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KHALED HOSSEINI'S WORLD VIEW ON AFGHANISTAN SOCIETY DEPICTED IN A *THOUSAND SPLENDID SUNS*

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Abstract

Culture is the complex whole that man has acquired as a member of society. The culture shows the result of the behavior and habits of the societies of its place. Khaled Hosseini through his novel tries to extend his thought based on his view over the sociological problem which exists in Afghanistan. This investigation aims to explain the author's world view which focuses on a novel entitled *A Thousand Splendid Suns* by Khaled Hosseini. The setting of the novel is in Afghanistan from the 1960s until the early 2000s. Through this novel, Khaled Hosseini describes the Sociological issues which happen in Afghanistan at that time. In analyzing the data, the author uses a descriptive qualitative method and focused on Lucien Goldmann's theory of genetic structuralism. The result of this research shows that there are some problems within Afghan society such as (1) the education system, (2) marriage, and (3) domestic violence.

Keywords: Afghanistan Society, *A Thousand Splendid Suns*, Genetic Structuralism, Lucien Goldman, Social Life

INTRODUCTION

Wellek and Warren (1949) state that literary work is considered as an expression of society, which means it is not only pure of the author's imagination but can be influenced by the real event that happens in a particular society. As it is considered as an expression of society, the content of literary work acts as a recorder tool of human lives. Furthermore, the main aim of literary works is to entertain and educate the readers, in other words, the readers learn something from the fiction works. To gain the message within a story, the readers have to correlate several aspects. Some aspects that can not be separated are the interrelationship between the society, the literature, and some phenomena that exist within both, the society and the literary work. Mertania & Amelia (2020) state that in literary works, especially the ones from Africa, the Middle East, and India, often the characters are struggling with their identity.

The second book of Khaled Hosseini entitled *A Thousand Splendid Suns* (ATSS) is one of the manifestoes from the historical moment. Through his novel, he depicts Afghanistan and tries to deliver his contribution, sympathy, and respect to the social circumstances (Hosseini, 2007). *A Thousand Splendid Suns* acts as his response to the social phenomena that happened in Afghanistan during his lifetime. Afghanistan's society influences the author to write the novel. Through the novel, the writers want to know the author's view of Afghanistan's society in the past. Society has a big role to help the author in writing the novel. Those points make the writers want to reveal Hosseini's World View on Afghanistan's Society as depicted in *A Thousand Splendid Suns*.

Laurenson & Swingewood (1972) also argue that in writing a story, an author is always inspired by the events that happen in his society. Also, Goldmann in Heaverly & Woro Kasih (2020) underlines a point which deals with the sociological approach that emphasizes social phenomena. Further, Goldmann states that Genetic Structuralism theory focuses on both intrinsic and extrinsic elements of the novel. Goldmann also adds that literary works are displayed by the author's creativity and originality in his relation to society (Goldmann L.,1981). Goldmann's theory also relates two aspects within a novel; the human's creation, and the social condition at a certain time. Moreover, Kardiansyah (2018) states the structure created in the story is representing the author's world view. The writers apply the worldview concept as the main theory of current research. Goldmann argues that the world view represents an individual as a member of society. It can be concluded that the current writer has to pay attention to several aspects of world view such as the relationship between social

context both within the society and the real-life, and the relationship between the social-cultural background of both the author and the literary work.

The writers use previous studies and they are, Jane Austen's View on the British Society During Industrial Revolution (Heaverly and Woro Kasih, 2020), J.D Salinger's World View as Reflected in *The Catcher In The Rye: A Genetic Structuralism Analysis* (Priyono, 2019), Masculinity: A Gamut in *A Thousand Splendid Suns* by Khaled Hosseini (Lynisha and Shanti, 2018), *A Thousand Splendid Suns: Sanctuary and Resistance* (Stuhr, 2011), and Middle Eastern Women's Issues: An Analysis of *A Thousand Splendid Suns* and The New York Times (Shapiro, 2010). The previous studies contribute to the current research since they are related to the object of analysis and the theory used in the current research.

METHOD

This research uses descriptive qualitative study as the research methodology. According to Blaxter (1997), the term qualitative data is a type of data that deals with collection and analyzing information in the form of non-numeric. Additionally, the writers also use library research to collect the data from written sourcebooks that would be useful for the data analysis. The primary data of the current research comes from the novel entitled *A Thousand Splendid Suns* by Khaled Hosseini published in 2007. The data are taken from the data source which eligible to answer the research question of the current research. Thus, the data are in the form of dialogue, and narrations taken from the novel. Samanik & Lianasari (2016) said that data analysis has to break down to make it easier to be understood. The secondary data are taken from the biography of the author, journals, critical essays, and books that relate to the topic to support the data.

