarity
<del>so that we can</del> →to	Wordy sentences	Grammar	Clarity
:)	Improper formatting	Punctuation	Correctness

In term of correctness, it relates to the mechanical norm in writing. It affects grammar, punctuation, spelling, and even capitalization. Misspellings, punctuation errors, subject-verb disagreement, and other frequent faults are instances of errors in accuracy. Correctness which is also related to mechanics of writing spelling, grammar, and punctuation suggestions are highlighted in red. Correctness is vital, even if it is not the only thing that matters. The early version of *Grammarly* writing assistant was focused on mechanics like spelling, grammar, and punctuation as its name reflects that. Clean and error-free writing helps people come off as genuine, confident, and competent, which is exactly what their writing mechanics ideas are meant to assist it.

In the students' writing essay, there are found spelling errors such as in-text inconsistencies, misspelled words, and improper formatting. In an academic environment, the necessity and usefulness of writing consistently utilizing consistent pronouns, punctuation, and adhering to a certain style guide are discussed. We learn to write in the English language using grammatical best practices, which may be challenging given the English language's many exceptions and inconsistencies as well as its proclivity for breaking its own rules. Everyone is also familiar with the difficulty of spell-check that your term may be spelled correctly, yet it may be incorrect. There are many words in English that sound the same yet are written differently. It is also chock-full of terms with similar (but not identical) meanings that are easily misunderstood. Good formatting can make the difference between the students' writing works.

In terms of achieving clarity, concise and direct language work best. It implies using words or groupings of words properly to convey the desired message (Fitria 2021a). Clarity related to readability, conciseness, and suggestions for improving the readability of our work are highlighted in blue. Clarity is another important aspect of an excellent writing. Simply because a statement is grammatically accurate does not imply that it is simple to comprehend. Wordy and unnecessarily complicated phrases are difficult to follow and need extra work on the part of our readers.

In the students' essays, there are found a number of grammatical and punctuation errors. The former is exemplified by error of subject-verb agreement, passive voice misuse, unclear sentences, wordy sentences, and incomplete sentences. The subject-verb agreement is crucial in English. This indicates that the characteristics of the subject should be reflected in the verb. The active voice, in general, makes your writing stronger, more direct, and, yet, more active. The subject is something or performs the activity of the verb in the phrase. The subject is acted upon by another performer of the verb in the passive voice.

Meanwhile, wordy sentences include an excessive number of unnecessary words that clog up the text. Good writing is straightforward and it employs the simplest word that communicates the same idea. This clarity is harmed by wordiness. A subject and a verb are required for a complete sentence. It is possible to have a full sentence consisting of only two words. A sentence fragment (also known as an incomplete sentence) is one in which the subject, verb, or both are absent.

On the other hand, punctuation errors occur in its use in compound/complex sentences, and comma misuse within clauses. A sentence with two clauses are referred to as a compound or complex sentence. Two independent clauses (each with a subject and predicate) or an independent

clause and a dependent clause are both possible (missing a subject or predicate). The kinds and positions of the clauses determine whether or not a comma is used between them. In compound sentences, two punctuation rules to follow when writing. One of which is to put a comma before the coordinating conjunction. Place a semicolon between each phrase if we are not using a coordinating conjunction. The second independent sentence begins with a lowercase letter, as is customary. Only the initial letter of the first clause is capitalized since a compound sentence constitute a single sentence.

Fortunately, *Grammarly* can assist users in ensuring that our readers never have to go through such an ordeal. When a sentence may be difficult to read for our target audience, a warning will appear in the *Grammarly* Editor. We will also see ideas for reducing the length of our sentences by removing superfluous words and substituting long phrases with the shorter ones. These recommendations can help the readers comprehend our message more quickly and avoid miscommunications. *Grammarly* is one potential option that may be used as a writing aid for pupils when the instructors are delivering certain tasks. Working on *Grammarly* will be beneficial to the students in that they will be able to create whatever languages they are familiar with, and *Grammarly* will then take over to assist them to correct their works such as writing an essay.

Several previous studies related to *Grammarly* have been conducted by many other researchers support the use of *Grammarly* to assist students in writing practices. Firstly, Nova (2018) states that this software has given helpful color-coded comments with explanations and examples, as well as simplicity of account access, a fast rate of assessment, and a free service for assessing academic work. More research on the effectiveness of *Grammarly's* comments in enhancing students' writing quality is required. Then, according to Pratama (2021), *Grammarly* can help the students verify their grammar, punctuation, and spelling. *Grammarly's* comments may assist students in improving their grammar. In addition, Ghufroon & Rosyida (2018) argue that the students who had their works assessed by using *Grammarly* got fewer errors than students who had their works examined by a teacher (indirect corrective feedback). The program has been proven to be more successful in terms of reducing mistakes in word use (diction), language usage (grammar), and writing mechanics (spelling and punctuation). However, improving the substance and structure of EFL students' writing is less successful. This study may provide EFL/ESL instructors with an alternate evaluation for students' writing that promotes autonomy in the classroom.

Meanwhile, O'Neill & Russell (2019) find that students who received feedback from *Grammarly* responded more positively to 9 of the 15 survey items and were significantly more satisfied with the grammar advice that they received compared to non-*Grammarly* students. Next, according to Fahmi & Cahyono (2021), students view the usage of *Grammarly* and the instructor comments favorably. The students' attitudes in using *Grammarly* and receiving their instructor's comments were unaffected by their English skill levels. *Grammarly* and instructor comments were well received by students with both high and low English skill levels. Lastly, Fitriani (2020) explains that after using *Grammarly* program in writing class, students' writing skills were improved significantly. After utilizing the *Grammarly* program, the majority of students received satisfactory results at the conclusion of each session. The results of the students' scores in each cycle of the writing exam proved it. *Grammarly*

might have a beneficial impact on students' writing skills, as shown by the results.

*Grammarly* is a tool that identifies duplicate materials as well as errors in grammar, vocabulary, mechanics, and style of writing (Barrot 2020). As a result, this tech review gives an outline of its features and how they may be used to writing in English as a Second Language (ESL) and English as a Foreign Language (EFL). Therefore, *Grammarly* may be a useful tool for instructors to assess or evaluate the students' writing or help students to use it in their writing classes. According to Syafi'i (2020), teachers should have a variety of options for assisting students, particularly EFL students, in improving their writing skills via internet-based instructions.

Thus, in evaluating the EFL students' writing, the lecturers can implement corrective evaluation by using automatic software. *Grammarly* is an automated online software that may be used in EFL writing classes. It is an internet proofreading service that evaluates papers for grammatical errors. It also includes features like spelling, punctuation, synonyms (vocabulary usages), and plagiarism detection. *Grammarly* is a useful tool for teachers who need to correct EFL writing. It is because *Grammarly* cannot only detect punctuation (such as missing spaces after periods) and spelling errors (including the proper noun and providing several alternative options for misspelled words) but also identify fragments and provide verb form advice, although there are often no suggested corrections and the explanations are complex.

## CONCLUSION

*Grammarly* is an online application that does comprehensive grammatical tests, ranging from word spelling to sentence structure in standard grammar. Because *Grammarly* is free, it is suggested for students who wish to double-check their English papers or articles. *Grammarly* assists in checking grammar rules, spelling rules, and correcting writing mistakes such as punctuation and capitalization. *Grammarly* is powered by an Artificial Intelligence (AI) engine that uses a set of rules to evaluate English texts. When displaying errors or recommendations, *Grammarly* considers the context and informs students swiftly yet accurately. Two service choices are offered for accuracy, with both free and paid features. Of course, *Grammarly* free version has limits and in-service features, while the paid version (premium) includes all of the benefits and features, as well as a comprehensive set of functions. Therefore, *Grammarly* is recommended by the researcher to the lecturers or teachers or lecturers in evaluating the students' writing, especially in English.

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## Racial Problems in Zadie Smith's *On Beauty*

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### ABSTRACT

This paper discusses the problems of racism in the novel *On Beauty*. The analysis focuses on both individual and systemic racism represented in the novel as well as the critical position of the author. It employed Stuart Hall theory under qualitative method of analysis. The textual analysis was made to the narratives and dialogues in the novel which constitute racism in their meanings. It was concerned with how racism happens in the storyline. Meanwhile, the contextual analysis was carried out by using related references to supports the findings and the researchers' arguments. The result showed that black women still accepted negative stereotypes and became the objects of white people's oppressions. They were mistreated despite the application of the law on equal protection for women and minorities. In 2000s, systemic racism continued and made it even harder for black people to get the same treatment as the whites. They suffered from the policies, particularly educational policies which had led to the increase of the poverty rate of black people.

**Key words:** individual racism, systemic racism, black, white

### INTRODUCTION

*On Beauty* is a novel about a pair of feuding families, the Belseys and the Kipps. The Belsey family consists of university professor Howard, a white man, his African-American wife Kiki, Jerome, Zora, and Levi. The Belseys stays at a fictional college called Wellington. Meanwhile Howard Belsey's enemy is Monty Kipps, a Trinidadian living in Britain with his wife Carlene and his children Victoria and Michael. This novel is set mainly in New England and partly in London.

A college town with most white people has caused conflicts to many characters in the novel, especially Kiki. The problems of race is generally characterized by color, ethnicity, language, culture, and religion based on a hierarchy of superiority or inferiority along human lines. This hierarchy can be constructed and characterized in various ways based on local or colonial history. The elite reproduces the practice of racism in ethnic or racial groups against groups that are considered 'inferior' below the human line (Grosfoguel, 2016). On the other hand, race is different from racism. The race is generally understood as a social construct. After all, the race has extraordinary significance in social reality (Clair & Denis 2015). There are two forms of racism, namely individual racism and systemic or institutional racism. The former constitutes a bias and stereotype that generalize individuals or groups based on race, whereas the latter refers to all forms of the interactions of policies, programs, and practices from different institutions that lead to inequalities of positions and acceptance of rights for communities of color. These inequalities occur based on the context of racialized historical and cultural conditions that intentionally or unintentionally give benefits to white people and, in contrary, bring harms to people of color. The question underlying this research is what individual racism is experienced by Kiki as a



black woman and systemic racism is experienced by Carl Thomas as an uneducated black man.

There are some previous researches related to this research, such as a research written by Pengerti (2019) entitled *Racial Passing in American Racism on Sinclair Lewis' Kingsblood Royal*. This research discusses racial passing that happens in the United States 1940s in *Kingsblood Royal*, a novel written by Sinclair Lewis. The main problem of *Kingsblood Royal* is about the life of Neil Kingsblood, a White-American who tries to find his family origin. This research uses Hall's representation theory with its discursive approach and qualitative research as the method of analysis. The result of this research is shown to the reader how racial passing works in U.S. 1940s because of the pressure of society, not as a choice or own decision, especially for biracial people (Pengerti 2019). The gap of this research is the object of the study which is the novel and contribution for this current research is to get a better understanding about the theory and racism problem in America at that time.

The second previous research is conducted by Azizah (2018) with the title *The Representation of Women Dominating Woman in Ayobami Adebayo's Stay with Me*. It analyzes a childless woman's condition that is being oppressed, objectified and subordinated by other women in her surroundings in the novel *Stay with Me* written by Ayobami Adebayo. This research also uses Stuart Hall's representation theory with its discursive approach and qualitative research as the method of analysis. This research gives information about the representation theory with its discursive approach by Michel Foucault. The result of this research is that a childless woman is treated badly and even considered as 'not woman' by other women in her society (Azizah 2018). The gaps of this research are the topic and the object of study.

**UNDERLYING  
THEORY  
Stuart Hall's  
Representation  
Theory**

Representation means using language to say something meaningful about or represent the world meaningfully to other people. Furthermore, representation is an essential part of how meanings are produced and exchanged among members of a culture, which involves using language, signs, and an image representing something. The concept of representation has made a new and vital place in cultural studies by linking meaning and language with culture.

According to Hall (2020), representation is a production of the meaning of concepts in our minds through language. The relationship between the concept and language allows us to refer to the 'real world of objects, people or events, or indeed into the imaginary world of fictional entities, people, and events. So, there are two systems of representation, mental representation, and language representation.

Mental representation is all kinds of objects, people, and events correlated with a set of mental concepts or representations that we carry in our heads. Without them, we would not be able to interpret the world as meaningful at all. Thus, the meaning depends on a system of concepts and images formed in our minds that can stand for or 'represent' the world, enabling us to refer to various things inside and outside our heads. On the other hand, a conceptual system is a random collection of concepts and organized ideas, arranged and classified into complex relationships. That's what our conceptual design is. However, it doesn't break the fundamental point. Additionally, the meaning depends on the relationship between things in the world—people, objects, and events, real or fictional—and the conceptual system itself, which can operate as mental representations. Each of us may understand and interpret the world uniquely and individually. But, we can communicate because we share the

same conceptual map broadly and thus understand or interpret the world in almost the same way. It means 'belong to the same culture' because we interpret the world similarly to construct our shared social world.

The second system of representation is language representation. Not only shared conceptual maps, but we must also be able to represent or exchange meanings and concepts through language. Language is, therefore, the dual system of representation involved in the overall process of constructing meaning. People use a common language to connect concepts and ideas with written words, spoken sounds, or visual images (Hall 2020). The general term used for words, sounds, or pictures that carry meaning is *signs*. Signs represent the concept between them which we have around in our heads, and together they make up the meaning systems of our culture.

Meanwhile, three approaches explain how meaning is represented through language work, namely reflective, intentional, and constructionist approach. Reflective means that language has a function as a mirror. It reflects the true meaning as it already exists in the world. Meanwhile, intentional means that language only expresses what the author or speaker intended personally to say. Yet, language is a social system that can never be utterly private play. Constructionist or discursive itself is a part of this approach.

### **Discursive Approach**

Foucault in Hall (2020) describes three main ideas in a discursive approach, namely the concept of discourse, the issue of power and knowledge, and the question of the subject. Foucault explains that representation uses language to construct meaning and uses discourse as the system of representation that aims to analyze the meaning by using knowledge. Usually, the linguistic concept uses the term 'discourse,' but Foucault gives a different meaning about discourse. The definition of discourse is much broader than language and includes many other elements. Foucault has always been much more specific historically; looking at forms of power or knowledge is always rooted in a particular context and history. Discourse constructs a topic. It appears within a range of text. Discourse concerns the production of knowledge and meaning. He argues that every historical period has different knowledge, objects, subjects, and expertise practices from period to period (Hall 2020).

Literary text produces discourses in dialogues of the characters, personal statements, conflicts, setting, and description of characters. The text is a part of the discourse, a particular idea or topic about problems in society. Discourse or text has a strong relationship within a historical moment as the context. The lesson itself has relation to other addresses in a particular period, contextual condition; social, economic, political, and cultural state (Hall 2020).

### **Life Conditions of The Belsey Family**

The Belsey family consist of Howard, Kiki, Jerome, Zora, and Levi. Howard is a white liberal college professor of art history, whereas Kiki is Howard's wife—an African-American who works as a hospital administrator. Meanwhile, Jerome, Zora, and Levi are their children. Jerome is an upperclassman at Brown University, Zora is a freshman at Wellington College, and Levi as a high school student. The Belsey family is based at a fictional college called Wellington. The story starts with Smith's description of the lacking of harmony in Belsey family, particularly between Kiki and Howard.

Interracial marriages among blacks and whites differ from other interracial marriages. Even though African-Americans have been a part of the United States for several generations, they still feel alienated compared to another race. While interracial marriages between black women and white men seem

fine, in reality, white men place black women unequal in their marriages. White men put themselves in a higher position than black women. So that, black women feel alienated in their marital relationships (Kaba 2012).

On the other hand, interracial marriages between black women and white men are different because they face more problems, both internal conflict between partners and concerns that occur in society related to the history of racism in the United States. Internal conflict is related to how black women and white men can accept each other from cultural, race, and color differences. They can reduce the friction of the spouse if they have an extensive understanding. Meanwhile, external conflict is related to the level of acceptance of interracial relationships within racial groups in which blacks find it challenging to get approval from whites even though it is not as bad as it used to be.

African-Americans experience a long history of racism in the United States. They experience limitations in political, social, economic terms concerning slavery and racial segregation. Until now, it still has an impact on their lives as black people. In this case, racial awareness is needed, both blacks and whites. Racial awareness can occur when blacks and whites can understand the similarities and differences between them and realize it can be accepted by themselves, their partners, their family racial group, and their partner's racial group. The lack of racial awareness between Kiki and Howard makes their interracial marriage feel like a gap between black and white. Likewise, interracial couples often get negative feedback from family, friends, and strangers (Anderson 2014).

Furthermore, black women have become victims of negative stereotyping in American society. The stereotype is called the angry black woman. This stereotype depicts black women as aggressive, illogical, and bad-tempered. 'Anger' makes black women become second-class citizens and forces them to make peace and accept the stereotype inherent in them. This stigma is considered unfair by black women with all of the prejudice, oversimplified opinions, and uncritical judgments because black women's passion and commitment are often read as irrationality, anxiety, and hostility. It is intended to silence black women and put them back in their place with various forms of restriction without recourse to oppose status inequality.

Meanwhile, the living condition of The Belsey family does not only face problems regarding the interracial marriage between black and white. But, this also affects their children, namely Jerome, Zora, and Levi, as biracial children. Multiracial families are more likely to face complex problems related to racism from family members, relatives, or people's surroundings. According to the *American Academy of Child & Adolescent Psychiatry*, marriages between blacks and whites increased 400 percent in the last 30 years. In contrast, with the increasing number of interracial marriages in the United States, multiracial families also face many problems between family members and rising potential for rejection by extended family and community members, leading to social isolation and distress multiracial families ('Multiracial Children' 2016).

## RESEARCH METHOD

Qualitative research is a type of social science research that collects and works with non-numerical data and seeks to interpret meaning from the data. It focuses on descriptive data in the form of written or spoken words. By using qualitative method, this research aimed at defining and elaborating the discourse on racism.

The data in this research were taken from the book *On Beauty* by Zadie Smith. Close reading technique was employed to develop a deep understanding of the meaning of the text when collecting the data. It is an essential step in getting information from the novel. Subsequently, textual analysis applied to the narrations and dialogues of the characters which have relations to racism. It was concerned with how racism happens in the story. Meanwhile, the contextual analysis involved relevant statements quoted from various references, such as books, journals, articles, literary work reviews, essays, mass media, internet sources to support the hypothesis from the primary data.

The selected data containing racism discourse were then divided into two categories, i.e.: racism experienced by Kiki as a black woman from the Belsey family and racism experienced by Carl Thomas as a black man. After the data classification was completed, the racism issues and knowledge both from the text and context are matched one another to find the actual condition of the environment that has influenced the author in making the novel.

Lastly, the representation theory from Stuart Hall along with the discursive approach of Michel Foucault were applied to analyze the data. It was purposed to find out the relation between racism discourse within the text and the contextual background on how racism was constructed which represented the critical position of the author.

**DISCUSSION**  
**The Representation**  
**of Racism in**  
***On Beauty***

The term race is used to describe a person or society concerning the determination of ethnicity or national identity. Then, in the seventeenth and eighteenth centuries, European scientists and philosophers developed the term race as a biological meaning (plants, animals, and humans) as taxonomic sub-classification within a species. Therefore, race is understood as a natural categorization in the system of the human species. Colonial used race to legalize domination, exploitation, and oppression of non-white people or groups in the slavery system era. Meanwhile, there are two distinct phases in defining racism. From the late nineteenth to the mid-twentieth century, the first phase defined racism as overt individual-level attitudes that focused on racism and racial inequality. Then the second phase of the mid-twenties century to the present defines racism as an explicit attitude, and an implicit bias built, maintained, and enforced both at the micro and macro levels. Racism in the second phase spreads the concept more broadly in individual-level attitudes and the institutional, historical, unconscious, and systemic forms of racism that interact with other social forces to legalize and perpetuate racial inequality (Clair & Denis 2015).

Race and racism are a unity that is interrelated with each other. Furthermore, the terms race and racism are further divided into racist ideologies and racist structures. According to Merriam-Webster, ideology means a manner or the content of thinking characteristic of an individual, group, or culture ('Definition of Ideology' 2021). So, racist ideologies are further divided into several concepts consisting of prejudices, stereotypes, and identities. These three concepts are interrelated with the racist structure and form a system composed of individual and institutional acts. Racist ideologies and racist structures rationally reproduce each other. An example of the relationship between racist structures and racist ideologies is the existence of white supremacist ideologies and the history of racial oppression that resulted in the emergence of 'white institutional spaces' (Golash-Boza 2016).