FINDINGS AND DISCUSSION

This part of the research focuses on some critical analyses followed by some quotations and explanations to explain Hosseini's world view towards Afghanistan's society in *A Thousand Splendid Suns*. Goldman in Heaverly and Woro Kasih (2019) explain that world view is dealing with historical and social facts. The social facts that happen in the history of Afghanistan have influenced Hosseini to write his version of the story. Thus, a world view acts as the view of the author towards the structure of a particular society which is reflected in the story. Here are some views from Hosseini's view on Afghanistan Society:

Khaled Hosseini's View towards Education in Afghanistan

Naziev (2017) elaborates the idea that education is a process of transmitting and receiving. Education is the basic development and empowerment for every nation in this world because education is included in the measurements of the development of a nation. In the broadest sense, education is any act or experience that effect on mind, character, and physical ability of an individual. In the history of Afghanistan, access to education is limited. Under the Soviet Union's control from 1979 to 1989, only a few schools exist in Afghanistan, especially in the cities. According to Mehtarkhan Khwajamir in his writing "History and Problem of Education in Afghanistan" from 1996 to 2001, the Taliban bans education for females and close all-girls' schools in Afghanistan (2016). In this era, girls are prohibited to get a formal education except to learn *Qur-an*. Most of society believes that women can only receive their education from home. Considering that condition, it might be one of the reasons why Hosseini portrays the education system of Afghanistan during a certain time, especially to the two females characters, Mariam and Laila. The quotations below show the educational system happens in the city outside the government's control.

"It's our lot in life, Mariam. **Women like us. We endure. It's all we have.** Do you understand? Besides, **they'll laugh at you** in school. They will. They'll call you *harami* **They'll say the most terrible things about you.** I won't have it."

Mariam nodded.

"And no more talk about school. You're all I have. I won't lose you to them. Look at me. **No more talk about school.**"

"Be reasonable- Come now. If the girl wants-" Mullah Faizullah began.

"And you, *akhund* sahib, with all due respect, you should know better than to encourage these foolish ideas of hers. If you really care about her, then you make her see that **she belongs here at home** with her mother. **There is nothing out there for her.** Nothing but **rejection and heartache.** I know, *akhund* sahib. I *know*." (Hosseini, 2007:18)

The quotation vividly captures the educational field in Afghanistan that happens outside the government's control. It is proof that women are struggling to get an education there. It is not easy for women to get into school in Afghanistan because society has such a stereotype that they belong at home (Stuhr, 2011).

Related to this, it is harder for Mariam not only as a representative of females but also as a *harami* child. Through the words "She belongs here at home", Hosseini's view towards the educational system in Afghanistan for those females who live outside the government's control. Furthermore, the words "rejection and heartache" are the act of warning of what happens to Mariam if she is brave enough to go to formal school. Moreover, it describes that even Mariam's mother, her family, her inner circle, do not support her to get a better life through formal education because the family holds on to the stereotype that the society has.

But Mariam's favorite, other than Jalil of course, was Mullah Faizullah, the elderly village Koran tutor, its *akhund*. He came by once or twice a week from Gul Daman **to teach Mariam the five daily namaz prayers and tutor her in Koran recitation**, just as he had taught Nana when she'd been a little girl. It was Mullah Faizullah who had taught Mariam to read, who had patiently looked over her shoulder as her lips worked the words soundlessly, her index finger lingering beneath each word, pressing until the nail bed went white, as though she could squeeze the meaning out of the symbols. (Hosseini, 2007:15)

This quotation supports the previous statement about the girls who are prohibited to get a formal education except to learn *Qur-an*. Mullah Faizullah comes to Mariam's house which is depicted as if he knows that females can only be educated at home. That is why it is not Mariam that comes to Mullah Faizullah's house even if she is the one that wants to be educated.

On the other hand, a girl named Laila who lives under the government's control, Kabul, acts as the representative of females who live in the capital city of Afghanistan. On the contrary to what happened to Mariam, Laila has a chance to go to the formal school where she lives. Moreover, Babi, Her father, her family, her inner circle, support her to get a formal school because they believe that education has an important role in the country, Afghanistan. In his hard time, Laila's father believes that Afghanistan has no chance of success if the education system is not equal both for men and women all over. At the time Hosseini moves to Afghanistan, Little Hosseini is drawn to fiction prose. He finds it so easy when he wants to learn or even to go to school. He finishes school and receives his B, in Biology at Santa Clara University. Moreover, he completes his doctoral residency at Cedars-Sinai Medical Center in Los Angeles. His education life depicted that as an Afghanistan, he was not facing the problem as his characters faced. Hosseini shows the educational system in the history of Afghanistan, especially during the Taliban era. The result shows that the education system is not equal especially for females.