In the 2000s, from 2001 to 2009, the United States was led by George Walker Bush as the 43rd president. During his campaign, Bush said that he condemned slavery, praised slaves' struggle to end slavery, and supported them to complete the black slavery system and all forms of discrimination against minorities. However, in early 2003, Bush submitted a brief report to the Supreme Court to repeal affirmative action. The definition of affirmative action itself is an attempt to increase employment or education opportunities for members of minority groups and for women who experience discrimination. Bush's speech is not in line with the speech he delivered supporting the abolition of the slave system in America. Bush acknowledged that slavery still existed during his reign. However, it also undermines any efforts to abolish the slavery system and all forms of discrimination against minorities. Indeed, in the 2000s, slavery and racial discrimination were not as severe as during the 18th and 19th centuries. However, these things still happen in the minority, both in everyday life and in the institutional/governmental system.

**Individual racism** There is a lot of disparity and injustice that blacks face from whites. According to Pew Research Center, approximately 1 in 10 black people are unfairly treated based on race and ethnicity. Based on the 71% majority black people, 11% say this happens to them regularly, while 60% say they experience it frequently or from time to time. On the other hand, the majority of black people experience individual racism more often than institutional racism. Additionally, black men and women are equally likely to report having experienced individual racism. However, it does not rule out that black women are more likely to experience individual racism than institutional racism (Pew Research Center 2016)

The individual racism experienced by Kiki is more directed towards negative stereotypes that describe African American women who are strong, loud, disrespectful, antagonistic, aggressive, argumentative, straightforward, and talkative. The stereotype attached to black is a social mechanism to legalize inequality between whites and blacks. Some of the stereotypes attached to black women are the strong black woman and the angry black woman. Both stereotypes may have positive aims, but they are more often used for exclusion, oppression, and inequality. Black women are vital in a positive sense means they have to be strong to demand social justice for their racial group and overcome the racism that never stops from time to time.

On the other hand, the stereotype of strong black women makes them unhappy, sick, and more tired than other racial groups. This title is because they must be independent, hard workers and struggle in fighting for social justice for their racial groups. The stereotype that has been attached to black women in American society makes black women show their anger. Which, this anger is used to exacerbate negative stereotypes directed at black women. Anger is another characteristic of black femininity that is present in three terms, namely: the evil black woman, the black bitch, and the golden matriarch. These three terms play a role in oppressing, silencing, and making themselves seem unprofessional in all aspects (Mulata 2020).

Black women still receive two burdens that always go hand in hand: women and black. These burdens are closely related to race and gender. Malcom, Hall & Brown (1976), they introduced the concept of a double bind or dual oppression where black women are more often the object of discrimination, oppression, negative stereotypes, and all kinds of different and unique life experiences compared to white women. Race and gender are

intertwined in making discrimination, oppression, negative stereotypes, and life experiences unique but still a burden for black women, for instance, how they dress, behave, talk, and hairstyle.

Black women related to race and gender are experiencing negative stereotypes and being silenced and marginalized from society. According to Lewis and Neville (2015), 259 black women were sampled related to race and gender in their research. As a result, almost all black women experience silence and marginalization in work, school, society, etc. Their opinions as black women are never heard and are always silenced to become marginalized in society. Black women who are silenced and marginalized also relate to the angry black woman stereotype. This stereotype is useful for silencing the opinions of black women so that they do not want to speak because they are afraid to experience the stereotype.

*And I don't know why I'm surprised. You don't even notice it—you never notice. You think it's normal. Everywhere we go, I'm alone in this . . . this sea of white. I barely know any black folk anymore, Howie. My whole life is white. I don't see any black folk unless they be cleaning under my feet in the fucking cafe in your fucking college. Or pushing a fucking hospital bed through a corridor. I stalked my whole life on you. And I have no idea more why I did that. (Smith 2005)*

Spates et al. (2020) has conducted in-depth interviews with black women between ages 18 to 69 year-old. The result shows that 73% or 16 black women who took part in the interview stated that they still experience the stress of being black women in the United States due to racism and tension from time to time. In contrast, since taking office in 2001, George Walker Bush has issued signing statements on more than 750 new laws and stated that the Executive Branch must interpret statutes in a manner consistent with the constitutional clause guaranteeing 'equal protection' on women and minorities ("George W. Bush on Civil Rights" 2006). This statement is entirely inconsistent with the explanation above. Black women are still mistreated and become a minority group that is inferior to white racial groups. Of course, Bush did it just to build his excellent image among the black minority.

**Systemic racism** The United States is characterized by a democracy that emphasizes prosperity, freedom, and opportunity. However, most of it was reserved only for whites. The different treatment affects the well-being of people of color who suffer oppression and exclusion from white people. This oppression and exclusion lead to racial and ethnic inequalities resulting in systemic racism. Systemic racism is racism that occurs in the court system, offices, schools, and police departments. The existence of a democracy that prioritizes prosperity, freedom, and opportunity only for white people determines practices and policies in these institutions that continue to create and maintain white supremacy. In the 2000s, systemic racism continued and disproportionately made it harder for people of color to get the same education, job, health care, housing, and justice system as white people.

Education is an opportunity to gain knowledge, skills, and experience so that young people can get a decent life and job. However, it does not happen in the United States. Many blacks as minorities do not get the same education as whites. Many factors lead to disparities in education, ranging from lower parental education levels, lower wealth, lower health, and the justice system that distinguishes between blacks and whites. Black parents are less educated than white parents. They tend not to expect their children to have the same

education as white children. Less parent-child communication about the school, and they don't care about their children's education. According to *Child Trends* (2018), at the age of 2, there is an apparent difference between black and white children. Black children have minor mastery of writing, reading, coloring, and vocabulary knowledge.

Meanwhile, 91% of white children aged 3 to 5 years who are not enrolled in kindergarten master these skills more because their parents teach them regularly (*Child Trends* 2018). When blacks enter traditional schools, they are three times more likely to receive suspensions and be expelled from school than whites. Not only that, but they are also more often arrested and referred to law enforcement. They were referring to the Supreme Court's landmark case on the separation of the *Brown vs Board of Education* in 1954, at which time the United States white population was 90%. Indeed, today, most primary and secondary school children are Black, Latin, Asian, or American Indian. Although demographic patterns differ, it does not change the old way of segregation that separates education between blacks and whites. Nearly 75% of black students attend majority-minority schools and 38% attend schools with white students only 10% of the total students. Even, 60% of their classmates live in poverty (Tatum 2019).

Systemic racism during the Bush administration is getting worse. Ranging from inequality in law enforcement between blacks and whites, the difficulty of gaining access to proper health facilities, and the lack of funding in educational institutions that made eight years of the Bush administration increase misery for blacks. On the other hand, the Department of Justice (DOJ) consistently stated that systemic racism no longer impacts black people in the United States during the Bush administration. Thus, the DOJ disclaims its responsibility to enforce protections against racial discrimination (Apollon 2008).

Systemic racism in higher education disproportionately separates blacks from getting quality education so that they cannot also get decent jobs, and in the end, blacks live in poverty. It is a causal relationship that is related to one another. Based on a *2013 American Values Survey* conducted by the Public Religion Research Institute, 75% of white people have an entirely white social network, with no minority presence. As a result, most white people socially don't understand what it is like for people of color as a minority (Cox, Navarro-Rivera & Jones 2016). Additionally, the Michigan Community Scholars Program (MCSP), which uniquely brings together service-learning, diversity, and dialogue in powerful ways from multiple racial perspectives, finds that connections across racial groups lead to racism on campus. Anti-black posters create a hostile environment for black students. They also feel they cannot focus on their duties as a student because of racism and hatred towards black racial groups (Tatum 2019).

On the other hand, the Bush administration has a compassionate conservative political philosophy that promised to increase the black population on American college campuses and fight for equal opportunity for all. Based on his speech on July 8, 2003, Bush said that much more was needed to increase the number of minorities on American campuses, he was also committed to racial justice by ensuring that American public schools offered quality education to every child of all backgrounds. America's long experience with abandoned segregation and racial discrimination Bush is still struggling to overcome. It requires special efforts to deliver on the promise of equal opportunity for all (Taylor 2003).

Bush, in one of his speech, promised to increase the black population on American college campuses and fight for equal opportunity for all. But, he admits that the United States society has not fully treated all races equally in the justice system. Racial minorities, especially blacks, are still the target of racial prejudice. On the other hand, at the beginning of his campaign, which coincided with the *NAACP 91st Annual Convention*, he emphasized that discrimination is still a reality, even though it takes different forms. Bush marked it with the Soft Bigotry of Low Expectations. Instead of being separate but equal, there is separation and forgotten. Bush acknowledged that there is a gap in the quality of education based on socioeconomic level and race. But, in his speech, he does not discuss the systemic causes of the disparity in the quality of education. Instead, he argues that it is the gap in the quality of education that produces discrimination. Bush instead offered his vision of No Child Left Behind (NCLB) as a significant education reform movement that aims to improve education standards and create decent quality education for every child.

The NCLB is positioned to identify teachers and schools that need improvement in curriculum standardization, and appropriate assessment requires districts to sort and report test data in terms of race and socioeconomic status. Racial differences and socioeconomic status make these policies ineffective, even forming low expectations—all forming 'soft bigotry'. The statement in his speech is very confusing. He wants to fight for equal opportunity for all. Instead, he makes a new phrase, namely Soft Bigotry of Low Expectations (Rubel & McCloskey 2019).

Moreover, Bush uses compassionate conservative to describe his approach to politics and policy decisions. Conservatives generally believe that it is essential to preserve traditional morality, which is reflected in cultural norms in everyday life. Politically, conservatives do not regulate or clearly define minority rights. Conservatives also prioritize individual freedom and property rights. At the higher education level, the government's record about the support that will increase educational opportunities for African-Americans remains and continues to be dismal. Pell Grant awards for low-income students do not increase during the Bush administration. The Pell Grant award no longer covers half of the educational costs students need to pursue higher education at a state-operated college or university. In 2004, Bush instead cut the Pell Grant scholarships. So, students receive less than before. They are coupled with a policy whereby parents cannot deduct state and local taxes from their income for their children's education costs. Meanwhile, about 45% of black students depend on the scholarship (JBHE, 2017). As a result, the burden on parents increases, and making the opportunity for black students to study in college is getting smaller.

The job was three days a week. That was what he was expected to do, but he came in every day of the week. Sometimes Elisha looked at him a little worriedly – there just wasn't enough work for him to fill five days. *That is, he could photocopy the backlog of album covers for the next six months, but this had begun to seem pointless work, work they are giving him because they didn't think him capable of anything more.* (Smith 2005)

Carl's refusal as a black to join Claire Malcolm's poetry class coincided with Bush's. On Martin Luther King Day in 2003, he gave his government support for plaintiffs who opposed affirmative action at Michigan University. It contradicts with the speech he delivered at the NAACP Annual Convention in



2006. He said that during his reign, he pledged to increase funding for historically black universities by 30 percent for a decent education was the gateway to a life of opportunity. It is a basic civil right. And he looks forward to working with the NAACP to promote educational excellence across the United States (President Bush Addresses NAACP Annual Convention 2006).

The president's new budget proposal in 2007 would freeze funding for black colleges and universities. Bush also proposed abolishing a tutoring program for minority and low-income students who wished to attend law school, namely the Thurgood Marshall Legal Educational Opportunity Program. Not only that, but Bush also removed many adult education programs at community colleges that many African Americans used for job-related training (JBHE, 2017). Additionally, George W Bush, as a conservative who joined the Republican Party or GOP (Grand Old Party) during his tenure, only attended the *NAACP Annual Convention* twice. The first during the campaign period in the first period of his candidacy as president in 2000 and the second during the campaign period in the second period as president in 2006. The structured speech pattern that he only does during his two-term presidential campaign is based on various political considerations. Indeed, in his speech at the *NAACP Annual Convention in 2006*, Bush said that he consider it a tragedy that the party of Abraham Lincoln lets go of its historical ties with the African American community that his party for too long wrote off the African American vote, and many African Americans wrote off the Republican Party (President Bush Addresses *NAACP Annual Convention*, 2006).

Actually, in 2000, Bush won less than 10% of the black vote. On the other hand, the election was increasingly cruel to black people by eliminating as many as 57,000 names, most of which were black people. It seems that there is a systematic effort to weaken the voice of black people (Taylor 2003). However, during his second campaign in 2006, in his address to the *NAACP Annual Convention*, Bush admitted that his party had wiped out many black votes in previous elections. In his second term as President, Bush does not want to waste the opportunity to get black voices in the election. It is due to the possibility of losing one or both houses of Congress in the midterm elections, which certainly affects the votes, which are likely to decrease. So, Bush fights for the votes he can get, including the voices of black people.

Systemic racism that occurs in higher education further narrows the possibility of black people improving their economic life. Smith wrote in his novel.

"... I don't *want* to know *any* of this shit. I'm just trying to get stage higher with my life." Carl laughed bitterly. But that's a *joke* around here, man... (Smith 2005, 418)

In a low level of education, the poverty rate will undoubtedly increase. According to *US Census Bureau Quick Facts: United States* in 2019 the black population was 13.4%, and the poverty rate is 1.8 times higher than other racial groups. Additionally, Smith describes Carl as an uneducated black man from Roxbury, Boston. Most minority groups, including blacks, live in Roxbury, where most of them live in poverty. Darnell Williams as chairman of the Eastern Massachusetts Urban League stated that black people living in Boston, especially Roxbury, Dorchester, Mattapan, and East Boston, are lagging in education and economic and social progress (Irons 2011). During the Bush years, indeed, black people have suffered because of the policies made by

Bush, especially policies related to education that have led to an increase in black poverty rates.

### The Experience of Being Biracial Children

Interracial marriage between Howard and Kiki impacts their children, Jerome, Zora, and Levi. The experience of being biracial children in America is certainly not easy. They get many changes in all aspects of their lives related to their identity as biracial children. Interracial marriage between black people and white people continues to increase from time to time. According to Pew Research Center, marriages of blacks to other races increased from 5% in 1980 to 18% in 2015. Meanwhile, marriages of whites to other races more than doubled, from 4% to 11%.

The increase in the number of interracial marriages also impacts the increase in the population of biracial children. In 1970, only one in a hundred babies was born multiracial; today, it has risen to one in ten (Ho, Kteily & Chen 2017). Of course, this goes against the old view of race that is prevalent with single-race marriages. Even though there are laws that have legalized interracial marriage and the attitude of society that has begun to open up with interracial marriages, children resulting from interracial marriages still face challenges in their daily lives. The racial identity of biracial children is not only influenced by the phenotype of both parents. Still, it is also influenced by the culture of the particular racial community in their environment.

I know you want me to tell you it's a nightmare, but I can't—*I love living here; it's a different universe.* (Smith 2005, 3)

Certain racial groups may categorize multiracial/biracial people in different ways. Previous research in America focused on how white people perceive biracial people. The result of the study is that most white people tend to categorize biracial people as part of the category of a racial minority (Black). According to Ho, Kteily & Chen (2017), in their latest study, they wanted to determine if black people tend to do the same. The study found that overall, both races viewed black-and-white biracial people as slightly 'more black than white'.

Black people and white people think that biracial people tend to be more black than white, they have different views. White people who classify biracial as black are more likely to have an anti-egalitarian idea, while black people who organize biracial as black are more egalitarian. The classification of biracial people as black has to do with a racist legal inheritance called the one-drop rule, which classifies black and white biracial as black even though only a small number of black lineage. The one-drop rule was considered legal in America for centuries. Even though the law is no longer valid today, many people still believe biracial as black people. White people's tendency to classify biracial people as black is associated with higher anti-egalitarianism—the belief that certain social groups are superior to others. Anti-egalitarian white people tend to feel threatened when biracial blacks gain a better social status. Additionally, people with traditional hierarchies usually hold firmly to the principle of anti-egalitarianism to maintain status boundaries between social groups based on race.

Meanwhile, the study of the black minority about biracial people is ignored. Most of the studies focused only on the white point of view. In their latest research, Ho, Kteily & Chen (2017) focus on black people's point of view towards biracial people. The study aims to assess the egalitarian tendencies of the researchers in question, 200 US-born white participants and 200 US-born

black participants. The researcher asked five questions about a child with one black parent and one white parent. On a scale from 1 (relatively white) to 7 (relatively black), white participants gave an average rating of 4.25, while black participants gave an average rating of 4.42. Statistically, this rating differs significantly from the neutral midpoint of the scale. It shows that blacks tend to view biracial people as a minority group and favor the principle of equality between social groups. Black people feel they have the same fate as biracial people because they still accept all forms of discrimination in their everyday life.

Black people who are more open and more egalitarian with biracial people make them equal in social groups. Hip-hop and street culture are two interrelated things. Hip-hop was the most influential cultural movement in the United States at the end of the 20th century and is rooted in the 1970s street culture of the poor working-class African-American and Latino. It is a kind of direct response to the socio-economic problems that emerged from that history. Through musical expression, the marginalized black community uses hip-hop as a medium to change their discontent from the injustices they face into productive protests even though the lyrics are sometimes vulgar and overt.

Black people managed to foster strong solidarity in the black community. They emphasized the importance of black identity and black culture for political struggle. One of the media to fight for their political rights is hip-hop as one of the cultural movements to face these challenges. In addition, many young black people use hip-hop song lyrics to build and give positive affirmation even though they are black and marginalized in America (Black 2014; Odenthal 2019).

Indeed, biracial children cannot fully identify themselves with only one identity. They have a complex nature in the dual identity attached to them. The complex nature of their identity is related to identity development and self-esteem. These two things play an essential role in the life course. Identity development and self-esteem in biracial individuals are considered lower than in black racial groups. Parents are supposed to play a crucial role in developing biracial children developing both of these things. However, interracial couples also have pressures around them that cause biracial children to feel alienated. Not only that, but biracial children also feel the absence of role models in their lives, leading to family disputes because of the lack of positive affirmations from parents (Weaver 2020).

Furthermore, racial socialization conveyed by parents is also crucial to provide information about racial and ethnic perspectives for biracial children. It helps biracial children in dealing with racial stratification in the United States. But, racial socialization can be complex for interracial couples because parents have different backgrounds from their biracial children (Stone & Dolbin-MacNab, 2017).

Identity confusion causes no healthy identity to be formed. Healthy identity formation aims to increase identity development and self-esteem in biracial children. Erikson (1950) argues that children's identity in biracial children has complex stages. One of these stages is identity synthesis and identity confusion. Identity synthesis is a state of the self that is stable over time. On the other hand, identity confusion changes and can contribute to a false sense of self that leads to bad behavior. Therefore, racial differences between family in this case, black, white, and biracial, can cause parent-child

conflicts and racial status, making it difficult for them to establish kinship relationships in society (Erikson 1950; Weaver 2020).

**The Critical Position of the Author**

Critical position is an idea conveyed by the author containing opinions, goals, or expectations regarding a matter transmitted through his/her literary work. The way to find out the critical position of the author is to connect the biography of the author and the discourse of racism in the novel *On Beauty*. By combining these two things, the critical position of the author can be seen whether the author criticizes racism or agrees with racism through the characters she describes in the novel.

Zadie Smith was born October 25, 1975, in Brent, London, England, Sadie Smith. Then, at the age of 14, Sadie decided her new name was Zadie Smith. Her parents' marriage ended in divorce when she was a teenager. On the other hand, at that time, she was also interested in becoming a dancer and wanted to have a career in musical theatre. However, after growing up, Zadie prefers to be a writer because she feels writing is her passion. He decided to study English literature at King's College, Cambridge, and she graduated with second-class honors. Zadie Smith married Irish writer and poet, Nick Laird who was also born in 1975. Zadie met Nick at Cambridge University. After dating for a while, Zadie and Nick decided to marry in 2004 at King's College Chapel, Cambridge, and have Katherine Laird and Harvey Laird.

Zadie Smith is a speaker at an event organized by the Contemporary Thought Speaker Series, which discussed race, identity, and literary works. Zadie Smith as a woman and black writer, says that it is not easy to be a woman and a black writer. It is her experience because she is a minority in the English literary scene, which white men dominate. Moreover, she uses writing as her art form to express herself and reflect on her racial identity. The way to be able to express herself and reflect her racial identity through writing is freedom.

To black, British women, part of me wants to say get out of Britain. It's painful for black, British women who wonder when their time will come. From a black, British person's perspective, it feels exciting (in the United States). (Kim 2017)

Zadie feels more comfortable writing when she is in the United States, and this is because she finds more space to become a writer. She is free to highlight issues or events related to race and identity issues to express herself and reflect on her black identity compared to when she was in England, where her space as a writer tends to be limited. However, racism is still a problem that occurs in the United States. Zadie Smith strongly emphasizes that novelists have the right and the obligation to be accessible regardless of their identity. But, she admits racial identity is sometimes necessary "to demand rights."

He turned to me and said: 'I used to be myself, and I'm now white guy, white guy.' I said: 'Finally, you understand.' But the lesson of that is that identity is a huge pain in the arse. The strange thing to me is the assumption [of white people] that their identity is the right to freedom. (Armitstead 2019)

She cites her husband's disappointment poet and novelist Nick Laird – at finding himself categorized. Furthermore, Zadie feels that society is too compartmentalized on a person's racial identity. People assume that if whites have to be with whites, so are blacks that have to be with blacks. So that, there

is a gap between races and inhibits each individual from getting freedom in their life.

A lot of the fierce policing people are doing online is about that — about feeling like "I am a black woman and so, at this moment in history, at this moment in America, I have this moral authority, and I'm going to use it." I don't blame them; I see entirely that. But I am not part of that. *I am a black woman, but I'm not someone who feels any authority from that position or any position. I don't believe in the control of personal identity. I only believe in action, good and bad.* I see people battling each other, knocking each other's privileges down, but I don't think much can be gained in the end. *I'm much more interested in the questions of structural inequality than "my identity is more blameless than yours."* I don't think you can get very far on that ticket. (Ansari 2016)

Zadie uses her writing as an art form to express herself and reflect her racial identity freely, she does not use identity as a political tool to highlight her black identity to gain power and become superior in society. She is much more interested in the issues of structural inequality that occur in society. Actually, Zadie Smith neither criticizes nor legitimizes the existence of racism in the society. Although she is interested in the issue of structural inequality, she tends to be neutral towards the issue of racism in her novel *On Beauty*. This is because the two main characters namely Kiki and Carl do not give resistance to the issue of racism.

## CONCLUSION

Zadie Smith is a British author who represents racism in the United States through his novel entitled *On Beauty*. The terms race and racism cannot be separated because they are related to each other. During colonialism and the widespread slavery system, race is used to legalize domination, exploitation, and oppression of non-white people or groups. On the other hand, Racism in the mid-twenties century to the present defines as not only an explicit attitude, but also an implicit bias that is built, maintained, and enforced both at the micro and macro levels. The concept of racism is more broadly. Not only in individual-level attitudes, but also in the historical, unconscious, and systemic forms of racism that interact with other social forces to legalize and perpetuate racial inequality. Individual racism and systemic racism are experienced by the two characters in the novel *On Beauty*, namely Kiki as African-American woman and Carl Thomas as an uneducated young black man from Roxbury.

Kiki accepts the double burden of being a black woman who still accepts negative stereotypes and becomes the object of white oppression. Contrastively, in 2001, George W. Bush issued signing statements on more than 750 new laws and issued a statement that the Executive Branch must interpret laws in a manner consistent with the constitutional clause guaranteeing 'equal protection' on women and minorities. In fact, it does not work. Black women are still treated unfairly and become a minority.

In addition, Jerome, Zora, and Levi as biracial children categorize themselves as blacks because they feel more accepted in the black racial group. On the other hand, biracial children can't fully identify themselves with only one identity, because they have a complex nature in the dual identity attached to them. Therefore, they define black in an inappropriate way. So that, there is an identity confusion that makes biracials unable to form a healthy identity.

Meanwhile, Carl Thomas as an uneducated young black man from Roxbury could not take the poetry class held by Claire Malcolm because of the general conservative trend sweeping that doesn't accept black, poor, and uneducated people being part of Wellington University, even though he is very talented. During his reign, Bush emphasized that discrimination is still a reality. Indeed, systemic racism during his administration is getting worse. The compassionate conservative that Bush uses as a political approach and policy decisions does not properly regulate minority rights.

Actually, Zadie Smith neither criticizes nor legitimizes the existence of racism in the society. Although she is interested in the issue of structural inequality, she tends to be neutral towards the issue of racism in her novel *On Beauty*. This is because the two main characters namely Kiki and Carl do not give resistance to the issue of racism.

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## Individuality and Social Interests in Ahmad Fuadi's *Anak Rantau*: An Individual Psychological Criticism

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### ABSTRACT

This study aims to know and analyze the theory of individuality and social interest based on Alfred Adler's perspective on the main character in the novel *Anak Rantau* written by Ahmad Fuadi. The approach in question is related to the personality psychology of the main character, which is known from the storyline. The method used in this research is descriptive-qualitative based on literature review. The result of this research is that the main character in the novel reflects the theoretical principles in his attitudes, behaviors, decisions, and speech acts. The individuality of the main character can be seen from the awareness of his past attitudes, his characteristics that are not easily afraid, and his efforts to compensate for his inferiority. Meanwhile, the social interests of the main character develop in line with the long process in the village community.

**Keywords:** Alfred Adler, individual psychology, social interest, novel

### INTRODUCTION

Individuality and social interest are the principles of individual psychology put forward by Alfred Adler. These two principles are part of the theory of personality, which uses a social psychological approach and has an essential meaning as a way to understand human behavior. The emphasis in this principle, of course, lies in the individual personality of a person and how the sensitivity side of their social interactions in the community environment (Suryabrata 2008,183; Juidah 2019).

The previous research on individual personality can among others be found in several studies entitled *Alfred Adler's Individual Psychological Study of the Novel Mimpi Anak Pulau by Abidah El-Khalieqy using the Hermeneutic Method* conducted by Dewi (2015), *The Principle of Individual Adler in Tuna Daksa Athletes* by Yulilla, (2017), and *Individual Psychological Studies in the Depiction of Tennessee Williams' Glass Toy Drama Characters* by Haryaningsih, Mumuh & Gunardi (2014).

All the studies above use individual psychology theory based on Alfred Adler's perspective, which is similar to this current research. However, the focus of the previous studies are considered more general contrasted to this research which focuses on the individuality and social interests of the main character. Another differences lie in the object of study. The previous studies involve various kinds of objects from drama to athlete with disabilities, whereas this research is positioned to follow-up to them by examining a different object of study, that is the novel entitled *Anak Rantau* written by Ahmad Fuadi.

Meanwhile, the previous research on the novel *Anak Rantau* can be divided into three categories. *First*, the research that examines character values in the novel as what has been conducted by Gunawan et al. (2018), Savitri et al. (2018), Noni (2014), Gunawan et al. (2019), Maikomah et al. (2018), Kurniasari (2014), and (Maryam (2013). *Second*, the research that examines the language and literary aspects of the novel as written by Yulanda (2015), Hermiyanty, Wandira Ayu Bertin (2017), Kuswanto et al. (2018), Nasrullah & Maslakhah (2019), Putri (2017), and Yuli (2019). *Third*, the research that examines the novel from socio-religious perspective, as was done by Gunawan et al. (2019) and Rohman (2020).

This research attempt to complement the previous studies by examining the character Donwori Bihepi in the same novel. Hepi, as the main character in the novel, is a 15-year-old boy who has been abandoned by his father in the village as punishment for his attitude that does not reflect a good child as he is disobedient to his parents. Hepi's naughty attitude is not without a reason. It seems that his father's business causes him to feel losing his parents' love. Moreover, his own mother had died an hour after giving birth to him. So, he considered the big decision his father made as a form of injustice that he received. Clashing with his father's background, who doesn't get along with his grandfather, turns out Hepi's character into the same. At the beginning he lived in the village, the situation was very different from the atmosphere of his life in Jakarta. Everything he thought of was the aim of returning to his hometown immediately. Grandfather, who is basically a stern and firm character, is at first very stiff about Hepi's character, but his gentle and patient grandmother always loves and is diligent in educating Hepi's mischief. Apparently, Hepi's grandmother was traumatized by her husband argument with Hepi's father, Martiaz, when Martiaz was a teenager. Gradually, the environment began to educate Hepi (Fuadi 2017, 5-27).

Meeting with some extraordinary characters such as a former prisoner, Bang Lenon—a history teacher who is very kind and loving, Ibu Ibet—the owner of the shop where he works, as well as Mak Tuo Ros—and his loyal friends, Attar and Zen—are very influential in changing Hepi's characters. Until the end of this story, we are hit by a touching meeting between Hepi and his father after a long separation, like a cold war between two countries (Fuadi, 2017, 289-357).

The main character in *Anak Rantau* illustrates several personality theory principles based on Alfred Adler's perspective. In line with this, the researchers wanted to examine the seven principles put forward by Adler to the main character of this novel. Therefore, this research aimed to know and analyze the theory of individuality and social interest based on Alfred Adler's perspective on the main character in the novel.

## LITERARY REVIEW

### Alfred Adler's Individual Psychology

Among many theories of Alfred Adler, there is one very well-known theory, namely Individual Psychology. This theory is a branch of psychology that focuses on examining the differences between individuals. Individual psychology is also a psychological system that aims to understand, prevent, and treat mental illnesses (Overholser 2010, 348). Adler's theories can be understood through several definitions used in discussing personality (Adler, 2019, 186). The inclination of the storyline in the novel depicts the individuality and social interests of the main character. This research focused on two theoretical principles of individual psychological theory, namely the principles of individuality and social interests.

**Individuality** Individuality is the principle of assessing a person's personality by looking at individual behavior and speech acts. Adler rejects the concept of the threshold of conscious and unconscious (*preconscious* and *unconscious*) (Zepf 2011). Meanwhile, Freud argued that a person's personality is built through three systems: id, ego, and superego. The three systems are in three personality structures, namely the conscious, preconscious, and unconscious. And the largest part of the human soul is in the unconscious, not the conscious so that human behavior is controlled by the subconscious, such as instinct, desire, and libido (Ahmad 2017). Adler considers this concept to be just mystical (Lowe, 1957). He feels that humans are very aware of what they do, what they achieve, and can plan and direct behavior towards their chosen goals. Humans can also compile facts and turn them into a personal and unique personality formed by self-creativity (Ja'far 2016).

Regarding why humans do not remember something, it does not mean that they are not aware. Things that his consciousness does not catch at any given moment are not always noticed and remembered by him. Therefore, memory is a function of the soul that, like other processes, does not work efficiently (Sidiq 2012).

In line with Adler's statement that consciousness is the core of every individual personality, a man can realize everything he does every day and he can judge for himself. Even though sometimes a person cannot be aware of a specific event related to his experience, this does not mean that the hidden forces in his emphasis can be ignored (Adler 2019). Besides, Adler also emphasized the importance of the distinctive (unique) personality traits, namely individuality, roundness, and the human person (Vaughan 1927). In line with this, Adler also states that each person is a configuration of motifs, characteristics, and values (Shon & Barton-Bellessa 2015). Every action or speech performed by a person shows a distinctive lifestyle style (Apriastuti 2017).

Adler also admits that the past is essential; however, he considers that the future is the most crucial thing (Eckstein & Kaufman 2012). In contrast to Freud, who made the past a definite determinant of a person, such as childhood trauma (Caruth 1995). Adler sees motivation as a determinant in a person's actions or behavior, not just the result of mechanical pastoral impulses. In other words, a person advances because it leads to goals, hopes, and ideals, or this is what teleology means. Adler's view is in line with Vaihinger's opinion, which states that humans live with various kinds of ideals or thoughts that are purely pseudo-nature (Boeree 2006). It is these pseudo-images that enable humans to face reality better. According to Adler, the goals pursued by humans can just be fiction or ideas that cannot be realized. However, it is a real whip or encouragement that is the reason for his behavior (Adler 1927).

Every individual is always drawn towards fulfillment, perfection, and self-actualization. This action is a human effort that never finishes in his life and even takes place continuously (Schultz 1977; Bulger et al. 2020). However, some people experience imperfection and cannot actualize themselves, so they fail to fulfill their desires. This happens because each individual does not have social awareness, or in other words, is too selfish. As Adler states, the cause is that someone is too controlled by self-inferiority (Boeree 2006).

Therefore, if a person feels capable and confident in doing everything by himself, he also has concern for others. However, if this is not the case, if life does not seem to be on one's side, that person's attention will focus on himself (Adler 2007). Everyone must suffer from inferiority in various forms. So Adler states that it is not uncommon for people to face this with compensation. They try to cover up their weaknesses in various ways. Such as compensation for someone who has a physical weakness psychologically, he trains the development of other talents that exist in him to become stronger than others (Boeree 2006). Adler affirms that this inferiority complex is not an abnormality, but rather a driving force for all improvement in human life. Of course, if the feeling of inferiority is excessive, it will have a significant negative impact, so that the manifestation becomes abnormal. However, under normal circumstances, feeling inferior is a trigger for progress and perfection (Ferguson 2020).

***Social interest*** After going beyond the evolutionary process with the main drive for individual behavior, Adler also states that humans have social interests (Overholser 2010). Adler states that this social interest is not just innate and is not just learned, but a combination of both. Social interest is based on inherent traits and is further developed to survive (Stoykova 2013; Richardson & Guignon 1991).

Humans are born gifted with universal social interests. They are starting in infancy, which develops through communication between children and parents. The socialization process requires a lot of time and continuous effort (Ferguson 2010; Dinkmeyer & Dinkmeyer 1981). Starting in the family environment, then continuing in the school environment where children begin to identify their social groups. Individuals are directed to maintain and strengthen their feelings of social interest and increase their care for others. Through empathy, individuals can learn what others feel to be their weaknesses and try to help them. Individuals also learn to practice the emergence of feelings of superiority so that when the time comes, they can control it (Papanek 1965; Asih & Pratiwi 2010). Some of these processes reinforce an emerging social interest. Until finally, each individual believes that a strong and perfect society will be able to help him achieve the fulfillment of a feeling of superiority. Lifestyle and creative self merge into the principle of social interest, which ultimately manifests in the behavior that is displayed as a whole (Watts 2012).

One of the misconceptions Adler wants to avoid here is that he equates social interest with extraversion (Boeree 2006). Society has different ways of social disclosure (Boeree 2009), such as American society, which defines social interest as openness, friendship, friendliness, and so on. Adler stated that the social disclosure of society could be different, but in this case, it is not a certain social behavior (Turner 2015). Rather, social interest in a broader sense, such as concern for family, society, environment, humanity, and even life itself. Social interest is defined as social sensitivity, which is a matter of how to make our lives meaningful and useful for others.

Adler does not accept the view that humans are a full product of the environment. According to Adler, there are far more things that appear and develop in humans that affect their lifestyle. Human lifestyle is not identical, even in twins. At least two forces are required to demonstrate a person's unique lifestyle, namely the inner strength that comes from birth and the strength that comes from the environment that the individual enters. Due to

differences in environment and nature, no human being will behave in the same way. A lifestyle that has already been formed cannot be changed anymore, although the way it is expressed can change so that the lifestyle is fixed or constant in humans. What changes is only the way to achieve the goals and the interpretive criteria used to satisfy the lifestyle (Jaenuddin 2015, 221).

Every person's behavior will bring out his lifestyle. Lifestyle is a principle that can be used to understand a person's behavior. This is what lies behind a person's behavior. A person observes, dreams, thinks, and acts in his unique style. This is her lifestyle, *leitlinie*, which is her guide in her life, and she fights against all kinds of obstacles (Suryabrata 2008,190).

Lifestyle refers to the ways a person lives, how he deals with problems, and how he develops relationships with other people. Adler states: "The lifestyle of a tree is the individuality of the tree in expressing itself and the ways in which it mingles with its surroundings. We will notice our style when we place it on a different background than what we expected. Because then we will realize that every tree has a pattern of life and not just a mechanical reaction to its surroundings" (Boeree 2006,154).

## RESEARCH METHOD

This research employed qualitative-descriptive paradigm as it analyzed, studied, and examined the object of study based on the condition of the natural object (Zalhairi 2016, 2). This research was backed up with literature reviews that utilizes literature sources to obtain data (Zed 2008, 1-2). In this study, the primary data source was the third edition of a novel entitled *Anak Rantau* authored by Ahmad Fuadi that was published in October 2017 and comprises 382 pages containing the paradigm of individuality and social interests in the individual psychology of the main character (Anggito 2018, 212).

The data collection techniques applied in this study were careful and repeated reading as well as note-taking techniques. The steps of the process were: (1) reading the novel for the first time, which was intended as a cursory observation and did not include the techniques and methods that had been prepared, (2) examining the novel repeatedly by observing the plot and concepts that contain the paradigm of individuality and social interests in the individual psychology of the main character.

In analyzing the data, the researchers applied Miles & Huberman (1994) technique that consists of data reduction, data presentation/display, and conclusion drawing. The steps that the researcher took include: (1) selecting and sorting the data that contains and describes the individuality and social interests of the main character, (2) classifying the data in the form of a description and making quotations for the words or sentences found, (3) analyzing and interpreting the data obtained based on the flow and concepts and characteristics that are reflected in the attitudes of the main character who contains individuality and social interests, (4) summarizing the results and discussion into a brief presentation based on the perspective of Alfred Adler.

## RESULTS AND DISCUSSIONS

This section presents the results of the data findings which are then analyzed into a description based on the researcher's interpretation. After reading repeatedly and observing the novel *Anak Rantau*, the researchers found the correlation between the contents of this novel with Alfred Adler's psychological theory. The main character of this novel implies Alfred Adler's

individuality principles and social interests, which are manifested in his behaviors and attitudes. Based on the two theoretical principles, the result of the analyses can be described as follow.

**The Individuality of the Main Character**

Adler put forward several points about the personality of each individual in the principle of individuality. They are starting from the awareness of each individual to behave, until the desire to be more perfect (*superior*). The researchers found some of these points in the main character of the novel *Anak Rantau*. Adler's principles in points of individuality are found in the main character, both in his attitudes and speeches as summarized in *Table 1*.

*Table 1: The Main Character's Individuality*

Principles of Individuality	Forms of Behaviors	Contexts of Events
Behavioral Awareness	Strongly determined to find the money himself as a firm stance due to disappointment and resentment	The main character leaves the father in the village
Desire to be more perfect ( <i>superior</i> )	Wanting to prove to be able to buy the plane tickets	The main character has the prestige and takes the fight with his father
Individual inferiority	Feeling very helpless and inferior because of being too old to face the opponents	The main character gets conflicts with young people who had become his work partners
Compensation	Taking a spiritual and social approach to the <i>datuk</i> as a role model. Familiarizing himself again with his tenuous friends	The main character begins to return to his life before he gets into conflict.
Teleology/pseudo finalism	Increasingly focusing efforts on genuine desires: going back to Jakarta with airfare	The motivation of consciousness drives the main character after a pilgrimage to the tomb of his mother
	Heading to the residence of a magician that is considered sacred and feared by the people	The main character believed that the magician is able to print money
Typical style	Appearing tenacious struggle and severity determination owned	The main character shows his original character as a Minangese person

As can be seen in *Table 1*, there are seven forms of Adler's individuality principle points in the main character's speeches and behaviors, namely: behavioral awareness, desire to be more perfect (*superior*), individual inferiority, compensation, teleology, pseudofinalism, and typical style. The followings are the explanations of the seven points.

**Behavioral awareness**

Based on the first point, according to Adler, humans are very aware of what they are doing and what they want to achieve. He can plan and direct his behavior towards the goals he chooses ( Adler 1927; Junaidi 2015, 217). The

main character of the novel *Anak Rantau*, Heki, illustrates this point of awareness. He is so aware that he plans an action according to his wishes. This act of determination was the result of his awareness. Then, it is his awareness that leads him to act on his chosen goal.

The individual awareness of each behavior described by the main character of the novel is implied in the following quote.

*The more he was forced by his father, the stronger the resentment in his chest. His heart hardened too. He was determined to prove to his father that he could find money to buy a ticket to Jakarta* (Fuadi 2017, 59).

In the above quote, Heki, the main character in the novel, is well aware of his actions. His mischief had left his father disappointed and furious in the end. The attitude of his father by leaving him in his grandfather's hometown was considered wrong. He felt his father was running away from responsibility. As a result, he felt resentment and chose to fight back. He did not take his father's assertive attitude for granted until he was determined to find money as a proof to his father. This attitude is his choice which aims to prove to his father his determination.

The main character is determined and trying because he is aware of his inability to reject his father's attitude directly. He, who is still a minor, is not capable enough to go against his father's decision. Besides the sense of pride that later characterizes the main character's personality, he is also aware of his inability.

***Desire to be more perfect***

Adler thought that humans are aggressive creatures and must always be aggressive if they want to *survive* so that humans expect to achieve perfection (*superior*). This excellent drive is universal and timeless. For him, there is only one impetus, namely superiority, as an attempt to leave feelings of inferiority (Adler 1927; Junaidi 2015, 217). The power of the main character can be seen in his strong determination after he made resistance and resistance to his father.