Khaled Hosseini's View towards The Marriage Life in Afghanistan

Under the Taliban's control, early marriage often happened. Early marriage usually happens for girls under the marriageable age. In Afghanistan, the legal marriageable age is 16 for girls and 18 for boys. However, forced marriage is a marriage without valid consent either physical or emotional duress of one or both of the It acts as a response to the economic issue and it happens under the marriageable age. Grigsby stated on his writing entitled *A Hidden Crisis: Early Marriage in Afghan Society* that early marriage leads to some issues such as violence and abuse that happens to Afghanistan women (Grigsby, 2013). Unfortunately, the girls who were involved in early marriage were usually treated no better than chattel in their husband's home. Grigsby (2013) also added that the girl's parents usually sell her to an older man than the girl's age. Therefore, this issue also happens in Khaled Hosseini's novel, *A Thousand Splendid Suns*. The main character named Mariam is forced to marry an older man at an early age.

"Now he *is* a little **older than you**," Afsoon chimed in. "But he can't be more than...forty. **Forty-five at the most**. Wouldn't you say, Nargis?"

"Yes. But I've seen **nine-year-old girls given to men twenty years older than your suitor**, Mariam. We all have. **What are you, fifteen? That's a good, solid marrying age for a girl.**" There was enthusiastic nodding at this. (Hosseini, 2007:44)

Through this quotation, it shows that Khaled Hosseini tried to depict about early marriage that happened in his birthplace, Afghanistan. Mariam's stepmother forces her to marry at an early age, 15 years old. Even by the dialogue between Mariam and her stepmother, it is depicted that child marriage is a common issue that often happened in Afghanistan society. Through this dialogue, Khaled emphasizes that society has no issue with child marriage, even they see it as a solid marriage for women.

"**You have a suitor**," Khadija said.

Mariam's stomach fell. "A what?" she said through suddenly numb lips.

"A *khasiegar*. A suitor. His name is Rasheed," Khadija went on. "He is a friend of a business acquaintance of your father's. He's a Pashtun, from Kandahar originally, but he lives in Kabul, in the Deh-Mazang district, in a two-story house that he owns." (Hosseini, 2007:43)

This happens to Mariam when she moves to her father's house. All of Jalil's wives want nothing to do with Mariam so they try to get rid of her by forcing her with a forty-five widow shoemaker. By forcing Mariam to marry Rasheed, Jalil's indirectly sent her away from Jalil's house because they do not like Mariam since she is an illegitimate child between Jalil and one of their housekeeper, Nana, Mariam's mother.

She turned to Jalil again. "Tell them. Tell them you won't let them do this."

"Actually, **your father has already given Rasheed his answer,**" Afsoon said. "Rasheed is here, in Herat; he has come all the way from Kabul. **The nikka will be tomorrow morning,** and then there is a bus leaving for Kabul at noon." (Hoseini, 2007:45)

This quotation also depicted that Afghanistan women have no right to stand or give their opinion toward their own life. Setri & Setiawan (2020) stated that patriarchal society is merely based on the domination of men's power and authority in society. Related to this, Khaled Hosseini could focus on his education because her parents do not push him to marry at an early age. Khaled Hosseini married his wife, Roya Hosseini at 28 years old. Khaled Hosseini emphasizes that education is important, he stated that marriage can wait but education can not. That is why he tried to finish his education until finally, he married Roya in 1993. Thus, force marriage for Afghanistan women under their marriageable age is simply described in *A Thousand Splendid Suns* novel. Through his novel, Khaled Hosseini shows the marriage issue in the history of Afghanistan, especially during the Taliban era. The result shows that child marriage is such a common thing that happened to Afghanistan women within Afghanistan society.

Khaled Hosseini's View towards Domestic Violence in Afghanistan

National Domestic Violence Hotline defined Domestic Violence is a pattern of behavior in a relationship and one of them maintains power and control over the other. Domestic violence usually happens to people who are married or who are dating. Khan in Kamal states that women and children are in great danger in the place where they should feel safe: within their families (Kamal, 2006). Domestic violence is also called Intimate Partner Violence (IPV), Relationship abuse, and domestic abuse. It means that domestic violence can happen to any race, age, religion, or gender. In Afghanistan, many acts of violence faced by Afghanistan women that happen at an early age have been extreme and unforgiving (Lynisha and Shanti, 2018). Khaled Hosseini described Verbal abuse and physical abuse faced by his two main characters named Mariam and Laila. Khaled Hosseini also depicted the life of Afghanistan women after they got married.

Verbal abuse is the way of criticizing, assaulting by words which can make the people who got this abusive feel not confident and the former is going to exhibit Rasheed's abusive behavior that gives affects Mariam and Laila's mental condition. In the novel, within the plot story, we can see the way Rasheed talks or responds to his wives which are Mariam and Laila. Chapter 14 of the novel depicted the abusive behaviors of Rasheed towards Mariam. The problem begins when Mariam miscarried her baby then she could not give birth anymore then Rasheed always got mad at her, even talked in a bad way. He always answered Mariam's questions with intimidating words.

"You know nothing, do you? You're like a child. **Your brain is empty.**

There is no information in it."

"I ask because-"

"*Chupko*. Shut up."

Mariam did.

It wasn't easy tolerating him talking this way to her, to **bear his scorn, his ridicule, his insults, his walking past her like she was nothing** but a house cat. But after four years of marriage, Mariam saw clearly how much a woman could tolerate when she was afraid And Mariam was afraid **She lived in fear** of his **shifting moods, his volatile temperament, his insistence** on steering even mundane exchanges down a confrontational path that, on occasion, **he would resolve with punches, slaps, kicks, and sometimes try to make amends** for with polluted apologies and sometimes not (Hoseini, 2007:89).

The quotation above shows that Mariam as the representative of Afghanistan women's under early marriage lived in fear. Rasheed as her husband often uttered bad words to speak or respond to Mariam. By saying his brain is empty or other bad words, it indirectly will turn down the mentality of Mariam. Not only through verbal abuse, but Rasheed also abuse Mariam physically. Through the quotation above, it shows that Mariam often got attack by her husband for every single mistake that she did. It is not that easy for Mariam to tolerate this but she has to deal with it. Besides that, the abusive behaviors of Rasheed also happen to Laila as the second wife of his.

"You duped me. You lied to me," Laila said, gritting her teeth. "You had that man sit across from me and... You knew I would leave if I thought he was alive."

"AND YOU DIDN'T LIE TO ME?" Rasheed roared. "You think I didn't figure it out? About **your harami** You take me for a fool, **you whore!**" (Hosseini, 2007,329)

Laila also becomes the representative of Afghanistan women's under early marriage who lived in fear. This statement came out from Rasheed's mouth because he knew that Tariq came to his house since what they both know is Tariq died in the war that happens in Afghanistan. The word *harami* and whore uttered with a high tone which indicate by the capital letter and ended by the exclamation mark. However, Physical abuse is more related to the way of suspect doing bad things to the victims through action or physic, it is also when a person uses a physical force against another person (Shapiro, 2010). Typically, Physical abuse is shaking, slapping, and pushing using something to hit the victims and others. However, in this novel, Rasheed's abusive behaviors are not only depicted by verbal abuse but also physical abuse as well, as seen in the novel when Rasheed did not satisfy with Mariam's cooking. Rasheed insults the food while he also physically abuses Mariam. He continued the abuse and ends up clasp Miriam's jaw. He also shoved his fingers into her mouth to force cold hard pebbles (2007). Rasheed's actions indicate that Afghanistan men represented by Rasheed have full power over the Afghanistan women represented by Mariam and Laila. Just like what happened in the novel *A Thousand Splendid Suns* by Khaled Hosseini that Afghanistan women have such a limitation for them to do something. Further, Afghanistan men have full power over Afghanistan women. They even allowed to attack Afghanistan women both in verbal and physical abuse. The Afghanistan women have no right to defend themselves both verbally and physically just because of the norms and their belief that stick in Afghanistan society.

Both Mariam and Laila accepted all the domestic abuse that have done by their husband, Rasheed. They still give as best as they can just like Mariam still cooked for her husband even her husband never appreciates it, because in their culture it is such a common thing that happened in a household that a husband does such an abusive thing to their wife both verbal and physical way. Further, the domestic abuse makes the Afghanistan men have full power over the Afghanistan women make it worst. On the contrary to this, Khaled Hosseini lived happily with his family. Her father and her mother treat him well. His family supported his education until finally, he could reach his dream. There is no limitation that Khaled Hosseini's father gives to his mother. Furthermore, Khaled Hosseini did the same as her father to his wife. Even, Roya Hosseini is an actress. There is no limitation that Khaled Hosseini gives to his wife because he lives in peace, love, and happiness.

CONCLUSION

This study focuses on Khaled Hosseini's view on Afghanistan Society depicted in the novel entitled *A Thousand Splendid Suns*. There are three aspects found as the view from the author, Khaled Hosseini, toward Afghanistan and it reflected in *A Thousand Splendid Suns*. First, Khaled Hosseini portrays how the education system of Afghanistan. The access to education was limited and not equal at all because the Taliban banned education for females and they could only be educated inside their homes because society has a stereotype that females belong at home. The females are prohibited to get a formal education except to learn *Qur'an*. Furthermore, the inequality of education also can be seen when the author depicted only a few schools that exist in Afghanistan, especially in the cities under the control of the central government, Kabul. Second, the marriage life, especially early marriage life influenced Khaled Hosseini to write this novel. Afghanistan society sees that marriage under the marriageable age is a common issue, even they see it as a solid marriage for women. Khaled Hosseini puts his two main characters as the victims of the early marriage culture in Afghanistan. Furthermore, early marriage leads to domestic violence which also becomes a common issue for Afghanistan women. Third, The view of Khaled Hosseini toward the result of early marriage, domestic violence. Afghanistan women also faced both verbal and physical abuse. His two main characters lived in fear during their marriage life. Furthermore, the domestic violence even happened outside their house which relates to the stereotypes that the society agreed that is the way to punish and educate women. The author also depicted that Afghanistan men have full power over Afghanistan women. The results of this analysis, the terms that he used, and what is his concern, show that Khaled Hosseini as the author act as the representatives of the society of his birthplace, Afghanistan.