The quote from the main character's speech in the example in the point of awareness above also implies Heppi's superiority. In order to fight his feelings of inferiority, namely the notion that his father did not value him as a child, the main character took the fight. This resistance caused him to be determined to take revenge. The superior drive motivates him to survive feelings of.

***Individual inferiority***

The next point in Adler's individuality is individual inferiority. According to Adler, everyone must suffer from inferiority in various forms (Lowe 1957; Boeree 2009, 187). Inferiority is a feeling of being in a lower position than others due to an individual's inability to do something. Several times, the main character in the novel feels inadequate but he does not necessarily feel inferior. Not all flaws are considered inferior. Only those that cause low self-esteem are included in it. Because, later, this inferiority will be related to compensation at the next point.

The inferiority of the main character in the novel is illustrated in the following quote.

*He suddenly feels very weak, dealing with young men who are older than him* (Fuadi 2017, 158).

The above quotation describes the inferiority of the main character when he gets into conflict with youths who have been his work partners. When once he was wrong, he was immediately considered irresponsible. The main character

feels very helpless because of the age gap to face his opponent. This inability to resist caused him to feel inferior.

**Compensation** For inferiority, the main character compensates. As Adler argues in the next point, compensation is a person's attempt to cover up his weaknesses in various ways. Hepi begins to return to his life before he got into conflict. The compensation he does is in the form of a spiritual and social approach to the *datuk* as a role model. Like his psychological needs for friends, this main character also familiarizes himself with his estranged friends. Eventually, he gradually began to manage his inferiority with this power.

The success of compensating for his inferiority has led the main character to continue to reach for the goals he wanted. As in the next point, according to Adler, it is the motivation that determines a person's actions or behavior. It is not just the result of mechanical problems of the past. However, a person advances because it leads towards goals, hopes, and ideals. This is what is meant by teleology (Ansbacher 1956; Boeree 2006, 154).

**Teleology/  
pseudofinalism** The apparent purpose or fictional finalism referred to by Adler is the exercise of the forces of human behavior. The goal pursued by humans maybe just fiction or an unrealized ideal. However, it is a real whip or impetus, which becomes the reason for his behavior ( Vaughan 1927; Suryabrata 2008, 185). The main character's apparent finalism lies in his behavior when he refocuses on his determination's original goal.

Hepi is increasingly focusing his efforts on his desire to return to Jakarta with a plane ticket. That's why he looked for money until he got into conflict. This attitude was motivated by his motivation to make a pilgrimage to his mother's grave. So he decided to look for other alternatives in order to arrive at his goal. The plot of the story is that he heads to the residence of a powerful person who is considered sacred and feared by the community. It is said that this magic person can print money. Then this becomes part of the pseudofinalism of the main character—namely the goals he wants to achieve, whose success is still uncertain.

**Typical style** A person's distinctive style is a combination of two things: *the inner self-driven*, which regulates the direction of behavior, and encouragement from the environment, which may add or hinder the first (from within) impulse.

Hepi's fearless attitude and courage to take risks became his trademark. According to Adler, every action or speech performed by a person shows a distinctive style of his individual lifestyle (Suryabrata 2008, 185). At this point, the main character really shows the persistence of the struggle and the hardness of his determination. From several events and conflicts, Hepi always shows his stubbornness. His attitudes seem undaunted by the insulting words of some people, showing his true nature as a Minangese. This distinctive trait in his personality is then shown again in his decision to enter the haunted house alone.

All of the above points are the author's depiction from the point of view of the third person to the main character based on Adler's principle of individuality. Furthermore, the researchers also found that Adler's principle of social interest in the main character matched with his attitudes and actions.

**Social Interests  
of the Main  
Character** Social interest is the result of developing innate traits in the community environment. According to Adler, this social interest is not just natural and is not only learned, but a combination of the two ( Boeree 2006, 156). The points



of social interest of the main characters in the Novel *Anak Rantau* are summarized in *Table 2*.

*Table 2: Social Interests of the Main Character*

<b>Principles of Social Interests</b>	<b>Forms of Behaviors</b>	<b>Context of Events</b>
Congenital traits	Since childhood, the main character was accustomed to pilgrimages to the mother's grave even without an invitation.	The mother of the main character died when he was born.
	Easy to get along with the counseling teacher at school.	The counseling teacher is most concerned with the main character.
Development of innate traits	Can be friendly and mingle when first meeting village children	The innate traits of the main character develop because of the community environment.
Adaptation	Being caring for friends by defending friends who are scorned, even though previously they were ignorant	When feeling down due to the conflict, the main character does not care about the surroundings. However, gradually he feels the closeness and sincerity of his friends.
Social sensitivity	Does not hesitate to help people in need	Seeing someone's old stall, the main character feels pity.
	Reporting theft to the police	The main character is carried away by the nature, helping each other when hanging out with friends and his grandfather's advice.
Lifestyle ( <i>leitlinie</i> )	No longer just want to wait, but start looking for solutions by stalking the waters.	The main character wants to solve social problems, namely theft.
	Not afraid and willing to take risks	The main character does not run away from the conflict that occurs.
Increased social sensitivity	The loss of revenge on the father	The main character realized and interpreted his anger was missing his father. He is increasingly sensitive to the causes and intentions of his father's attitude.

In *Table 2*, there are six points of social interests in the main character, namely: innate traits, development of innate traits, adaptation, social sensitivity, lifestyle (*leitlinie*), and increased social sensitivity. Here's the interpretations of some of these points.

***Innate traits*** Adler emphasizes the importance of distinctive traits (unique) on one's personality (Suryabrata 2008, 185). Humans are born gifted with universal social interests. This need is manifested in communication with other people.

Starting in the family environment, then continuing in the school environment where children begin to identify their social groups. Individuals are directed to nurture and reinforce feelings of social interest in their innate traits.

The main character in the novel is innate in this social interest. Since childhood, he was accustomed to making pilgrimages to his mother's grave even without an invitation. At school, he can get along with the counseling teacher who cares for him the most. These innate traits provide the good potential to later be developed into the strong social interests of the main character.

### ***The development of innate traits***

Social interest is based on innate traits and is further developed in order to survive (Boeree 2006, 256; Parker 2014). These innate traits are then developed with the encouragement of the environment and one's internal factors.

When the main character first meets a village child, he can be friendly and mingle. Essential characteristics like this that later develop because of the environment in society. The development of innate traits in line with the result of the socialization process requires a lot of time and continuous effort.

### ***Adaptation***

Adaptation is the process of finding the best way to blend in by individuals when they encounter unfamiliar situations. This process goes through various stages. Such as through empathy, individuals can learn what other people feel to be their weaknesses and try to help them. The individual also learns to practice controlling the arising of feelings of superiority. Some of these processes reinforce an emerging social interest. Until finally, each individual believes that a perfect and robust society will be able to help him achieve fulfillment (Stoykova 2013; Junaidi 2015, 220).

Since the move of Hepi, the main character, to his hometown, he has begun to adapt. Initially, Hepi's social interest began to slightly eroded because of the shock of the conflict he is experiencing. However, several incidents experienced by this main character make him care about the social community. He is increasingly sensitive to the people around him. Like when the main character sees his friend being ridiculed. Because of the closeness and sincerity that he previously felt, suddenly he defended.

### ***Social sensitivity***

Social sensitivity is a matter of making our lives meaningful and useful for others ( Boeree 2006, 158; Ferguson 2020). The main character gives rise to this sensitivity. After a while he adapts to his new environment. He doesn't hesitate to help even those who need it, as in the following quote.

*"We saw Mak Tuo Ro there old and take care of himself. What a pity. We offered to help and he agreed"* (Fuadi 2017, 94).

This quote implies the main character's social care for others. This attitude he got after living with his grandfather for a while. His grandfather's advice stuck to his memory, and his heart began to feel sorry for others. Social interest is strengthened by social events in the community and the surrounding environment.

On another incident, Hepi reported the incident of theft to the police he knew. His quick and responsive attitude had a successful impact on the arrest of the thieves. This is clearly illustrated in the following quote.

*"Mike Papa, Mike Papa, this is Alfa Juliet. Report, theft is happening in Tanjung Durian, near Surau Gadang... ", suddenly HT Inspector Saldi rang. From Hepi. He jumped and, in an instant, slid with his team* (Fuadi 2017, 288).

He does the social sensitivity of the main character as a result of the social processes he experiences. This process is not short and fast. Since the first time he came to the village, he heard stories from the police he knew several times. He listened a lot to his grandfather's advice. Also carried away by the characters help each other when hanging out with his friends. This is in accordance with Adler's theory that social processes take a long time and are sustainable (Parker 2014; Junaidi 2015, 220).

Since the theft incident was arrested, the main character has become more and more eager to carry out community social activities. This is because since then, people have praised him as a hero. The police gave him a t-shirt, vest, and a police partner hat in appreciation of his services. This is what makes him even more helpful and socially sensitive. According to Adler, the community environment affects social interest. It is the attitude of the general public that strengthens the social interest of the main character.

The stronger the social interest of the main character, the more creative he will be in his behavior. Such as Adler's principle of social interest, that self-creative merges with social interest. The following is a quote from the novel.

*Hepi has made a plan, and his two friends agree. Their goal is now clear: stalking the 'night dipper' that Bang Nopen described. That night they enthusiastically looked at the waters near the surau* (Fuadi 2017, 305).

The quote illustrated that the main character begins to further develop his creativity to solve social problems. He no longer just wants to wait but starts looking for a solution. This is a creative attitude that develops as social interest develops. The lifestyle of the individual personality also influences this creative attitude.

***Lifestyle (leitlinie)*** According to Adler, a person observes, dreams, thinks, and acts in his unique style. This is his lifestyle, *leitlinie* (Hunter & Sawyer 2006; Suryabrata 2008). Hepi could not possibly continue with his actions, which would be dangerous for a small child. However, because he was a child who was not afraid and was willing to take risks, he did not run away from the conflict.

The process of interaction with other people affects the social interests of the main character. The direction from the inspector brought him back, wanting to solve this social problem. His increasingly strong social interest is reflected in his behavior. Such is the conclusion that he strongly believes after undergoing a long process of village society, namely 'nature develops to become a teacher'. This expression that he initially heard from his grandfather, he had not fully believed. He is still very doubtful and does not fully understand its meaning until he experiences various social events that he is involved in.

***Increased social sensitivity*** At the last point in Adler's view, social interest is not extraversion (social disclosure), which has various ways in different societies. However, social interest is defined as caring, social sensitivity to family, community, environment, humanity, and even life itself. It is a problem of making our lives meaningful and useful for others (Boeree 2006, 158; Adler 2013).

The main character has increased social sensitivity at the end of the story. The loss of grudge against the father is the climax in this section. When he realized that his anger meant actually missing his father. He is increasingly sensitive to the causes and intentions of his father's attitude. In the end, he dropped his plans to return home. Seeing his grandfather, who needed eye

cataract surgery, made him feel sorry. He gave his savings for operating expenses without objection. At the end of the story, Hepi is more friendly to the surrounding community and helps without asking for help. He is no longer indifferent and indifferent to the beginning of his arrival. This is the social sensitivity obtained because of the long process.

**CONCLUSION** The main character in the novel *Anak Rantau* written by Ahmad Fuadi reflects the principles of Alfred Adler's individual psychological theory, especially in the aspects of individuality and social interest. This can be seen from the author's description in the storyline, namely in the attitudes, behavior, decisions, and speech acts of Hepi, the main character.

The main character's individuality can be seen from the various points that the researcher finds in the whole story. Starting from the awareness of his attitude in the naughty past became the cause of his determination to act. Then his character that is not easily afraid also becomes an influence on his lifestyle. The motivational influence he has is also the reason for his various attitudes. It comes to compensating efforts to cover up inferiority.

Meanwhile, Hepi's social interests develop in line with the long process in the village community. The many interactions with various characters and some of the events he experienced have further strengthened Hepi's social interest. Also, the influence of his strong personality traits prevents the main character from losing his social welfare. All this is reflected in the author's storyline until the researcher finds a strong match between Adler's theory and the personality of the main character in the novel. The individuality of the main character and their social interests. This novel is not contradictory, but is in parallel and complements one another with a process that is not brief.

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## Code Switching and Code Mixing in the Arabic Learning of Egypt Sandwich Program 2019

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### ABSTRACT

This study discusses the types of code switching and code mixing occurred in the utterances of *Egypt Sandwich Program 2019* instructors. It also explores the factors that cause the two language phenomena and their effects toward non-Arabic speakers. In research design, participatory observational study was applied in which the researchers participated in the Arabic language learning activities in the program. The results showed that both internal and external code switching occurred in the speech of the instructors. Meanwhile, for code mixing, intersentential and intrasentential process were found in this study. The code switching and code mixing found in this study only occurred among Arabic *fusha*, Arabic *'amiyah*, and English. In general, the main factor that drove the speakers to perform code switching and code mixing in the program was the speaker's habit. Misunderstandings sometimes happened between the instructors and the students due to the emergence of code switching and code mixing in the event.

**Keywords:** code switching, code mixing, Arabic learning, *Egypt Sandwich Program*

### INTRODUCTION

Code switching and code mixing are two phenomena that commonly occur in a multilingual society. According to Rokhman (in Gayatri et al. 2016), in a multilingual society, it is impossible to use one language only without considering another language or its elements since there is interdependency between one and the other. It indicates that every language has its own weaknesses so that it is necessary for one languages to complete the other.

Both code switching and code mixing are frequently found in the process of learning languages, including Arabic. They are sometimes practiced by the teacher, as a speaker, to make the students able to understand the learning materials more easily. However, these two language phenomena often lead to communication difficulties since the code used is not the one that is understood by the speech partners.

Code is a term referring to a language with its variation. In the Arabic learning of *Egypt Sandwich Program 2019*, the basic code used by the speaker as, of course, *fusha* Arabic or formal Arabic. However, in some occasions, there were found some speakers who performed code switching and code mixing to *'amiyah* or daily Arabic, which consequently could lead to misunderstandings. Some examples of vocabulary used from the second variety are *عائز* (want), *ليه* (why), dan *كويس* (good). In addition, the phenomena of code switching and code mixing sometimes involved English since it is considered to be more acceptable than Arabic.

These phenomena of code switching and code mixing in the Arabic learning process at *Egypt Sandwich Program 2019* was interesting to study



and the researchers decided to take the instructors who spoke in *'amiyah* Arabic as the object of the study or samples of this research.

**LITERARY  
REVIEW**  
**Theoretical  
Background**

Ohoiwutun (in Herdiana & Sopian 2019, 166) defines code switching is a turn in using language from one language or dialect to another. It is divided into two, that is internal and external code switching. Internal code switching occurs between local languages within a national language, between dialects in a local language or between varieties and styles in a dialect (Indriyani 2019, 693). One example is when a speaker switches the code from Indonesian, as a national language, to Sundanese that is a local language. Meanwhile, external code switching occurs between domestic and foreign languages (Indriyani 2019, 693), for example, when a speaker turn the code from Indonesian to English.

Naturally, the discussion on code switching cannot be separated from its pair, code mixing. Rohmah et al. (2019, 21) state that code mixing is a phenomenon of the existence of pieces from another language within the utterances spoken in a language . Code mixing can further be divided into three types according to the inserted elements that cause the phenomenon, namely inner, outer, and hybrid code-mixing (Hastuti 2020, 3).

According to Jendra (in Agustina 2020, 118), inner or internal code-mixing utilizes the elements of other languages from the same family, such when an Indonesian speaker inserts Javanese elements in his/her speech. Meanwhile, outer or external code-mixing occurs when the elements inserted coming from foreign language, for example, when the Indonesian speaker insert the elements from English language to his/her speech. On the other hand, as stated by Meldani (2018, 7), hybrid code-mixing is a combination between local and foreign language use in addition to the main language. The language units inserted in a code mixing process can be divided into four categories, namely words, phrases, clauses, and baster. (Laiman et al. 2018, 49-50).

**Previous  
Studies**

From the tracing, there has not been found any study with the topic exactly similar to this current research. However, there are some research results which have, at least, one aspect similar to this research's. One of them is the study conducted by Tohe (2005) with the title *Fusha and 'Amiyah Arabic along with Their Problems*. This research discusses the similarities ad differences between *fusha* and *'amiyah* Arabic in general. Another study was conducted by Astuti (2017) with the title *The Diglossia in a Speech Community on Arabic Language Use*. This research is focused on two varieties of Arabic that can live together within a language society. Meanwhile, in his research entitled *Code Switching and Code Mixing in the Teaching Process of Indonesian Language*, Sudarja (2019) investigates both code switching and code mixing occurred from Indonesian to English.

This current research was focused on identifying code switching and code mixing occurred in the Arabic learning at *Egypt Sandwich Program 2019* that involve the instructors as the speakers and Indonesian students as the speech partners. In addition, this research was also purposed to identify those two linguistic phenomena based their categories. Lastly, there would be a description of some factors influencing the cases and the impacts to the speech partners.

**RESEARCH  
METHOD**

The method applied in this research was qualitative-descriptive because the data collected, analyzed, and displayed were in the forms of words, phrases, or clauses and not numbers. This research was designed as participatory observations in which researchers positioned themselves as the participants in the Arabic learning investigated.

As it was qualitative research, the researchers played role as the main instrument who conducted research planning, data collection and analyses, conclusion drawing, as well as result reporting. The sampling techniques applied were non-probability and purposive sampling. It is because not all of the members of population were involved as the data sources and the instructors taken as the data sources were selected based on certain criteria. Therefore, the data employed for this research were speech acts performed by the instructors of *Egypt Sandwich Program 2019*. The other data were in the form of the results of interviews with the head and some office staff of the educational institution hosting the program, Ma'had *Mu'allimil Qur'an*. These supporting data were needed as the complement of the main data, that is code switching and code mixing performed by the instructors.

For collecting the data of this research, three different techniques were applied, namely participant observation, semi-structured interview, and document analysis. After the data were completed, the researchers then analyze the data for drawing the conclusion. The process of analyzing the data included: (1) listening to the record, (2) transcribing the speech into written form and checking the correctness, (3) reducing the data or separating the speech which did not contain code switching and code mixing out from the actual data, (4) classifying the data based on the categories of code switching and code mixing along with the causing factors and the impacts to the speech partners, and (4) drawing the conclusion of the phenomena being observed.

*Table 1: The Occurrences of Code Switching*

Type	Causing Factor	Freq.
Internal	Speaker's habit	9
	The appearance of the third party	3
	Soften request or command	1
External	Speaker's motif on prestige	2
	Intention to explain and interpret	1

*Table 2: The Occurrences of Code Mixing*

Type	Causing Factor	Freq.
Internal	Speaker's habit	13
	The appearance of the third party	1
External	Lexical needs	2
	Speaker's motif of prestige	2
	Intention to build intimacy	2
	Intention to explain and interpret	1
	Intention to reduce the risk of making mistakes in delivering messages	1

## CODE SWITCHING AND CODE MIXING DISTRIBUTION

Based on research findings, there were found 16 code switching and 22 code mixing occurrences performed by the speakers. The data display of the former can be seen in *Table 1*, whereas for the latter, it can be observed in *Table 2*.

From both tables, it can be concluded that the most dominant factor causing code switching and code mixing is the speaker's habit. In other words, the speakers commonly insert the elements of other languages in their daily communication as what is stated by Hapsari (2020, 49).

## TYPES OF CODE SWITCHING AND CODE MIXING

Datum (1) shows the speech events in which the speaker performs internal code switching from *fusha* to *'amiyah* Arabic. This process of code switching can be divided into two stages.

### Internal Code Switching

Datum (1)  
Stage A

الأستاذ : الرء فيها كم حالة؟

الطلاب : ثلاثة

الأستاذ : تُرقي، تُفخم، يجوز فيها التفخيم والترقيق

أول حالة ترقيق في ستة أحوال. أَلناهم في المرة الماضية أَلناهم مكسورة، ساكنة بعد مكسور وبعدها حرف استفال، مكسورة كسرة عارضة، ساكنة بعد ياء مدية أو لينة، الأستاذ : أَل! ساكنة قبلها ساكنة و قبلها ساكنة، إمالة، تمام؟

Instructor : How many conditions does letter ر have?

Students : Three.

Instructor : Read in *tarqiq*, *tafkhim* and either in *tarqiq* or *tafkhim*

The first condition, letter ر is read in *tarqiq* under six conditions. Really, we had mentioned it in the previous occasion. *Kasrah*, *sukun* after the letter which has *harakat kasrah* and after it there is *istifal* letter. Given *kasrah* with *aridah kasrah*, *sukun* after *mad* letter or *layyin* letter. Say, *sukun* that is initiated by *sukun* and initiated by *sukun*. *Imalah*. Clear?

Stage B

إسراء : حضرة، تشرب ايه؟

الأستاذ : مفدش يانسون؟

إسراء : فيه يانسون

الأستاذ : معنا الواحد

إسراء : طيب تمام

Isro : *Ustaz*, What do you want to drink?

Instructor : Isn't there any sweet tea?

Isro : It's available.

Instructor : Together with us, one.

Isro : Alright. I'm ready.

In the first stage, the instructor as the speaker uses *fusha* Arabic for explaining the learning material to the students. A teacher has to explain the materials using the appropriate language, that is the language variety for academic purpose (Chairina 2019, 2). For Arabic learning, it must be *fusha*

Arabic. However, in the second stage there is office staff, named Isro, who knocked the door and entered the class to ask what kind of drink preferred by the instructor in 'amiyah Arabic. Thus, it can be concluded that in the speech event happens external code switching from *fusha* to 'amiyah Arabic. According to Kurniasih & Zuhriyah (2017, 54), code switching happens when the speaker changes the language he/she speaks deliberately. In his speech, the instructor pronounces the word مفيش as the acronym of the words في + شيء + ما that mean 'not be there' (Mufrodi 2015, 212).

According to Saville-Troike (in Kalangit 2016, 6) the factors that encourage a speaker to perform code switching among others are for: (1) softening or strengthening a request or command; (2) lexical needs; (3) excluding others when the conversation is addressed to a certain speech partner. Particularly for internal code switching, the dominant driving factor is the presence of the third party by whom the speaker excludes the other persons since the messages are only addressed to him/her. Basically, the purpose of code switching is to suit to the speech partner, topic, domain, and social distance in a speech event (Liyana 2017, 146).

Not only internal code switching, actually, the instructor performs internal code mixing either. This emerges in the form of word insertion when the speaker used the word ألناهم and آل into his utterances in *fusha* Arabic. The sound of letter ق is rarely heard amid Egyptian people (Pancarani et al. 2016, 208). In the case, uvular sound changes into glottal stop (Mufrodi 2015, 195). The change is caused by the adjacent consonant articulation sounds and the lighter sound pronounced by Egyptian people (Fadhilah et al. 2020, 57).

In the speech act shown Datum (2), the speaker perform internal code switching from *fushā* to 'amiyah Arabic. The process of code switching in the conversation can also be divided into two stages.

Datum (2)

Stage A

الأستاذ : كداه ايه؟ ساكنة وقبلها ساكن وقبل ساكن ايه

الطلاب : مضموم

الأستاذ : خسر , يسر , عسر

الطلاب : خسر , يسر , عسر

الأستاذ : تمام؟

الطلاب : تمام

Instructor : What is that one (categorized into)? Letter ر with *sukun harakat*. Before it a *sukun* and before the *sukun*, what is this?

Student : Letter with *damah harakat*.

Instructor : Read it in *tarqiq, tafkhim*, and can be read in *tarqiq* or *tafkhim*.

Instructor : (drawback, easiness, difficulty)

Student : (drawback, easiness, difficulty)

Instructor : Clear?

Student : Yes. It's clear.

Stage B

الأستاذ : انتو فاهمين و لاء لو مش فاهمين قولو عشان اشرح تاني ماشي؟

Instructor : Do you understand me/my (explanation) or not? If you haven't understood, tell me. I will repeat it once more. OK?

In the first stage, the instructor as the speaker uses *'amiyah* Arabic when he gives a question to the student, that is كداه ايه؟. In *'amiyah* Arabic, consonant ذ, which is categorized into voiced-fricative-interdental consonant, is pronounced into د, which is categorized into voiced-plosive-apicodental consonant (Mufrodi 2015, 200). Meanwhile, the word ايه is the acronym of the words هو + شيء + أي which is equivalent to the word ماذا in *fusha* Arabic (Mufrodi 2015, 213).

After the student answer his question, the speaker gives an example of the pronunciation of letter ر in a verse of al-Qur'an which is read in *tafkhim*. The speaker who is an Egyptian person will not pronounce holy verses of al-Qur'an by mixing them with *'amiyah* Arabic dialect. It is in line with what has been stated by Ibn al-Jazari:

والأخذ بالتجويد حتم لازم  
من لم يصح القرآن أثم  
لأنه به الإله أنزلا  
وهكذا منه إلينا وصلا

And reciting al-Qur'an with *tajwid* is an obligation.  
Whoever recites it in the wrong way, (he then) gets a sin.  
Because Allah delivered it like that (with *tajwid*).  
And like that al-Qur'an arrived to us.

Then, in the second stage, the instructor uses *'amiyah* Arabic in order to ask whether his explanation is understood or not. However, the students as his speech partners do not give the answers toward the question because they do not understand what he said. It is because *'amiyah* Arabic is a variety for daily communication (Astuti 2017, 158). In his utterance, the speaker pronounces the letter ث with the sound of letter ت in the word تاني. In this case, interdental sound is turned into alveolar (Mufrodi 2015, 195). Generally, the letter is pronounced as of letter ت, even though some of Egyptians maintain pronouncing it by the sound of ث. (Pancarani et al. 2016, 208). Aside from that, the speaker also pronounces the word عشان which is equivalent with كي in *fusha* Arabic. The word is the acronym of على + شأن which mean 'not available' (Mufrodi 2015, 212). Egyptian people frequently use the word to replace كي (Pancarani et al. 2016, 213). Thus, it can be concluded that in the speech event, code switching happens from *fusha* to *'amiyah* Arabic.

Hoffman (in Kalangit 2016) states that the driving factors of the speaker to do code switching among others are intended for (1) expressing certain topic, (2) quoting from others, (3) emphasizing something, (4) interjecting (inserting sentence fillers or connectors), (5) repeating for clarification, (6) clarifying the content of conversation to the speech partner, and (7) showing up group's identity. As in the case, the main factor that drives the code switching is the last one, that is the speaker intends to show himself as an Egyptian, even though the speaker has to clarify the meaning of his utterance to his speech partners.

Usually, besides performing code switching, the instructor, as a speaker, sometimes does internal code mixing as well. Code mixing occurs when the speaker uses a language dominantly and, at the same time, inserting some elements from other languages to support his/her speech (Indrayani 2017, 304). In the example, the speaker inserts the word ايه into his *fusha* Arabic utterance. Therefore, it can be concluded that the code mixing performed is a kind of word insertion and the driving factor is the speaker's habit.

The following is a speech act in which the speaker performs internal code switching from *fusha* to *'amiyah* Arabic.

Datum (3)

الأستاذ : هناك قول يقول أن من يقرأ القرآن يجب عليه الخشوع. يجب على من يقرأ القرآن أن يكون خاشعاً. مش حاغة ضحك إذا الإمام يقول الحرف. هل هناك شيء يضحك؟

Instructor : There is a statement that one who is reading al- Qur'an has to be serious. It is an obligation for everyone to read al-Qur'an seriously. Don't laugh when the *imam* (leader of praying) is pronouncing a letter. Is there any thing that makes you laugh?

In the speech event, at the beginning, the instructor as the speaker uses *fusha* Arabic when he is describing the obligation to do when reading al-Qur'an. It is because the students laughed with unknown reason. In his speech, the speaker switch the code to *'amiyah* Arabic, that is when he pronounces the clause مش حاغة ضحك. In *'amiyah* Arabic, The word مش is made up from the word ما which is added by the letter ش and followed by the omission of letter ا. The expression replaces the position of letters لا, غير in *fusha* Arabic (Pancarani et al. 2016, 207). The word is then followed by حاغة in which letter ج is pronounced by the sound of letter 'g'. It has been common amid Egyptian people (Pancarani et al. 2016, 211). In *fusha* Arabic, the clause is expressed by لا نحتاج إلى الضحك that means 'not allowed to laugh'.

Therefore, it can be concluded that in the speech event, it occurs code switching from *fusha* to *'amiyah* Arabic. Inversely, the speaker performs code switching in reverse order from *'amiyah* to *fusha* Arabic as well when he is asking a question that does not need an answer or what is termed as rethoric language style. The purpose of using this language style is to give emphasize, satire or to wake up (Septiani 2020, 21). In addition, another supporting factor of the internal code switching occurrence is due to speaker's habit.

### External Code Switching

The following is a speech act in which the speaker performs external code switching from *fusha* Arabic to English.

Datum (4)

الأستاذ : ما الفرق بين اللغة الحية واللغة الميتة أه؟! قولوا

الطلاب : النطق والكلام

الأستاذ : *Give me* جدية أكثر

الطلاب : النطق والكلام

Instructor : Say! What is the difference between living and dead language? What?

Student : Pronunciation and conversation.

Instructor : *Give me* more seriousness!

Student : Pronunciation and conversation.

In the conversation, the instructor, at the beginning, uses *fusha* Arabic for giving an instruction to his speech partners. But, subsequently, he mixes *'amiyah* into *fusha* Arabic when he is asking a question to them. The code mixing is the use of the word أه that means 'what'. After the speech partner answers the question, the instructor turn his code into English by the sentence 'give me' that is an imperative form for asking something to deliver

to him. This expression is common for socializing purpose because it is considered modern and intimate (Muharramah 2019, 6). Therefore, in the speech act, code switching happens from *fusha* Arabic to English because the speaker has a prestige of filling motive, that is he wants to show his intellectuality.

### Internal Code Mixing

The following is a speech act in which the speaker performs internal code mixing by inserting *amiyah* to *fushā* Arabic.

Datum (5)

الأستاذ : فاء كيف يُنطق؟ فاء.. بالشفة السفلى مع الوصول السنايا العلي. السنايا  
هذه الأسنان أماميت. فاء

Instructor : Letter *fa'*. How is it pronounced? *Fa'*. By meeting the lower lip to the upper front teeth. Front teeth are these, in front of you. *Fa'*.

In the speech event, the instructor performs internal code mixing when he is explaining the position of front teeth to the students. The case of code mixing is the use of the phrase *أماميت*. In *fusha* Arabic, the phrase must be read separately because it consists of two words, namely *أمام* that means 'in the front' and *أنت* that means 'you'. If we refer to the syntax of *fusha* Arabic, we will find that in order to express the phrase, we cannot use separated pronouns (ضمير منفصل), but we must use connected pronouns (ضمير متصل).

Therefore, the arrangement and the pronunciation of the phrase which follows the principle is *أمامك*. However, in *'amiyah* Arabic, the arrangement and pronunciation applied is *أمامنت* where glottal consonant (letter *ء*) is pronounced in palatal consonant (letter *ي*) or becomes a long vowel (Mufrodi 2015, 199). Aside from that, from the beginning, *'amiyah* language variety is formed without *harakat* (Pancarani, dkk. 2016, 207). Referring to the case, the speaker pronounces the word *أمام* by *sukun*-ing letter *م* whose position is at the end of the word. Finally, there meet two *sukurs* as what is pronounced by the speaker (*أماميت*). The purpose is for making the pronunciation easy to do.

Additionally, the speaker uses *'amiyah* language dialect as well in his speech with *fusha* language, that is when he is pronouncing letter *ث* into *س* in the word *السنايا*. What is meant by the speaker in his utterance is *الثنايا* which is the plural form of *الثنية* that means 'cutting teeth' or what is also called 'front teeth'. In the case, the interdental voice is changed into alveolar (Mufrodi 2015, 195).

Suardi (in Amri 2019, 150) argues that code mixing has certain characteristics that distinguish it from code switching, i.e.: (1) code mixing is not due to the situation or the context of discussion, but depends on the language functions; (2) code mixing occurs due to the speaker's casualty and his/her habit in using language; (3) code mixing commonly happens in informal situation; (4) code mixing is only applicable to the language units below clause level. Thus, it can be concluded that code mixing occurs in the form of insertion of words or phrases and the driving factor is the speaker's habit.

The following is a speech event in which the speaker perform internal code mixing by inserting *'amiyah* to *fusha* Arabic.

Datum (6)

الأستاذ : بينطق من احتكاك الهواء, خارج من رئتين بالشفة مع الأسنان. فاء

Instructor : Pronounced from air friction, coming out from the lungs, by the lip and the teeth. *Fa'*. (the instructor exemplifies the pronunciation of letter ف).

In the speech act, the instructor performs code mixing when he is describing how to pronounce letter ف to the student. The code mixing is in the form of the use of verb بينطق . In *āmiyah* Arabic, there are three forms of present verb. One of them is a verb to which letter ب is added. This letter addition at the initial part of a verb indicates that the activity is being done (present continuous) and not going to do (Pancarani et al. 2016, 207). Thus, the verb بينطق means 'being pronounced'. If we refer to *fuṣḥā* Arabic syntax, we will find that the letter is categorized into *jar* letter that is only applicable to nouns. Therefore, it can be concluded that the form of code mixing that occurs is the insertions of words. The factor that causes the internal code mixing is the speaker's preference of a language that identifies him to a certain sociocultural community. Furthermore, the speaker also uses *āmiyah* language dialect in his utterances of *fuṣḥā* language as when he is pronouncing letter ج into غ in the word خارج. Palatal voice cannot be found in *āmiyah* language dialect so that the phoneme is changed into /g/ (Mufrodi 2015, 195). It is because the articulation of g is considered lighter to be pronounced by Egyptian people (Fadhilah et al. 2020, 60)

The following is a speech event in which the speaker performs internal code mixing by inserting *āmiyah* to *fuṣḥā* Arabic.

Datum (7)

الأستاذ : تمام, إذا ليس حجر, ليه؟ ساكنة وقبلها ساكن وقبل ساكن مكسور

Instructor : Right. So, it is not حجر. Why? (Because of letter ر ) sukun. Initiated by sukun and there is a letter with kasrah harakat.

(The instructor exemplifies the mistake by pronouncing the word in *tafkḥīm*).

In the speech event, the instructor performs internal code mixing when he is explaining a learning material to the students. The code mixing lies in the use of the word ليه\_which equals the word لماذا in *fuṣḥā* Arabic. The word is the acronym of the words أي ل + شيء + هذا that means 'why' (Mufrodi 2015, 213). Aside from that, the speaker also pronounces the word عشان which is equivalent to the word كي in *fuṣḥā* Arabic. This word is the acronym of the words على + شأن that means 'not be there' (Mufrodi 2015, 212). In any situation, the word لماذا will always be changed into ليه by Egyptian people and has likely been a standard formula in *āmiyah* Arabic (Pancarani et al. 2016, 214). Thus, the occurring code mixing is in the form of word insertion and the driving factor is the speaker's habit.

Datum (8)

الأستاذ : لبالمرصاد. قل الحروف تُرَقِّق فين؟

Instructor : (Seriously watching). Say! Letter ر is read in *tarqiq*. Where?

In the speech act, the instructor performs internal code mixing when he is asking a question to the students. The code mixing lies in the use of phrase فين. In *āmiyah* Arabic, the phrase is not pronounced like in *fuṣḥā*. Instead, it is pronounced into *fen* or *fein* (Mufrodi 2015, 196). If we refer to the syntax of *fuṣḥā* Arabic, we will find that the expression consists of two words, namely في



and أين. The acronym means 'where' (Mufrodi 2015, 213). In the case, the two words are combined and the letter ء is pronounced like letter ي in 'amiyah Arabic.

**External Code Mixing** The following is a speech event in which the speaker performs external code mixing in the form of English insertion into *fusha* Arabic.

Datum (9)

الأستاذ : تتعلمون اللغة الفصحى . *And then* , أنتم تخطئون في اللغة الفصحى, رغم أن لها كتب وتُدريس, وكتب قواعد, تصعبون فيها. واللغة العامية التي ليس لها كتب ولا قواعد, أنتم تنطقونها بكل سهولة فيها, لا تخطئون فيها. لماذا؟

الطلاب : السماع

الأستاذ : لأن هذه اللغة تُستعمل. والاستعمال أبو المهارة.

Instructor : You are learning *fusha* language. *And then*, you've made a mistake in *fusha* language. Although this language has books, is taught, (has) books of principles, you find it difficult to study it. And 'amiyah which has no books, principles, you pronounce it easily as a whole inside it. You don't make a mistake in it? Why?

Students : Listening.

Instructor : Because the language is used. Using (language) is the father of skills.

In the speech event, the instructor performs external code mixing by using the words 'and then' which is intended to connect his utterances. Here, the speaker mixes English into *fusha* Arabic because he suggests that English is more understandable by the students. As a language for global communication, English mastery is not only needed for academic purpose (limited to scientific aspects), but also as a means of global communication (Handayani 2016, 104). Thus, it can be concluded that the form of code mixing occurs in the conversation is insertion of an element in a word form.

Sumarsono (in Mahesa, 2017, 48) states that the factors causing a speaker to perform code mixing, among others, are: (1) choosing the most comfortable language (variety), (2) immediate situation, (3) background of situation or need of filling motive, (4) choosing a language identical or tied to a certain sociocultural community, (5) having prestige of filling motive for showing intellectuality.

The driving factors of external code switching emergence in those two events is due to the prestige of filling motive intended by the speaker for showing his intellectuality.

The following is a speech event in which the speaker perform external code mixing in the form of inserting English language element into *fusha* Arabic.

Datum (10)

الأستاذ : قدروا أنني سأحضر يوميا, كل يوم, كل يوم, حتى تنطلق, كل يوم, جمال فوزي, إلا أن يحضر دكتور داوود. إذا في الأفق ما يتحدث؟ كل يوم, كل يوم, كل يوم, *explicit* حضرتك, مفهوم؟

Instructor : Count that I will be present every day. Every day, until you're going home. Every day Jamal Fauzi, except when Doctor Dawud

is present. Therefore, what (has been) discussed in the past?  
Every day, every day, every day, *explicit* in front of you.  
Understood?

In the speech event, the instructor performs external code mixing by using the word 'explicit' that means 'clearly seen'. The speaker mixes English to *fusha* Arabic because he supposes that English is more understandable by his students since it is an international language broadly used for daily communication in different countries, such as USA, Singapore, Australia, and Canada (Wardani 2019, 3).

The speaker has an intention to describe and interpret his utterance about his presence in the classroom. It is because there is a student who does not bring a smartphone in the classroom. A smartphone is needed to support the learning process with the instructor. In the meantime, the student do not think that the instructor who will be in the classroom since his presence does not match the schedule. It can be seen that the code switching occurs in the speech is an insertion of a word by which the speaker intends to give explanation and interpretation.

Basically, the students from Indonesia have different educational backgrounds. Some of them have learned Arabic at elementary schools (SD) and some others did it at junior high schools (SMP), senior high schools (SMA), and universities. There are even students who have not learned Arabic at all. These differences in educational backgrounds may cause various learning problems or difficulties to the students (Setiyawan 2018, 203). In general, all the students in *Egypt Sandwich Program 2019* faced the same difficulty, that is they have not been customized to make communication with the native speakers of Arabic. It indicates the notion that a learning activity must be suited to the competence level of the students.

The exposition above stresses that the students might not already understand the instructor speeches in *fusha* Arabic, not even in '*amiyah*' Arabic. Therefore, frequently, the code switching and code mixing performed by the instructor as a speaker raised negative impacts toward the students, that is misunderstandings. Yusnan et al. (2020, 3) state that a communication will occur when the language used by the speaker can be understood by the speech partner, so that the messages conveyed are well received. In case the students understood some utterances spoken in '*amiyah*' Arabic by the instructor, it is due to the support from the context of conversation as well as the signs given by instructor to the students. Being aware of this situation, some students attempted to learn '*amiyah*' Arabic in their leisure time. Although they had not fully comprehended the language, at least it could minimize misunderstandings.

Fortunately, besides in Arabic, the speaker performed code switching and code mixing in English as well. It gave advantages to some students since they mastered English better than they did at Arabic. Nevertheless, it also brought disadvantages to others who had not mastered English well and preferred to have explanations of Arabic words or sentences in Arabic language. However, generally, the code switching and code mixing with English elements were more acceptable compared to that of '*amiyah*' Arabic.

**CONCLUSION** From the research findings and discussions on the phenomena of code switching and code mixing in Arabic learning, it can be concluded that the types of code switching occurring in the speech events of the teaching-learning

process are both internal and external code switching. The former happens from *fusha* to *'amiyah* Arabic and vice versa whereas the latter occurs from Arabic to English. Meanwhile, the causing factors of the occurrences of code switching are the presence of the third party, the speaker's habit, the intention to soften the request/command, the motive of filling prestige, and the willingness to explain and interpret.

In the same way, the types of code mixing occurred in the learning process are internal and external code mixing as well. The former is in the form of an insertion of *'amiyah* words or phrases into *fusha* Arabic, whereas the latter is constituted by the insertion of English words into either *fusha* or *'amiyah* Arabic. The driving factors of these phenomena are the intention to explain and interpret, lexical needs, filling-prestige motive, the intention to build intimacy, the intention to minimize the risk of misinterpretation on the message, the speaker's habit, and the presence of the third party.