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THE REPRESENTATION OF IRAN AND UNITED STATES IN DONALD TRUMP'S SPEECH: A CRITICAL DISCOURSE ANALYSIS

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Abstract

Speech plays an important role to shape public perception as it is delivered by an influential figure and reflects the points of view of its speaker. This study discusses a speech delivered by the United States President, Donald Trump, which discusses the conflict between Iran and America. This study was conducted to reveal the representation of Iran and the United States in one of Donald Trump's speeches. The method used in this study is the descriptive qualitative method. The data in this study are in the form of words, phrases, clauses, and sentences that indicate the position of Iran and the United States taken from the speech transcript from the official website of The White House. Data were analyzed under the framework of Van Dijk's Socio-Cognitive Approach, consisting of text, socio-cognitive, and social context. Based on the analysis, it can be concluded that Iran is described as a country that has nuclear ambitions and acts of terror that support the existence of terrorists. On the other hand, America is described as having an invincible power. At a socio-cognitive level, Donald Trump is considered a knowledgeable figure on his country's political condition because he knows the weaknesses of Iran and can properly take every decision. Donald Trump also has the authority as a President to make The United States and the countries of the world can work together for peace world. Thus, from the level of social context, countries in the world support the actions taken by America and are very alarming about what Iran has done. The finding suggests that the Socio-cognitive approach is practical to analyze the representation of an issue in speech reflected in linguistics expression and the discourse structure.

Keywords: critical discourse analysis, Iran and United States conflict, representation, socio-cognitive approach

INTRODUCTION

The world is surprised by the possibility of the outbreak of World War III due to strained relations between Iran and the United States. It is feared by all countries in the world that if World War III happened, it will give an impact on all countries in the world because of the significant role of the United States in the global economy. Relations between Iran and the United States became tense after the US military killed an elite Iranian commander, Qassem Soleimani. The relationship is likely to be the outbreak of World War 3, which is feared by all countries in the world because of the significant role of the United States in the global economy. According to Widiyani (2020), the conflict is escalated after Iran launched an attack on American headquarters after The United States sent a drone strike in the middle of the night in Iran that killed Qassem Soleimani who is known as the person who has connections to terrorism. It is known that the problem of terrorism has become an international problem in today's global community (Pranoto and Yuwono, 2018). Thus, this issue is inseparable from the world leaders' attention.

A few days after that, United States President Donald Trump gave a speech to ask Iran to stop its action. Donald Trump, who is a president, is considered as a social actor in which his actions reflect the representation of social practices depicted from a speech. The term social actor representation in the simple definition refers to how social practice actors are described through a text (Evayani and Rido, 2019). Through his speech, Donald Trump illustrated the significant differences in position between America and Iran, so the question raised in this research is how is the discourse of the representation of Iran and the United States structured in Donald Trump's speech and how both countries are represented in the speech.

The writers' interest to analyzed the speech because speech is one of the ways to convey a message orally. According to Fairclough (1989), discourse is any use of language, whether it is speaking, an advertisement, or a narration in a textbook. This means that speech becomes one of the important and potential aspects of discourse analysis. Seeing Donald Trump's speech on Iran, the writers try to analyze the existing problems with the CDA approach in which according to Van Dijk (2001) CDA can analyze aspects of discourse, namely ideology, power, and hegemony. This study employs the framework of Critical Discourse Analysis, especially Van Dijk's socio-cognitive approach covering the analysis on text, socio-cognition, and social context. It is because discourse can represent how people use the language in the communication process (Afrianto, 2017).

Critical Discourse Analysis (CDA) is an interdisciplinary approach to the study of discourse that views language as a form of social practice and focuses on ways of social and political dominance produced by texts and speeches (Priatmoko, 2013). Some previous studies related to Critical Discourse Analysis have been conducted. Nejad (2013) analyzed representations of a Presidential speech using Van Dijk's framework. In the same year, Shojaei, Youssefi, and Hoseini (2013) examined the biased interpretation and representations of ideologically conflicting ideas in the news media. Furthermore, Rahimi (2017) analyzed representations of Irania in films using Van Dijk's theory. However, the research of presidential speech, especially the speech of Donald Trump has been limitedly conducted. Thus, this makes the writers interested in researching Donald Trump's speech using Van Dijk's theory, so that the writers can find out the discourse elements in the speech by looking at the detail of each word said by the speaker using detail element that can be related to controlling information displayed by the speaker (Eriyanto, 2011).