In general, the negative effect coming from code switching and code mixing in the learning process is the emergence of misunderstandings between the instructor and the students.

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## Racial Problems in Zadie Smith's *On Beauty*

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### ABSTRACT

This paper discusses the problems of racism in the novel *On Beauty*. The analysis focuses on both individual and systemic racism represented in the novel as well as the critical position of the author. It employed Stuart Hall theory under qualitative method of analysis. The textual analysis was made to the narratives and dialogues in the novel which constitute racism in their meanings. It was concerned with how racism happens in the storyline. Meanwhile, the contextual analysis was carried out by using related references to supports the findings and the researchers' arguments. The result showed that black women still accepted negative stereotypes and became the objects of white people's oppressions. They were mistreated despite the application of the law on equal protection for women and minorities. In 2000s, systemic racism continued and made it even harder for black people to get the same treatment as the whites. They suffered from the policies, particularly educational policies which had led to the increase of the poverty rate of black people.

**Key words:** individual racism, systemic racism, black, white

### INTRODUCTION

*On Beauty* is a novel about a pair of feuding families, the Belseys and the Kipps. The Belsey family consists of university professor Howard, a white man, his African-American wife Kiki, Jerome, Zora, and Levi. The Belseys stays at a fictional college called Wellington. Meanwhile Howard Belsey's enemy is Monty Kipps, a Trinidadian living in Britain with his wife Carlene and his children Victoria and Michael. This novel is set mainly in New England and partly in London.

A college town with most white people has caused conflicts to many characters in the novel, especially Kiki. The problems of race is generally characterized by color, ethnicity, language, culture, and religion based on a hierarchy of superiority or inferiority along human lines. This hierarchy can be constructed and characterized in various ways based on local or colonial history. The elite reproduces the practice of racism in ethnic or racial groups against groups that are considered 'inferior' below the human line (Grosfoguel, 2016). On the other hand, race is different from racism. The race is generally understood as a social construct. After all, the race has extraordinary significance in social reality (Clair & Denis 2015). There are two forms of racism, namely individual racism and systemic or institutional racism. The former constitutes a bias and stereotype that generalize individuals or groups based on race, whereas the latter refers to all forms of the interactions of policies, programs, and practices from different institutions that lead to inequalities of positions and acceptance of rights for communities of color. These inequalities occur based on the context of racialized historical and cultural conditions that intentionally or unintentionally give benefits to white people and, in contrary, bring harms to people of color. The question underlying this research is what individual racism is experienced by Kiki as a

black woman and systemic racism is experienced by Carl Thomas as an uneducated black man.

There are some previous researches related to this research, such as a research written by Pengerti (2019) entitled *Racial Passing in American Racism on Sinclair Lewis' Kingsblood Royal*. This research discusses racial passing that happens in the United States 1940s in *Kingsblood Royal*, a novel written by Sinclair Lewis. The main problem of *Kingsblood Royal* is about the life of Neil Kingsblood, a White-American who tries to find his family origin. This research uses Hall's representation theory with its discursive approach and qualitative research as the method of analysis. The result of this research is shown to the reader how racial passing works in U.S. 1940s because of the pressure of society, not as a choice or own decision, especially for biracial people (Pengerti 2019). The gap of this research is the object of the study which is the novel and contribution for this current research is to get a better understanding about the theory and racism problem in America at that time.

The second previous research is conducted by Azizah (2018) with the title *The Representation of Women Dominating Woman in Ayobami Adebayo's Stay with Me*. It analyzes a childless woman's condition that is being oppressed, objectified and subordinated by other women in her surroundings in the novel *Stay with Me* written by Ayobami Adebayo. This research also uses Stuart Hall's representation theory with its discursive approach and qualitative research as the method of analysis. This research gives information about the representation theory with its discursive approach by Michel Foucault. The result of this research is that a childless woman is treated badly and even considered as 'not woman' by other women in her society (Azizah 2018). The gaps of this research are the topic and the object of study.

**UNDERLYING  
THEORY  
Stuart Hall's  
Representation  
Theory**

Representation means using language to say something meaningful about or represent the world meaningfully to other people. Furthermore, representation is an essential part of how meanings are produced and exchanged among members of a culture, which involves using language, signs, and an image representing something. The concept of representation has made a new and vital place in cultural studies by linking meaning and language with culture.

According to Hall (2020), representation is a production of the meaning of concepts in our minds through language. The relationship between the concept and language allows us to refer to the 'real world of objects, people or events, or indeed into the imaginary world of fictional entities, people, and events. So, there are two systems of representation, mental representation, and language representation.

Mental representation is all kinds of objects, people, and events correlated with a set of mental concepts or representations that we carry in our heads. Without them, we would not be able to interpret the world as meaningful at all. Thus, the meaning depends on a system of concepts and images formed in our minds that can stand for or 'represent' the world, enabling us to refer to various things inside and outside our heads. On the other hand, a conceptual system is a random collection of concepts and organized ideas, arranged and classified into complex relationships. That's what our conceptual design is. However, it doesn't break the fundamental point. Additionally, the meaning depends on the relationship between things in the world—people, objects, and events, real or fictional—and the conceptual system itself, which can operate as mental representations. Each of us may understand and interpret the world uniquely and individually. But, we can communicate because we share the

same conceptual map broadly and thus understand or interpret the world in almost the same way. It means 'belong to the same culture' because we interpret the world similarly to construct our shared social world.

The second system of representation is language representation. Not only shared conceptual maps, but we must also be able to represent or exchange meanings and concepts through language. Language is, therefore, the dual system of representation involved in the overall process of constructing meaning. People use a common language to connect concepts and ideas with written words, spoken sounds, or visual images (Hall 2020). The general term used for words, sounds, or pictures that carry meaning is *signs*. Signs represent the concept between them which we have around in our heads, and together they make up the meaning systems of our culture.

Meanwhile, three approaches explain how meaning is represented through language work, namely reflective, intentional, and constructionist approach. Reflective means that language has a function as a mirror. It reflects the true meaning as it already exists in the world. Meanwhile, intentional means that language only expresses what the author or speaker intended personally to say. Yet, language is a social system that can never be utterly private play. Constructionist or discursive itself is a part of this approach.

**Discursive Approach**

Foucault in Hall (2020) describes three main ideas in a discursive approach, namely the concept of discourse, the issue of power and knowledge, and the question of the subject. Foucault explains that representation uses language to construct meaning and uses discourse as the system of representation that aims to analyze the meaning by using knowledge. Usually, the linguistic concept uses the term 'discourse,' but Foucault gives a different meaning about discourse. The definition of discourse is much broader than language and includes many other elements. Foucault has always been much more specific historically; looking at forms of power or knowledge is always rooted in a particular context and history. Discourse constructs a topic. It appears within a range of text. Discourse concerns the production of knowledge and meaning. He argues that every historical period has different knowledge, objects, subjects, and expertise practices from period to period (Hall 2020).

Literary text produces discourses in dialogues of the characters, personal statements, conflicts, setting, and description of characters. The text is a part of the discourse, a particular idea or topic about problems in society. Discourse or text has a strong relationship within a historical moment as the context. The lesson itself has relation to other addresses in a particular period, contextual condition; social, economic, political, and cultural state (Hall 2020).

**Life Conditions of The Belsey Family**

The Belsey family consist of Howard, Kiki, Jerome, Zora, and Levi. Howard is a white liberal college professor of art history, whereas Kiki is Howard's wife—an African-American who works as a hospital administrator. Meanwhile, Jerome, Zora, and Levi are their children. Jerome is an upperclassman at Brown University, Zora is a freshman at Wellington College, and Levi as a high school student. The Belsey family is based at a fictional college called Wellington. The story starts with Smith's description of the lacking of harmony in Belsey family, particularly between Kiki and Howard.

Interracial marriages among blacks and whites differ from other interracial marriages. Even though African-Americans have been a part of the United States for several generations, they still feel alienated compared to another race. While interracial marriages between black women and white men seem

fine, in reality, white men place black women unequal in their marriages. White men put themselves in a higher position than black women. So that, black women feel alienated in their marital relationships (Kaba 2012).

On the other hand, interracial marriages between black women and white men are different because they face more problems, both internal conflict between partners and concerns that occur in society related to the history of racism in the United States. Internal conflict is related to how black women and white men can accept each other from cultural, race, and color differences. They can reduce the friction of the spouse if they have an extensive understanding. Meanwhile, external conflict is related to the level of acceptance of interracial relationships within racial groups in which blacks find it challenging to get approval from whites even though it is not as bad as it used to be.

African-Americans experience a long history of racism in the United States. They experience limitations in political, social, economic terms concerning slavery and racial segregation. Until now, it still has an impact on their lives as black people. In this case, racial awareness is needed, both blacks and whites. Racial awareness can occur when blacks and whites can understand the similarities and differences between them and realize it can be accepted by themselves, their partners, their family racial group, and their partner's racial group. The lack of racial awareness between Kiki and Howard makes their interracial marriage feel like a gap between black and white. Likewise, interracial couples often get negative feedback from family, friends, and strangers (Anderson 2014).

Furthermore, black women have become victims of negative stereotyping in American society. The stereotype is called the angry black woman. This stereotype depicts black women as aggressive, illogical, and bad-tempered. 'Anger' makes black women become second-class citizens and forces them to make peace and accept the stereotype inherent in them. This stigma is considered unfair by black women with all of the prejudice, oversimplified opinions, and uncritical judgments because black women's passion and commitment are often read as irrationality, anxiety, and hostility. It is intended to silence black women and put them back in their place with various forms of restriction without recourse to oppose status inequality.

Meanwhile, the living condition of The Belsey family does not only face problems regarding the interracial marriage between black and white. But, this also affects their children, namely Jerome, Zora, and Levi, as biracial children. Multiracial families are more likely to face complex problems related to racism from family members, relatives, or people's surroundings. According to the *American Academy of Child & Adolescent Psychiatry*, marriages between blacks and whites increased 400 percent in the last 30 years. In contrast, with the increasing number of interracial marriages in the United States, multiracial families also face many problems between family members and rising potential for rejection by extended family and community members, leading to social isolation and distress multiracial families ('Multiracial Children' 2016).

## RESEARCH METHOD

Qualitative research is a type of social science research that collects and works with non-numerical data and seeks to interpret meaning from the data. It focuses on descriptive data in the form of written or spoken words. By using qualitative method, this research aimed at defining and elaborating the discourse on racism.



The data in this research were taken from the book *On Beauty* by Zadie Smith. Close reading technique was employed to develop a deep understanding of the meaning of the text when collecting the data. It is an essential step in getting information from the novel. Subsequently, textual analysis applied to the narrations and dialogues of the characters which have relations to racism. It was concerned with how racism happens in the story. Meanwhile, the contextual analysis involved relevant statements quoted from various references, such as books, journals, articles, literary work reviews, essays, mass media, internet sources to support the hypothesis from the primary data.

The selected data containing racism discourse were then divided into two categories, i.e.: racism experienced by Kiki as a black woman from the Belsey family and racism experienced by Carl Thomas as a black man. After the data classification was completed, the racism issues and knowledge both from the text and context are matched one another to find the actual condition of the environment that has influenced the author in making the novel.

Lastly, the representation theory from Stuart Hall along with the discursive approach of Michel Foucault were applied to analyze the data. It was purposed to find out the relation between racism discourse within the text and the contextual background on how racism was constructed which represented the critical position of the author.

**DISCUSSION**  
**The Representation**  
**of Racism in**  
***On Beauty***

The term race is used to describe a person or society concerning the determination of ethnicity or national identity. Then, in the seventeenth and eighteenth centuries, European scientists and philosophers developed the term race as a biological meaning (plants, animals, and humans) as taxonomic sub-classification within a species. Therefore, race is understood as a natural categorization in the system of the human species. Colonial used race to legalize domination, exploitation, and oppression of non-white people or groups in the slavery system era. Meanwhile, there are two distinct phases in defining racism. From the late nineteenth to the mid-twentieth century, the first phase defined racism as overt individual-level attitudes that focused on racism and racial inequality. Then the second phase of the mid-twenties century to the present defines racism as an explicit attitude, and an implicit bias built, maintained, and enforced both at the micro and macro levels. Racism in the second phase spreads the concept more broadly in individual-level attitudes and the institutional, historical, unconscious, and systemic forms of racism that interact with other social forces to legalize and perpetuate racial inequality (Clair & Denis 2015).

Race and racism are a unity that is interrelated with each other. Furthermore, the terms race and racism are further divided into racist ideologies and racist structures. According to Merriam-Webster, ideology means a manner or the content of thinking characteristic of an individual, group, or culture ('Definition of Ideology' 2021). So, racist ideologies are further divided into several concepts consisting of prejudices, stereotypes, and identities. These three concepts are interrelated with the racist structure and form a system composed of individual and institutional acts. Racist ideologies and racist structures rationally reproduce each other. An example of the relationship between racist structures and racist ideologies is the existence of white supremacist ideologies and the history of racial oppression that resulted in the emergence of 'white institutional spaces' (Golash-Boza 2016).

In the 2000s, from 2001 to 2009, the United States was led by George Walker Bush as the 43rd president. During his campaign, Bush said that he condemned slavery, praised slaves' struggle to end slavery, and supported them to complete the black slavery system and all forms of discrimination against minorities. However, in early 2003, Bush submitted a brief report to the Supreme Court to repeal affirmative action. The definition of affirmative action itself is an attempt to increase employment or education opportunities for members of minority groups and for women who experience discrimination. Bush's speech is not in line with the speech he delivered supporting the abolition of the slave system in America. Bush acknowledged that slavery still existed during his reign. However, it also undermines any efforts to abolish the slavery system and all forms of discrimination against minorities. Indeed, in the 2000s, slavery and racial discrimination were not as severe as during the 18th and 19th centuries. However, these things still happen in the minority, both in everyday life and in the institutional/governmental system.

***Individual racism*** There is a lot of disparity and injustice that blacks face from whites. According to Pew Research Center, approximately 1 in 10 black people are unfairly treated based on race and ethnicity. Based on the 71% majority black people, 11% say this happens to them regularly, while 60% say they experience it frequently or from time to time. On the other hand, the majority of black people experience individual racism more often than institutional racism. Additionally, black men and women are equally likely to report having experienced individual racism. However, it does not rule out that black women are more likely to experience individual racism than institutional racism (Pew Research Center 2016)

The individual racism experienced by Kiki is more directed towards negative stereotypes that describe African American women who are strong, loud, disrespectful, antagonistic, aggressive, argumentative, straightforward, and talkative. The stereotype attached to black is a social mechanism to legalize inequality between whites and blacks. Some of the stereotypes attached to black women are the strong black woman and the angry black woman. Both stereotypes may have positive aims, but they are more often used for exclusion, oppression, and inequality. Black women are vital in a positive sense means they have to be strong to demand social justice for their racial group and overcome the racism that never stops from time to time.

On the other hand, the stereotype of strong black women makes them unhappy, sick, and more tired than other racial groups. This title is because they must be independent, hard workers and struggle in fighting for social justice for their racial groups. The stereotype that has been attached to black women in American society makes black women show their anger. Which, this anger is used to exacerbate negative stereotypes directed at black women. Anger is another characteristic of black femininity that is present in three terms, namely: the evil black woman, the black bitch, and the golden matriarch. These three terms play a role in oppressing, silencing, and making themselves seem unprofessional in all aspects (Mulata 2020).

Black women still receive two burdens that always go hand in hand: women and black. These burdens are closely related to race and gender. Malcom, Hall & Brown (1976), they introduced the concept of a double bind or dual oppression where black women are more often the object of discrimination, oppression, negative stereotypes, and all kinds of different and unique life experiences compared to white women. Race and gender are

intertwined in making discrimination, oppression, negative stereotypes, and life experiences unique but still a burden for black women, for instance, how they dress, behave, talk, and hairstyle.

Black women related to race and gender are experiencing negative stereotypes and being silenced and marginalized from society. According to Lewis and Neville (2015), 259 black women were sampled related to race and gender in their research. As a result, almost all black women experience silence and marginalization in work, school, society, etc. Their opinions as black women are never heard and are always silenced to become marginalized in society. Black women who are silenced and marginalized also relate to the angry black woman stereotype. This stereotype is useful for silencing the opinions of black women so that they do not want to speak because they are afraid to experience the stereotype.

*And I don't know why I'm surprised. You don't even notice it—you never notice. You think it's normal. Everywhere we go, I'm alone in this . . . this sea of white. I barely know any black folk anymore, Howie. My whole life is white. I don't see any black folk unless they be cleaning under my feet in the fucking cafe in your fucking college. Or pushing a fucking hospital bed through a corridor. I stalked my whole life on you. And I have no idea more why I did that. (Smith 2005)*

Spates et al. (2020) has conducted in-depth interviews with black women between ages 18 to 69 year-old. The result shows that 73% or 16 black women who took part in the interview stated that they still experience the stress of being black women in the United States due to racism and tension from time to time. In contrast, since taking office in 2001, George Walker Bush has issued signing statements on more than 750 new laws and stated that the Executive Branch must interpret statutes in a manner consistent with the constitutional clause guaranteeing 'equal protection' on women and minorities ("George W. Bush on Civil Rights" 2006). This statement is entirely inconsistent with the explanation above. Black women are still mistreated and become a minority group that is inferior to white racial groups. Of course, Bush did it just to build his excellent image among the black minority.

***Systemic racism***

The United States is characterized by a democracy that emphasizes prosperity, freedom, and opportunity. However, most of it was reserved only for whites. The different treatment affects the well-being of people of color who suffer oppression and exclusion from white people. This oppression and exclusion lead to racial and ethnic inequalities resulting in systemic racism. Systemic racism is racism that occurs in the court system, offices, schools, and police departments. The existence of a democracy that prioritizes prosperity, freedom, and opportunity only for white people determines practices and policies in these institutions that continue to create and maintain white supremacy. In the 2000s, systemic racism continued and disproportionately made it harder for people of color to get the same education, job, health care, housing, and justice system as white people.

Education is an opportunity to gain knowledge, skills, and experience so that young people can get a decent life and job. However, it does not happen in the United States. Many blacks as minorities do not get the same education as whites. Many factors lead to disparities in education, ranging from lower parental education levels, lower wealth, lower health, and the justice system that distinguishes between blacks and whites. Black parents are less educated than white parents. They tend not to expect their children to have the same

education as white children. Less parent-child communication about the school, and they don't care about their children's education. According to *Child Trends* (2018), at the age of 2, there is an apparent difference between black and white children. Black children have minor mastery of writing, reading, coloring, and vocabulary knowledge.

Meanwhile, 91% of white children aged 3 to 5 years who are not enrolled in kindergarten master these skills more because their parents teach them regularly (*Child Trends* 2018). When blacks enter traditional schools, they are three times more likely to receive suspensions and be expelled from school than whites. Not only that, but they are also more often arrested and referred to law enforcement. They were referring to the Supreme Court's landmark case on the separation of the *Brown vs Board of Education* in 1954, at which time the United States white population was 90%. Indeed, today, most primary and secondary school children are Black, Latin, Asian, or American Indian. Although demographic patterns differ, it does not change the old way of segregation that separates education between blacks and whites. Nearly 75% of black students attend majority-minority schools and 38% attend schools with white students only 10% of the total students. Even, 60% of their classmates live in poverty (Tatum 2019).

Systemic racism during the Bush administration is getting worse. Ranging from inequality in law enforcement between blacks and whites, the difficulty of gaining access to proper health facilities, and the lack of funding in educational institutions that made eight years of the Bush administration increase misery for blacks. On the other hand, the Department of Justice (DOJ) consistently stated that systemic racism no longer impacts black people in the United States during the Bush administration. Thus, the DOJ disclaims its responsibility to enforce protections against racial discrimination (Apollon 2008).

Systemic racism in higher education disproportionately separates blacks from getting quality education so that they cannot also get decent jobs, and in the end, blacks live in poverty. It is a causal relationship that is related to one another. Based on a *2013 American Values Survey* conducted by the Public Religion Research Institute, 75% of white people have an entirely white social network, with no minority presence. As a result, most white people socially don't understand what it is like for people of color as a minority (Cox, Navarro-Rivera & Jones 2016). Additionally, the Michigan Community Scholars Program (MCSP), which uniquely brings together service-learning, diversity, and dialogue in powerful ways from multiple racial perspectives, finds that connections across racial groups lead to racism on campus. Anti-black posters create a hostile environment for black students. They also feel they cannot focus on their duties as a student because of racism and hatred towards black racial groups (Tatum 2019).

On the other hand, the Bush administration has a compassionate conservative political philosophy that promised to increase the black population on American college campuses and fight for equal opportunity for all. Based on his speech on July 8, 2003, Bush said that much more was needed to increase the number of minorities on American campuses, he was also committed to racial justice by ensuring that American public schools offered quality education to every child of all backgrounds. America's long experience with abandoned segregation and racial discrimination Bush is still struggling to overcome. It requires special efforts to deliver on the promise of equal opportunity for all (Taylor 2003).

Bush, in one of his speech, promised to increase the black population on American college campuses and fight for equal opportunity for all. But, he admits that the United States society has not fully treated all races equally in the justice system. Racial minorities, especially blacks, are still the target of racial prejudice. On the other hand, at the beginning of his campaign, which coincided with the *NAACP 91st Annual Convention*, he emphasized that discrimination is still a reality, even though it takes different forms. Bush marked it with the Soft Bigotry of Low Expectations. Instead of being separate but equal, there is separation and forgotten. Bush acknowledged that there is a gap in the quality of education based on socioeconomic level and race. But, in his speech, he does not discuss the systemic causes of the disparity in the quality of education. Instead, he argues that it is the gap in the quality of education that produces discrimination. Bush instead offered his vision of No Child Left Behind (NCLB) as a significant education reform movement that aims to improve education standards and create decent quality education for every child.

The NCLB is positioned to identify teachers and schools that need improvement in curriculum standardization, and appropriate assessment requires districts to sort and report test data in terms of race and socioeconomic status. Racial differences and socioeconomic status make these policies ineffective, even forming low expectations—all forming 'soft bigotry'. The statement in his speech is very confusing. He wants to fight for equal opportunity for all. Instead, he makes a new phrase, namely Soft Bigotry of Low Expectations (Rubel & McCloskey 2019).

Moreover, Bush uses compassionate conservative to describe his approach to politics and policy decisions. Conservatives generally believe that it is essential to preserve traditional morality, which is reflected in cultural norms in everyday life. Politically, conservatives do not regulate or clearly define minority rights. Conservatives also prioritize individual freedom and property rights. At the higher education level, the government's record about the support that will increase educational opportunities for African-Americans remains and continues to be dismal. Pell Grant awards for low-income students do not increase during the Bush administration. The Pell Grant award no longer covers half of the educational costs students need to pursue higher education at a state-operated college or university. In 2004, Bush instead cut the Pell Grant scholarships. So, students receive less than before. They are coupled with a policy whereby parents cannot deduct state and local taxes from their income for their children's education costs. Meanwhile, about 45% of black students depend on the scholarship (JBHE, 2017). As a result, the burden on parents increases, and making the opportunity for black students to study in college is getting smaller.

The job was three days a week. That was what he was expected to do, but he came in every day of the week. Sometimes Elisha looked at him a little worriedly – there just wasn't enough work for him to fill five days. *That is, he could photocopy the backlog of album covers for the next six months, but this had begun to seem pointless work, work they are giving him because they didn't think him capable of anything more.* (Smith 2005)

Carl's refusal as a black to join Claire Malcolm's poetry class coincided with Bush's. On Martin Luther King Day in 2003, he gave his government support for plaintiffs who opposed affirmative action at Michigan University. It contradicts with the speech he delivered at the NAACP Annual Convention in

2006. He said that during his reign, he pledged to increase funding for historically black universities by 30 percent for a decent education was the gateway to a life of opportunity. It is a basic civil right. And he looks forward to working with the NAACP to promote educational excellence across the United States (President Bush Addresses NAACP Annual Convention 2006).

The president's new budget proposal in 2007 would freeze funding for black colleges and universities. Bush also proposed abolishing a tutoring program for minority and low-income students who wished to attend law school, namely the Thurgood Marshall Legal Educational Opportunity Program. Not only that, but Bush also removed many adult education programs at community colleges that many African Americans used for job-related training (JBHE, 2017). Additionally, George W Bush, as a conservative who joined the Republican Party or GOP (Grand Old Party) during his tenure, only attended the *NAACP Annual Convention* twice. The first during the campaign period in the first period of his candidacy as president in 2000 and the second during the campaign period in the second period as president in 2006. The structured speech pattern that he only does during his two-term presidential campaign is based on various political considerations. Indeed, in his speech at the *NAACP Annual Convention in 2006*, Bush said that he consider it a tragedy that the party of Abraham Lincoln lets go of its historical ties with the African American community that his party for too long wrote off the African American vote, and many African Americans wrote off the Republican Party (President Bush Addresses *NAACP Annual Convention*, 2006).

Actually, in 2000, Bush won less than 10% of the black vote. On the other hand, the election was increasingly cruel to black people by eliminating as many as 57,000 names, most of which were black people. It seems that there is a systematic effort to weaken the voice of black people (Taylor 2003). However, during his second campaign in 2006, in his address to the *NAACP Annual Convention*, Bush admitted that his party had wiped out many black votes in previous elections. In his second term as President, Bush does not want to waste the opportunity to get black voices in the election. It is due to the possibility of losing one or both houses of Congress in the midterm elections, which certainly affects the votes, which are likely to decrease. So, Bush fights for the votes he can get, including the voices of black people.

Systemic racism that occurs in higher education further narrows the possibility of black people improving their economic life. Smith wrote in his novel.

“... I don't *want* to know *any* of this shit. I'm just trying to get stage higher with my life.” Carl laughed bitterly. But that's a *joke* around here, man... (Smith 2005, 418)

In a low level of education, the poverty rate will undoubtedly increase. According to *US Census Bureau Quick Facts: United States* in 2019 the black population was 13.4%, and the poverty rate is 1.8 times higher than other racial groups. Additionally, Smith describes Carl as an uneducated black man from Roxbury, Boston. Most minority groups, including blacks, live in Roxbury, where most of them live in poverty. Darnell Williams as chairman of the Eastern Massachusetts Urban League stated that black people living in Boston, especially Roxbury, Dorchester, Mattapan, and East Boston, are lagging in education and economic and social progress (Irons 2011). During the Bush years, indeed, black people have suffered because of the policies made by

Bush, especially policies related to education that have led to an increase in black poverty rates.

### The Experience of Being Biracial Children

Interracial marriage between Howard and Kiki impacts their children, Jerome, Zora, and Levi. The experience of being biracial children in America is certainly not easy. They get many changes in all aspects of their lives related to their identity as biracial children. Interracial marriage between black people and white people continues to increase from time to time. According to Pew Research Center, marriages of blacks to other races increased from 5% in 1980 to 18% in 2015. Meanwhile, marriages of whites to other races more than doubled, from 4% to 11%.

The increase in the number of interracial marriages also impacts the increase in the population of biracial children. In 1970, only one in a hundred babies was born multiracial; today, it has risen to one in ten (Ho, Kteily & Chen 2017). Of course, this goes against the old view of race that is prevalent with single-race marriages. Even though there are laws that have legalized interracial marriage and the attitude of society that has begun to open up with interracial marriages, children resulting from interracial marriages still face challenges in their daily lives. The racial identity of biracial children is not only influenced by the phenotype of both parents. Still, it is also influenced by the culture of the particular racial community in their environment.

I know you want me to tell you it's a nightmare, but I can't—*I love living here; it's a different universe.* (Smith 2005, 3)

Certain racial groups may categorize multiracial/biracial people in different ways. Previous research in America focused on how white people perceive biracial people. The result of the study is that most white people tend to categorize biracial people as part of the category of a racial minority (Black). According to Ho, Kteily & Chen (2017), in their latest study, they wanted to determine if black people tend to do the same. The study found that overall, both races viewed black-and-white biracial people as slightly 'more black than white'.

Black people and white people think that biracial people tend to be more black than white, they have different views. White people who classify biracial as black are more likely to have an anti-egalitarian idea, while black people who organize biracial as black are more egalitarian. The classification of biracial people as black has to do with a racist legal inheritance called the one-drop rule, which classifies black and white biracial as black even though only a small number of black lineage. The one-drop rule was considered legal in America for centuries. Even though the law is no longer valid today, many people still believe biracial as black people. White people's tendency to classify biracial people as black is associated with higher anti-egalitarianism—the belief that certain social groups are superior to others. Anti-egalitarian white people tend to feel threatened when biracial blacks gain a better social status. Additionally, people with traditional hierarchies usually hold firmly to the principle of anti-egalitarianism to maintain status boundaries between social groups based on race.

Meanwhile, the study of the black minority about biracial people is ignored. Most of the studies focused only on the white point of view. In their latest research, Ho, Kteily & Chen (2017) focus on black people's point of view towards biracial people. The study aims to assess the egalitarian tendencies of the researchers in question, 200 US-born white participants and 200 US-born

black participants. The researcher asked five questions about a child with one black parent and one white parent. On a scale from 1 (relatively white) to 7 (relatively black), white participants gave an average rating of 4.25, while black participants gave an average rating of 4.42. Statistically, this rating differs significantly from the neutral midpoint of the scale. It shows that blacks tend to view biracial people as a minority group and favor the principle of equality between social groups. Black people feel they have the same fate as biracial people because they still accept all forms of discrimination in their everyday life.

Black people who are more open and more egalitarian with biracial people make them equal in social groups. Hip-hop and street culture are two interrelated things. Hip-hop was the most influential cultural movement in the United States at the end of the 20th century and is rooted in the 1970s street culture of the poor working-class African-American and Latino. It is a kind of direct response to the socio-economic problems that emerged from that history. Through musical expression, the marginalized black community uses hip-hop as a medium to change their discontent from the injustices they face into productive protests even though the lyrics are sometimes vulgar and overt.

Black people managed to foster strong solidarity in the black community. They emphasized the importance of black identity and black culture for political struggle. One of the media to fight for their political rights is hip-hop as one of the cultural movements to face these challenges. In addition, many young black people use hip-hop song lyrics to build and give positive affirmation even though they are black and marginalized in America (Black 2014; Odenthal 2019).

Indeed, biracial children cannot fully identify themselves with only one identity. They have a complex nature in the dual identity attached to them. The complex nature of their identity is related to identity development and self-esteem. These two things play an essential role in the life course. Identity development and self-esteem in biracial individuals are considered lower than in black racial groups. Parents are supposed to play a crucial role in developing biracial children developing both of these things. However, interracial couples also have pressures around them that cause biracial children to feel alienated. Not only that, but biracial children also feel the absence of role models in their lives, leading to family disputes because of the lack of positive affirmations from parents (Weaver 2020).

Furthermore, racial socialization conveyed by parents is also crucial to provide information about racial and ethnic perspectives for biracial children. It helps biracial children in dealing with racial stratification in the United States. But, racial socialization can be complex for interracial couples because parents have different backgrounds from their biracial children (Stone & Dolbin-MacNab, 2017).

Identity confusion causes no healthy identity to be formed. Healthy identity formation aims to increase identity development and self-esteem in biracial children. Erikson (1950) argues that children's identity in biracial children has complex stages. One of these stages is identity synthesis and identity confusion. Identity synthesis is a state of the self that is stable over time. On the other hand, identity confusion changes and can contribute to a false sense of self that leads to bad behavior. Therefore, racial differences between family in this case, black, white, and biracial, can cause parent-child



conflicts and racial status, making it difficult for them to establish kinship relationships in society (Erikson 1950; Weaver 2020).

**The Critical Position of the Author**

Critical position is an idea conveyed by the author containing opinions, goals, or expectations regarding a matter transmitted through his/her literary work. The way to find out the critical position of the author is to connect the biography of the author and the discourse of racism in the novel *On Beauty*. By combining these two things, the critical position of the author can be seen whether the author criticizes racism or agrees with racism through the characters she describes in the novel.

Zadie Smith was born October 25, 1975, in Brent, London, England, Sadie Smith. Then, at the age of 14, Sadie decided her new name was Zadie Smith. Her parents' marriage ended in divorce when she was a teenager. On the other hand, at that time, she was also interested in becoming a dancer and wanted to have a career in musical theatre. However, after growing up, Zadie prefers to be a writer because she feels writing is her passion. He decided to study English literature at King's College, Cambridge, and she graduated with second-class honors. Zadie Smith married Irish writer and poet, Nick Laird who was also born in 1975. Zadie met Nick at Cambridge University. After dating for a while, Zadie and Nick decided to marry in 2004 at King's College Chapel, Cambridge, and have Katherine Laird and Harvey Laird.

Zadie Smith is a speaker at an event organized by the Contemporary Thought Speaker Series, which discussed race, identity, and literary works. Zadie Smith as a woman and black writer, says that it is not easy to be a woman and a black writer. It is her experience because she is a minority in the English literary scene, which white men dominate. Moreover, she uses writing as her art form to express herself and reflect on her racial identity. The way to be able to express herself and reflect her racial identity through writing is freedom.

To black, British women, part of me wants to say get out of Britain. It's painful for black, British women who wonder when their time will come. From a black, British person's perspective, it feels exciting (in the United States). (Kim 2017)

Zadie feels more comfortable writing when she is in the United States, and this is because she finds more space to become a writer. She is free to highlight issues or events related to race and identity issues to express herself and reflect on her black identity compared to when she was in England, where her space as a writer tends to be limited. However, racism is still a problem that occurs in the United States. Zadie Smith strongly emphasizes that novelists have the right and the obligation to be accessible regardless of their identity. But, she admits racial identity is sometimes necessary "to demand rights."

He turned to me and said: 'I used to be myself, and I'm now white guy, white guy.' I said: 'Finally, you understand.' But the lesson of that is that identity is a huge pain in the arse. The strange thing to me is the assumption [of white people] that their identity is the right to freedom. (Armitstead 2019)

She cites her husband's disappointment poet and novelist Nick Laird – at finding himself categorized. Furthermore, Zadie feels that society is too compartmentalized on a person's racial identity. People assume that if whites have to be with whites, so are blacks that have to be with blacks. So that, there

is a gap between races and inhibits each individual from getting freedom in their life.

A lot of the fierce policing people are doing online is about that — about feeling like "I am a black woman and so, at this moment in history, at this moment in America, I have this moral authority, and I'm going to use it." I don't blame them; I see entirely that. But I am not part of that. *I am a black woman, but I'm not someone who feels any authority from that position or any position. I don't believe in the control of personal identity. I only believe in action, good and bad.* I see people battling each other, knocking each other's privileges down, but I don't think much can be gained in the end. *I'm much more interested in the questions of structural inequality than "my identity is more blameless than yours."* I don't think you can get very far on that ticket. (Ansari 2016)

Zadie uses her writing as an art form to express herself and reflect her racial identity freely, she does not use identity as a political tool to highlight her black identity to gain power and become superior in society. She is much more interested in the issues of structural inequality that occur in society. Actually, Zadie Smith neither criticizes nor legitimizes the existence of racism in the society. Although she is interested in the issue of structural inequality, she tends to be neutral towards the issue of racism in her novel *On Beauty*. This is because the two main characters namely Kiki and Carl do not give resistance to the issue of racism.

**CONCLUSION** Zadie Smith is a British author who represents racism in the United States through his novel entitled *On Beauty*. The terms race and racism cannot be separated because they are related to each other. During colonialism and the widespread slavery system, race is used to legalize domination, exploitation, and oppression of non-white people or groups. On the other hand, Racism in the mid-twenties century to the present defines as not only an explicit attitude, but also an implicit bias that is built, maintained, and enforced both at the micro and macro levels. The concept of racism is more broadly. Not only in individual-level attitudes, but also in the historical, unconscious, and systemic forms of racism that interact with other social forces to legalize and perpetuate racial inequality. Individual racism and systemic racism are experienced by the two characters in the novel *On Beauty*, namely Kiki as African-American woman and Carl Thomas as an uneducated young black man from Roxbury.

Kiki accepts the double burden of being a black woman who still accepts negative stereotypes and becomes the object of white oppression. Contrastively, in 2001, George W. Bush issued signing statements on more than 750 new laws and issued a statement that the Executive Branch must interpret laws in a manner consistent with the constitutional clause guaranteeing 'equal protection' on women and minorities. In fact, it does not work. Black women are still treated unfairly and become a minority.

In addition, Jerome, Zora, and Levi as biracial children categorize themselves as blacks because they feel more accepted in the black racial group. On the other hand, biracial children can't fully identify themselves with only one identity, because they have a complex nature in the dual identity attached to them. Therefore, they define black in an inappropriate way. So that, there is an identity confusion that makes biracials unable to form a healthy identity.

Meanwhile, Carl Thomas as an uneducated young black man from Roxbury could not take the poetry class held by Claire Malcolm because of the general conservative trend sweeping that doesn't accept black, poor, and uneducated people being part of Wellington University, even though he is very talented. During his reign, Bush emphasized that discrimination is still a reality. Indeed, systemic racism during his administration is getting worse. The compassionate conservative that Bush uses as a political approach and policy decisions does not properly regulate minority rights.

Actually, Zadie Smith neither criticizes nor legitimizes the existence of racism in the society. Although she is interested in the issue of structural inequality, she tends to be neutral towards the issue of racism in her novel *On Beauty*. This is because the two main characters namely Kiki and Carl do not give resistance to the issue of racism.

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## Multimodality in the Perfume Advertisement on a Fashion Magazine

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### ABSTRACT

Getting information from magazines is one of people habits. Especially for women, they commonly want to know about products they need for daily activities, such as perfume. This paper is aimed at describing the meanings behind in the images of the advertisement of a perfume product. The meanings examined by using multimodal approach were representational, interactive, and compositional meanings. Advertisement generally employ images or visualization to attract buyers to buy the product. This research applied descriptive-qualitative method since the data were in the forms of words and pictures of a perfume advertisement taken from a fashion magazine as the source of data. The analysis was intended to figure out the considerations made for displaying the information in the commercial image in terms of visual and verbal meanings as well as to see how well the language and visualization complement each other.

**Keywords:** multimodal, perfume, advertisement, meaning

### INTRODUCTION

Nowadays, we can see many offerings variety product from advertisement since it is everywhere and becomes a common thing in our life. One of the most popular advertisement is by picture in the magazine. De Mooij (2005) states that, despite the increasing importance of visual communication over verbal representations in advertising. McQuarrie & Phillips (2008) also state, the rising importance of pictorial elements over verbal elements in consumer magazine advertisements. People are interesting if the advertisement is attracting the attention by a good picture. Many kinds of advertisement product in a magazine, one of them is perfume. There are several reasons why consumers use perfume. From result research by Borgave & Chaudari (2010), the women feel better and feel more confident after using perfume. Other research results from Borgave & Chaudari (2010), When purchasing perfume, people rank the aroma of the perfume as the most important factor to consider. The following order is brand, price, and the perfume container itself.

Advertisement also need an interesting language that is used to attract consumers for buying the product. Perhaps there is an objection by saying that the language is not the only tool for communication. Language is also used by humans as a means to interact with other humans. Other variables that accompany the successful use of language in social contact are occasionally overlooked in the explanation that illustrates the importance of language (oral or written). Nonverbal language and other visual techniques are among these aspects. Our grasp of language (text) is reduced when verbal language is combined with nonverbal language such as gesture, face, voice, and other visual cues. Monomodal comprehension refers to language (text) that is based on a single point of view.

Understanding language (text) requires more than one point of view, or multimodality, in order to grasp the complexity of the meaning of language (text). Advertisements, including print and electronic media advertising, are one type of text that contains a lot of meaning complexity.

Advertisements employ language to persuade people to buy their goods by using enticing catch phrases; it is an important marketing tactic for getting their message through. Advertisements can be found in a variety of places. They are everywhere: on the internet, in ads, and on billboards. Even if people tried, they would not be able to escape marketing. Many individuals are unsure if ads persuade other people to buy a seller's product or not. When it comes to choosing the appropriate phrases, the right front and back ground, the right image colors, the right frame, the right typeface, and the correct expressive position, ad creators are quite picky. They must not only entice customers, but also be cautious about what they say. This raises the question of whether language is important in advertising and consumption. To respond to the query, we should do an advertising analysis to determine the intricacy of the meaning. The complexity of meaning is due to the fact that advertising transmit messages not just via words but also through nonverbal language and other visual techniques. As a result, a multimodal examination of the advertising is required to comprehend the complexity of meaning. The author's curiosity in analyzing the Perfume Product commercial in one of the publications that detail the multimodal aspects present in the advertisements has been piqued by the preceding explanation.

The media of advertisement is various since it employs every possible media to convey a message, starting from print media (newspapers, magazines, posters, and so on) to electronic media (television, YouTube, and so on). Advertisement is basically utilized to inform products and services from the producers to their potential customers. Advertisement has the essential power as the means of marketing that assists to sell products or services. Advertisement can be understood as verbal and non-verbal communications. The advertising message structure is the way of presenting a message in a form of implicit and explicit conclusions in the message content. One of the attractiveness that is most frequently used is the attractiveness of humor since it is easier to recognize and remember from an advertising message. The advertisement that is accompanied by a humor theme usually becomes a popular advertisement and renders the most remembered advertisement by the audience.