METHOD

In conducting this research, the writers used a descriptive qualitative method. According to Holosko (2010), qualitative research is a type of research that collects and works by interpreting the meaning of data with the use of no-numeric data. This kind of approach focuses on both inductive and deductive processes (Cresswell, 2014 in Suprayogi and Pranoto, 2020) thus it is hoped to shed many interpretations on context and situation (Stake, 2010 in Kuswoyo and Rido, 2020). This method can help to understand the discourse structures of the speech based on the way the text. In this context, qualitative research is used to see the qualitative description of Iran and the United States representation through Critical Discourse Analysis (CDA) especially under the framework of Van Dijk's Sociocognitive Approach. The data used in this study are in the form of word, phrase, clause, and sentence which shows the positioning of Iran and The United States in the speaker's speech.

The data were taken from Donald Trump's speech on a YouTube video, entitled "President Trump's speech after Iran's attack" published by CNN News on January 9th, 2020. In collecting data, the writers downloaded the video, watched the video, and did a transcription of the video manually. After that, to get valid data, the writers checked and compared the validity of the script with the video by watching the video several times. Lastly, the writers selected and classified the sentence structure based on every aspect of Van Dijk's CDA approach into a table showing both the representation of Iran and The United States. The collected data were analyzed by using a three-level analysis of Van Dijk's Socio-Cognitive approach by looking at the characteristics of the text, socio-cognitive, and social context levels. Then, the writers interpret each of the data to see what is the meaning represented in the data through a comparison of the Iranian and United States. After all the data are interpreted, the writers come to a conclusion that is to conclude all the results of the analysis.

FINDINGS AND DISCUSSION

3.1. Textual Level Analysis

In the text analysis, three kinds of the structure become the focus of the analysis. They are macrostructure to see the theme of the text being given, superstructure to see the contents of the speech, and also microstructure to see the smaller structure of the text being analyzed.

Excerpt 1:

As long as I am president of the United States, Iran will never be allowed to have nuclear weapons.

From this sentence, we can see that Donald Trump declared his authority as the resident who strictly prohibits the use of nuclear that has been carried out by Iran. In conclusion, the macrostructure of this speech an opinion given by Donald Trump for both The United States and also Iran about how to do and a warning to Iran to stop their bad actions against The US especially about its use of nuclear weapons. In the superstructure, the analysis focuses on how the contents of the speech text are presented, from the perspective of the speaker delivers. In this section, the writers find at least five ideas that become the subject of Iran and the United States cases in Donald Trump’s speech, namely 1) The safe condition of American troops, 2) acts of terror and sanctions to be given to terrorists, 3) Iran's nuclear ambitions, 4) hopes for Iran became a peaceful country, 5) and the strength of the United States was unmatched. By knowing these contents, can be concluded that all of them show what is Donald Trump tries to deliver in his speech. The next part of text analysis is a microstructure, wherein this part, three elements can help to classify each of the data to be analyzed. There are syntax elements, semantic elements, and lexical elements.

3.1.1 Syntax Element.

To make it easier for readers to understand the overview of the structure analysis process, the writers draw it in the table below and explains each of the points and data found in the tables separated into the part of Iran and part of the United States.

Table 1. Syntax Element

Syntax Element	Iran	US
Sentence Form	<i>Iran appears to be standing down, which is a good thing for all parties concerned.</i>	<i>Our great American forces are prepared for anything.</i>
	<i>Iran will never be allowed to have a nuclear weapon.</i>	<i>The United States military eliminated the world's top terrorists Qasem Soleimani as the head of the Kurds force</i>
Pronoun	<i>We have sent a powerful message to terrorists if you value your own life you will not threaten the lives of our people.</i>	<i>We suffered no casualties, all of our soldiers are safe and only minimal damage was sustained at our military bases.</i>
	<i>Your campaign of terror murder mayhem will not be tolerated any longer.</i>	<i>We should work together on this and other shared priorities</i>

In the sentence form, Donald Trump uses a variety of sentence structures which shows how Iran and the United States are represented by how he delivered the speech. In this speech, Trump used both active and passive sentences to describe both countries. For pronoun element, Donald Trump often speaks the words *we* and *you*, in which pronoun *we* are intended as they are American society, and pronoun *you* is addressed to Iran and terrorists. Pronoun shows someone's position in the discourse. Through pronouns, the speaker can show who they are, and whom they are talking about clearly. Donald Trump uses the word *we* as American citizens, and *our* in *our soldiers* and *our military* which shows a sense of ownership of all American people who also belong to the military. In contrast, it refers to Iran, he always says *you* and *yours*, which can be concluded that Donald Trump strongly recognizes himself as an American and distinguishes it from Iran.

3.1.2 Semantic Elements

The following table explains how Iran and the US are represented differently through detail and presupposition.

Table 2. Semantic Elements

Semantic Element	Iran	US
Detail	<i>Iran can be a great country peace, and stability cannot prevail in the Middle East, as long as Iran continues to foment violence unrest hatred and war the civilized world must send a clear and unified message to the Iranian regime</i>	<i>No Americans were harmed in last night's attack by the Iranian regime, we suffered no casualties, all of our soldiers are safe and only minimal damage was sustained at our military bases</i>

Presupposition	<i>The United States will immediately impose additional punishing economic sanctions on the Iranian regime. These powerful sanctions will remain until Iran changes its behavior in recent months.</i>	<i>Tens of thousands of ISIS fighters have been killed or captured during my administration, ISIS is a natural enemy of Iran.</i>
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The element of detail is the level of analysis that pays attention to how detailed the speaker conveys what is being discussed because if the text is written in detail and it makes the audience understands just by hearing it at a glance. In addition, that also makes the audience capture the object of conversation accurately. Those sentences are clear that Trump wants to convey to Iran to stop the chaos created, by saying it in detail and clearly. When saying about Iran, he explained in detail that there were no casualties for the Iranian regime's attack that occurred that night. The long, clear expression shows that there is a detailed element used in this section. Thus, it can be concluded that, in delivering the speech, Donald Trump delivered some points in detail for the Americans who survived the attack from Iran, and more sentences were given in detail in explaining things done by Iran, such as when warning Iran to stop its actions, as well as threats that given to Iran.

The last element of semantic is a presupposition. Table 2 shows that both of the sentences entail if Iran does not change its behavior, then sanctions will continue to be given. It is supported by further punishment which reinforces the first statement. In the American table, however, both presuppose that ISIS is a group that must be destroyed. The phrase *ISIS is Iran's natural enemy* shows that this is a phrase that supports the statement of the previous phrase and this second statement emphasizes that statement. Therefore this sentence proposes that the US kills and captures ISIS fighters, and the ISIS fighter died.

3.1.3 Lexicon element

The following table reflects how Iran and the US are represented differently through rhetoric.

Table 3. Lexicon element

Lexicon Element	Iran	US
Rhetoric	<i>- Finally to the people and leaders of Iran, we want you to have a future and a great future one that you deserve, one of prosperity at home and harmony with the nations of the world.</i>	<i>-The time has come for the United Kingdom, Germany, France, Russia, and China to recognize this reality. They must now break away from the remnants of the Iran deal or jppoa, and we must all work together towards making a deal with Iran that makes the world a safer and more peaceful place.</i>

Rhetoric is a technique of speaking or writing that is intended to persuade the audience. Rhetoric is generally used positively so that it can arise emotional responses among the audience. This element is used by the speaker to invite the listener to follow what he wants. The rhetorical element can be found in the phrase *we all must work together to make an agreement with Iran that makes the world a safer and more peaceful place*. In this phrase, Donald Trump invites other countries to cooperate and break away from the remnants of the Iranian agreement or jppoa aimed at making the world safer and more peaceful. It is also shown by the phrase *we want you to have a future and a great future one that you deserve, one of prosperity at home and harmony with the nations of the world*, because Donald Trump expressed his desire to make Iran a country that has a bright future. Therefore, it can be concluded that the rhetorical element has been used by Donald Trump in his speech.

3.2 Socio-Cognitive Level Analysis

3.2.1 Knowledge

Knowledge refers to propositions that explicitly refer to the knowledge conveyed by the author. In his speech, Donald Trump explained in detail the position of Qasem Soleimani. The phrase *The world's top terrorist Qasem Soleimani as head of the Kurd Salamone army is personally responsible for some of the worst atrocities he trained* shows that as the leader of a country he already knows any dangerous things that can trigger unrest for the country and actions that can be taken to prevent that from happening. His expertise in the military field also made Donald Trump looks very adept at knowing the plans to be made to prevent a return attack. From here,

Donald Trump looks very observant and careful in considering his decision, so it can be said that Donald Trump is a knowledgeable leader.

3.2.2 Opinion and Attitude

In the early part of his speech, Donald Trump gives a greeting *good morning* to greet the audience, this shows the polite attitude delivered by Donald Trump. Then, Donald Trump also often invites the audience to work together to do things that have been conveyed such as to cooperate and change the world for the better. From there it can be seen that Donald Trump has an open attitude aimed at being able to communicate with each other to the people. Besides that, the way he expressed his opinion about the situation in America which is fine and should be happy *Americans should be very grateful and happy, it gives a positive impact on American society and also the countries that support and cooperate with him.*

3.2.3 Ideology

Through a speech delivered by Donald Trump about the riots between Iran and America, It shows that Donald Trump has power over what he will do to his country. The fact that Donald Trump is the leader of America, makes an ideology to his people. Through his speech, Donald Trump invites the American people not to worry about the incident that befell them, and give warnings and threats to Iran to stop their bad actions that will harm the whole world. He also invites all countries in the world to cooperate to stop the chaos caused by Isis. Thus, those ideologies are formed and will be held as how it should be.