The advertising message conveyed in an advertisement is employed to attract the audience. Humor in advertisement renders the audience to be more attentive or attracted to the conveyed humor and they tend to have lack attention to the brand or attribute owned by a product. As depicted in Sprite advertisement with a popular Indonesian comedian who is well-known with his slogan to pin down, thus it is fascinating to analyze this advertisement with multimodal analysis to discover the multimodal depiction realized in this advertisement.

## LITERATURE REVIEW

There are some previous studies which have similar topic with this research. One of them is the journal publication of entitled *The A Picture is Worth a Thousand Words: Multimodal Sensemaking of the Global Financial Crisis* by Markus H. Hollerer (2018). This research employed linguistic landscape approach on using multimodal along with critical discourse analysis. It was aimed at revealing the picture used by people. The results showed the

research has several limitations, but it also provides opportunities for further research. One of the study's major flaws is its exclusive emphasis on one type of print media. Even within the business press, as Samman (2012) demonstrates, the portrayal of the GFC differs significantly. As a result, other genres may show new ways of making/giving meaning to diverse audiences. Future study might focus on tabloid formats, which are more likely to depend on emotive and attention-grabbing visualization techniques.

The other research was conducted by Emily Howell (2017) entitled *Integrating Multimodal Arguments into High School Writing Instruction*. The researcher explained in terms of fulfilling its educational purpose, the indicated intervention was neither a total success nor a complete failure. Students discovered that arguments might be conveyed in a variety of ways and participated in this process. However, there is little indication that this training improved their ability to write traditional argumentative essays. Regardless of, and to some part because of, its lack of perfect effectiveness, we feel the current study advances pedagogical knowledge. It serves as a guide for future iterations of the intervention in different settings. We think it will also be valuable to teachers like Ms. Malone, who see the need of incorporating 21st-century literacy into their practice and have excellent intentions of adapting their curriculum and pedagogy to reflect this. The current study demonstrates that they are undertaking a complicated and challenging work, especially in terms of satisfying a dual commitment to traditional writing and writing in a multimodal domain with digital tools, in addition to identifying some of the critical parts of accomplishing those aspirations.

## **UNDERLYING THEORIES**

Multimodal texts incorporate multi-semiotic modes such as language, visuals, layout, colors, and typography into the meaning-making process (Kress 1997; Kress & van Leeuwen 2001; Lemke 1998). Text can be a single manuscript, paragraph, complicated sentence, clause, phrase, group, or sound, according to text is confined to meaning functioning in a social context. Aside from that, the material examined using the LFS technique stresses meaning. This matter confirms that no matter how small the unit existing language throughout the language unit it has meaning in a social context it is still called text. Text which is a unit of language which has meaning in that social context occurs as a result of communication interactions. All communication interactions are what called multimodal (Norris 2012). Multimodal analysis emphasizes that all means of communication are good verbal and nonverbal play important role in generating mean. Because language has meaning Smith (2012) says multimodal analysis including analysis any kind of communication that has text interaction and integration of two or more semiotic sources or means communication to achieve function communicative text. Multimodal analysis covered Analysis In this paper, using the theory functional systemic linguistics (LSF). Multimodal analysis model developed from a blend of multimodal theory (Anstey & Bull 2010), and multimodal analysis by Kress & van Leeuwen (1996-2006).

All meaning-making activities, such as early spelling, classroom conversation, and scientific articles, are multimodal because they use many modes of communication (Kress 1997; Kress & van Leeuwen 2001; Lemke 1998). Multimodal language is described as a mix of socially and culturally molded communication modalities or structured semiotic structures for



producing meaning from a social semiotic perspective (Kress & van Leeuwen 2006; Mills 2016).

### **Multimodality**

Multimodal is a term that is used to refer to the way people communicate using different modes at the same time (Kress & van Leeuwen 1996), which is defined as the use of some semiotic fashion in design product, or semiotic event together, and in a certain way these modes are combined for strengthen, complement, or exist in a certain order (Kress & van Leeuwen 2001). Multimodal can also be said to be a technical term that aims to show that in the process of meaning, humans use a variety of semiotics (Ledema 2003). Meanwhile, Chen (2010) defines multimodal as all sources of verbal and visual semiotics can be used to realize types and levels of dialogical engagement in a textbook. In context text analysis, multimodal is understood as an analysis that combines the tools and steps of linguistic analysis, e.g. systemic functional linguistics/SFL) or functional grammar with analytical tools to understand image, when the text is analyzed using two modes, verbal and picture.

Multimodality is not a new phenomenon. Baldry & Thibault (2006) observe that we live in multimodal society. society era this will experience the world in a multimodal manner and in turn, make the meaning of their experiences multimodal by using language, pictures, gestures, actions, sounds and other resources. O'Halloran et al. (2010, 4) explained that they believe that in practice, text of all types is always multimodal, utilize, and incorporate, various semiotic system resources to facilitate generic (i.e. standard) and specific i.e. individual, and even innovative, how to make mean. Technology, both in providing relative convenience in text products and ubiquitous access in text consumption, also highlight the nature multimodal text. O'Halloran and Lim Fei (2011) argue that educators have a responsibility to understand multimodal ways, knowledge is presented and taught students to assess, and adjust multimodal text they can't find.

Furthermore, in the analysis multimodal composition with regard to there is a representational meaning and interactive with pictures that match Kress and Leeuwen (2006) This is done through three systems, namely representational, interactive, and composition.

### ***Multimodal and visual approach***

According to Rapp & Kurby (2008), a key dichotomy can be identified when classifying visualization as a strategy for constructing nonverbal representation of text: internal and external visualization. With internal visualization, the author refers on mental visual textual information, namely creating nonverbal images mentality of the information presented in the text. This visualization process occurs in people's minds and therefore according to definition cannot be physically observed (i.e., mental images).

External visualization, on the other hand, refers to nonverbal representations of textual content that available in the environment, as picture text content into non-verbal representations. External visualization is referred to as a nonverbal physical representation of text content. It can be made by reader or by another person such as a teacher (which is constructed differently). Regarding visualization externally constructed by readers, physical representation generated by readers are used to describe text content in a visual format or multimodal (i.e. visual and sensory other).

The physical representation is also used to help them build an internal representation of the text. Making a picture of the situation described in the text can be seen as an example this type of external visualization. Some mental

image form must occur in order for such external representation occurs. In this case, the visualization process internal and external not operating in isolation but connected to each other. Generated external visualization itself is central to this visualization model. The external visualization other built as external assistance presented, built readers to support the process internal visualization.

## **RESEARCH METHOD**

Sheman and Webb (1988) assume that qualitative research is concerned with meaning as they appear to, or are achieved by persons in lived social situations. Meanwhile, Bogdan & Biklen (1982) state that qualitative research is descriptive which the data is collected in the form of words or pictures rather than numbers. Data in the form of quotes from documents, field notes, and interviews or excerpts from videotapes, audiotapes, or electronic communications are used to present the findings of the study. Therefore, qualitative descriptive analysis research usually discusses problems or focuses on problems as it is when the research is conducted. The result is then analyzed to make conclusions of. This research also uses multimodal analysis techniques.

Kress and van Leeuwen (1996, 2006) does not explicitly sort one by one analysis step use the theory, but they elaborate on the points important thing to pay attention to when perform visual text analysis using Reading Images. According to both, the image can be considered like verbal language, realizing the three language metafunction. This writing summed up all those important points and sort it into an analysis step practical that can be used for analyzing image text.

Besides especially based on their explanation, step The analysis in this paper also refers to on Unsworth (2001), and Machin & Myer (2012). First, using step this analysis we have to treat image like language. This means, image believed to be as verbal language realizes ideational metafunctions; how does the picture represent experience. In the image, this can be seen in how for example object or represented participants or items, in the image of 'relating' to the object other. Represented participants by simple can be understood as an object the one in the picture; can be living things can also be intangible life. Meanwhile, 'viewer' or others seeing objects is called 'interactive' participants'. Represented participant (objects/items in the picture) can connected in what way is the object engage in the process of 'interacting' or 'connected' (classification). This is realized in vector form. When doing analysis, we have to see from where the vector is coming from, and where it is moving. Vector positions participant as actor, reactor, object/goal, phenomenon, or speaker. Based on the vector, the relationship between objects in the image can 'transactional', 'non-transactional', 'bi directional', or 'conversion' (see Kress & van Leeuwen 1996; Unsworth 2001).

The second meta function that realized by the image is interpersonal. When analyzing images, we see critically how relationships created and owned between the maker, the beholder, and the object the one in the picture. In the image, this realized through the gaze (gaze and gaze direction), frame and shot size, and perspective/angle. These three realizations describe a 'demand', or 'offer', social distance, (intimate, near, far, or the public), power and attitudes that owned by the object to the viewer(viewers) and vice versa. Meta functions the third realized image is textual. That is, we have to see how images are structured and presented. As in sentences in verbal language, how the elements in a sentence are arranged will affect the meaning of the sentence whole. Different composition in the image allows meaning different

textual as well as informational values as well. Some composition compositions possible in the image including given new (right-left), ideal-real (real ideal), center-margin (center-edge), polarized, and triptych. Arrangement this composition also affects, though not always decisive, reading flow (reading path) those who viewed the image.

Apart from the points mentioned above, when analyzing the pictures, we should too consider framing and colors used. Unsworth (2001, 109) defines framing as 'elements or a collection of elements in a layouts can be decided and differentiated one another or connected, connected together.' With regards to framing, Goffman (cited in Rodriguez & Dimitrova, 2011) provide the basic idea that 'context and the organization of messages affects audience's next thoughts and actions to the message'.

In this paper, framing is defined as how elements in the displayed image that with it, perspective, attitude, and the audience's actions on what displayed can be affected. While that, color is also considered to have meaning which are generally influenced by the situation and culture in which the color is used. Kress and van Leeuwen (2002) argue that color is a semiotic fashion, because of color have and can be used for convey meaning.

Multimodality is a term used to refer to how people communicate using different modes at the same time. Kress and van Leeuwen use three components, which are representational, interpersonal and compositional meta function to study pictures. Here, the researcher tries to focus on compositional meta function which is divided on three components.

**RESULT AND DISCUSSION**

Multimodal analysis refers to the process of interpreting and making sense of qualitative data in projects that mix verbal and nonverbal forms of information. It is a broad area of methodological work that covers analysis of human gesture and other nonverbal communication, as well as images, video, sound, and 3-D materials.



Figure 1: Perfume Product Advertisement

According to the above description, there has been a lot of past study in the subject of interpreting and making meaning of data in the form of human gestures, communication, films, and photos. In this situation, the researcher is talking about the compositional metafunction in the picture of a perfume product. Compositional metafunction discusses how representational and interactive pieces are linked and integrated to make the whole meaningful (Kress & van Leeuwen 2006). As a result, through three systems: information value, salience, and framing, the compositional meta function connects representational and interactive aspects. The researchers are attempting to examine the compositional meta function from a magazine advertisement. There are many different types of images, but the researchers strive to focus on the perfume product (see *Figure 1*).

**Representational Metafunction**

The representational meta functions shows the ways participants, events (processes), and their associated circumstances are realized (Bezerra 2011). Narrative and conceptual processes are two types of the representational process. The first type of the representational processes is the narrative processes which concerns about actions, reactions, thought, and speech. In narrative process people or places which appear in the image called as participant, participant which mostly concerned namely actor. While the second type is conceptual process. it is a non-narrative process involving representing participants in terms of their more generalized and more or less stable and timeless essence, in terms of class, or structure or meaning. In the below passages will be explain those two representational meta function.

***Narrative process***

It is clearly seen from the images of the advertisement that there are two actors in different frames. In first image, the actor is Catherine Deneuve, the photograph was taken in 1972 as special frame for *Chanel No. 5* advertising campaign. At the picture we can see that mostly attribute she wore colored black. Black is a neutral hue that may be used to draw attention to the perfume product. The actor also wore a natural make up and smiling face which represent the customers reaction while sprayed the perfume to in facing daily routine. It refers to people that the actor represent that we don't need an amazed make up to face the day happily, we just need *Chanel No. 5* perfume to bring joyful in life.



*Figure 2: Two Actors in Different Frames*

While in the second frame, the actor is Gabriella and the picture was taken in 1937. The actor avoided looking at the camera with her neutral dress color and she was standing at a large and luxury room. The representational

meaning is the perfume product will make you being confident to face your life and it suggested help you to keep looks more gorgeous with no doubt condition than others.

**Conceptual  
process**

Conceptual representation is a non-narrative process involving representing participants in terms of their more generalized and more or less stable and timeless essence, in terms of class, or structure or meaning (Kress & van Leeuwen 2006). Compared with narrative representation, conceptual representation has no vector and also has three structures involved. Classification, analytic, and symbolic processes are those processes. As can be observed from the marketing image, the writer's goal is to convince readers that the perfume product is composed of an uncommon substance that comes in a variety of variations. It can easily seen from the image in next page advertisement which promoted by popular artist who the artist being the actor of the advertisement. Dealing with the next page image, for those who is in trouble in determining what kind of perfume they will use in they daily routine. You can let everything to create a god vibes come inside we can choose this perfume

**Interactive  
Metafunction**

The interactive metafunction (also called the engagement or modal function in O'Toole's terms) is reflected in the way images attract the viewers' interest in the depicted participants. When dealing with interpersonal meaning, O'Toole (1999), Martin (1992, 2002) and Hofinger and Ventola (2004) suggest viewers should consider what engages them most in an image. In this sense, in Guess how much I love you, the most striking elements are the two hares, their body language, and their location in relation to other elements in the fore and background. In other words, the focus of the attention, the social distance and angle between the portrayed participants and the spectator, as well as the modality of the advertising visuals, are all interactive meta functions in this commercial. The eyes of the female model as the first actor directed not at the viewer but at something outside of the image frame. The represented participant becomes the object of what Kress and van Leeuwen call 'the viewer's dispassionate scrutiny' and the readers become an 'invisible onlooker'. As a result, the first female model categorized as an 'offer' image where the represented participant offers herself to the viewer as an object for contemplation. Without eye contact, the viewer may assume different interpretation. If we look more from the advertisement image, we will see the different year between the first and second image which appear there. From 1937 to 1972, it is being the proof of why the perfume selected as the best seller one, the social distance clarify from the image that almost during three decades Chanel N5 perfume was satisfied the customers indeed due to its passionate.

**Compositional  
Metafunction**

**Information  
value**

The positioning of pieces in the photographs is referred to as information value. In the picture of the perfume product, there are two types of key elements placement: center place and noncentral place. The center location is the one with the product's core information, which is generally in the center or center of the image, whereas the noncentral place is the one with the product's extra information, which is usually surrounding the central place. Based on the image, it is clearly seen in the middle of image there is expression written *N5 Chanel Paris Eau Premiere* in the perfume, which exactly define the material of the perfume. Chanel N5 itself means the most gorgeous and wanted perfume around the world. It was released in 1921 and has been

approval by Coco Chanel and being selected as the best perfume among N1, N2, N3, N4 Perfume. As the additional information, N5 Perfume, was not only being the best selling perfume but also promoted by many artist such as Marilyn Monroe and Pierre Whertheimer.

Moreover, the noncentral place for the image *perfume advertisement can be seen at the top part and low part of image*. They put expression *a chanel iconic no. 5 eau de parfume turns 100*. Tynan Sikns looks back at its rich backstory *and incomparable contribution to the world fragrance*. The italic words completely described the peculiar fact about the perfume, regarding to the explanation in the previous about perfume review. This phrase has evolved into a supporting review statement that is designed to sway customers. The writer purposefully placed the statement at the top of the image in order for readers to easily locate the perfume power, and if readers are interested in the first page of the image, they will read the entire page about the perfume advertisement.

In addition, the writer shows all descriptions about the perfume in the form of paragraphs and supporting images on the next page. Furthermore, another noncentral location dealing with advertisements may be found towards the lower half of the central location, where the writer has placed supportive speech. It is concluded that the perfume itself will bring back fantastic memories since it has a character that will prompt you to recall the entire experience you shared with your favorite family, relatives, and childhood friends; in other words, it will definitely brighten your day. On the previous research Hollerer (2017) stated employed linguistic landscape approach on using multimodal along with critical discourse analysis on picture has different meaning on analysis. Multimodal also can analyze on magazine that has many perceptions on it.

Based on the findings, it can be concluded that information value is important to the evolution of advertising, which cannot be separated from advances in photography and image processing technology. Not only is photography altering the face of advertising, but it is also changing the style of advertising. The readers will be able to comprehend the content straight from the photographs displayed in general. Because of the general nature of advertising, which is to inform and shape the image of customers in order to grab attention and drive readers through the media.

**Saliency** Size is also another feature introduced by Scott (2001) in the analysis of advertisement image. A character that is in the margin, 'distanced' or reduced in size on the page, and near the bottom will generally be understood to possess fewer advantages than the one that is large and centered. Moreover, the size of font and picture product, colors are also the part of saliency. Based on the image of the perfume product we will see the words scent of time at the perfume picture become the front ground of the advertisement. The phrase 'scent of time' explain why readers need to try the product because it is conceptualized as long lasting or eternal perfume.

Meanwhile, the perfume picture that was selected is the one with gold color. It is expected to attract readers attention because gold means luxury and expensive even though there are other colors variant of N5 *Chanel* perfume, but the most interesting one is gold variant, besides that, readers can also see the perfume bottle shape, it is also expected to attract people's sight due to it has an elegant shape, a transparent glass material with the elegant perfume bottle cap is a perfect match in one frame. If we see the

background of the advertisement image, it is absolutely full of white color, researcher can assume that it shows the product character, white means pure, clean, and combination of all color. In other words, the product is basically intent to inform people that it is agree with everyone, pure and clean refers that the perfume is made by a pure material and clean production which is able to keep you remember all of beautiful color in our life. Lastly, for the font size, the writer put the small size one, it is clearly predicted that the writer is invite readers to more focus on the product picture then read the whole description at the next page of advertisement image.

**Framing** Frame normally create a sense of detachment between the picture and the reader, a sense of objectivity and unemotional feeling, while the absence of frames (that is, a picture that covers the whole area of a page or a double spread) invites the reader into the picture (Scott 2001). A suitable framing concept of advertisement product effected to the readers psychological view, you can influence the readers to buy the product even if it is not that important for them at that time. This is a plus point that can provide benefits for the product writer.

In it's classification, framing has their own characteristics especially the color of frame. Not all colors can be used because, only basic colors are often used, such as black, blue, white, red, yellow, green, and others. Framing is needed in making advertisement image. Framing is broadly able to build readers interest to have a look and see the advertisement itself. Based on the image, we dont really find any restriction between one image into another, or at low, top left and right side writer also did not do too much on it. Again, The frame concept is white and almost transparant. The researchers assume that it is because the writer purposely let readers to focus on the product, it can be the picture, the description and include of its elegant perfume bottle cap.

**CONCLUSION** Our aim was to discover the choices that made in rendering information in the advertisement image visual and textual meaning and, in this way, to determine the extent to which the verbiage and the visual complement one another. The representational metafunction shows the ways participants, events (processes), and their associated circumstances are realized. Dealing with this definition we can see that the female model was the only one participant of the image.

The description of female model in this case focused on the way she was standing and his gesture which directly interprete her as a person who is surrounded by happiness in her life. Furthemore, the interactive metafunction which is clearly seen from the gaze, social distance and angle between the represented participants and viewer as well as the modality of the advertising images. The eyes of the female model as the first actor directed not at the viewer but at something outside of the image frame. The represented participant becomes the object of what Kress and van Leeuwen call the viewer's dispassionate scrutiny and the readers become an invisible onlooker.

Moreover, the last is about the compositional metafunction and there are three division that was being discussed here, first is information value which refers to the placement of elements in the images, it is divided into two in this adcertisement image, in central place which filled by the parfume ellegant bottle and in noncentral place which filled by parfume description. Then, salience which represents the strength of the perfume product and has a meaning is concepted on the foreground of image, background, and size. The phrase 'scent of time' at the parfume picture becomes the foreground of the



advertisement. The words explain why readers need to try the product because it is conceptualized as scent of time perfume. The third is framing. The frame concept of the advertisement is white and almost transparent. The researchers assume that it is because the writer purposely lets the readers to focus on the product. It can be the picture, the description, and including its elegant perfume bottle cap.

## CONCLUSION

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