3.3 Social Context Analysis

Relations between Iran and America have not been harmonious since the era of the Islamic Revolution of Iran in 1979. Many things have been given by America to Iran such as providing support and cooperation. Since the era of the administration of President George W Bush, President Barack Obama, and the leadership of President Donald Trump, Iran and America are still not in good condition.

Tensions that have re-escalated have made the world wary, which then caused reactions from countries about the conflict between America and Iran. Like the European Union, Bahrain, and Qatar, as well as the reaction from the Pakistani Authority which states that the American attack that killed Qasem Soleimani has the potential to threaten peace and stability in the Middle East region, and called on Iran to stop its actions before it gets out of control. Support came back from Saudi Arabia, which supported the United States' decision, that Sunni Saudi Arabia accused Iran of disturbing the stability of the Middle East region.

Qasem Soleimani is the head of the most elite Al Quds division in the Iranian Revolutionary Guards and is considered the second most powerful person in Iran behind Iran's supreme leader. The Quds Force is a branch of Iranian security forces responsible for operations abroad. Donald Trump mentioned that Qasem Soleimani was the number one terrorist in the world and that the act of killing should have been done long ago. With the conflict, the countries of the world began to condemn the acts of violence carried out by Iran to stop and called for an end to attack after the attack between the two countries.

CONCLUSION

Based on the data obtained, the authors conclude that the representation of Iran and the United States can be seen from the structured feasibility through text analysis, social cognitive level, and social context level. At the text level, America is described as a country that has power and is invincible. While Iran itself is more represented in sentences detailing actions related to terrorism and nuclear. At a socio-cognitive level, Donald Trump appears to have extensive knowledge, which is demonstrated by his readiness to oppose attacks by Iran. He is also very observant and careful in considering his decision. The fact that Donald Trump is a President, also forms an ideology for his listeners, that as a leader that has been recognized by all countries in the world, Donald Trump invites the people of America and countries in the world to work together to realize world peace. Finally, the level of social context, in which countries declare that they support what America is doing, and regrettably acts carried out by Iran because if war will occur, it will affect peace and other aspects of the world. This opinion is given because Iran is considered as a country that supports the action of terrorism and will endanger the lives of the world, so many countries oppose the actions taken by Iran. In addition, to find out the discourse of the representation of Iran and the United States in Donald Trump's speech, it is important to analyze the contents of

the speech through the words conveyed, and analyze the representation of other objects in speeches or other media. Maybe, future researchers who are interested in conducting a broader analysis of Representations of Iran and the United States can focus on relations with other issues, so that the accuracy and knowledge of the two countries will be broader.

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METAPHORICAL EXPRESSIONS IN EMILY DICKINSON'S POEMS

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Abstract

The poem has the role of the media to deliver the author's opinion, messages, and feeling towards certain phenomena to the readers by using literary language. The idea of those poems needs to be interpreted by the readers and it is dealing with meaning. Problems occur when there is the literary language used by the author since not all the reader can understand the implicit meaning inside the poems which certainly used figurative language, especially metaphor. Thus, the study entitled *Metaphorical Expressions in Emily Dickinson's Poems* aimed to find the metaphor inside three poems by Emily Dickinson entitled *I Felt a Funeral in My Brain, Because I could Not Stop for Death* and *I Heard a Fly Buzz – when I Died*. This study also aimed to identify the implicit meaning behind those metaphors. In analyzing the data, the researcher used the metaphor theory proposed by Lakoff and Johnson, they are structural metaphor, ontological metaphor, and orientational metaphor. To answer the second research question, the researcher used the theory of meaning by I. A Richard. This study used a descriptive qualitative method and stylistic approach, in which the researcher focuses on the aesthetic function of the language. In this research, the researcher found 17 metaphorical expressions divided into 5 types of metaphor there are: entity metaphor 4 data, structural metaphor 5 data, orientation metaphor 1 data, container metaphor 1 data and personification 6 data.

Keywords: *Emily Dickinson, Gold Rush, Semiotic, Socio-historical, Symbol*

INTRODUCTION

A language is an important tool of communication (Amelia, 2016). Language is also an important tool to deliver an idea and desire (Rido, 2020). Besides that, language can also be used to convey an argument that can be stated in a text and speech (Unggul and Gulo, 2017). In a text, the content and the meaning can be conveyed through a language (Kuswoyo and Siregar, 2019). Yousif (2018) argues that language is divided into two groups, which are everyday language and literary language. The literary language is more artistic compare to ordinary language that we used in daily conversation. The aim of using the literary language is to convey the idea, deep feeling, message, and image to the audience (Setri and Setiawan, 2020). A poem can be defined as one of the literary works that come from the expression of poets. A poem is a kind of language that says more intensely than ordinary language (Peck and Koyle, 1984). This research is about analyzing poems by Emily Dickinson using a stylistic approach focusing on metaphorical expressions. The researcher used theories from Lakoff and Johnson (2003) for the metaphor and I.A Richard (1982) to find the meaning of the metaphor. Those three poems are *I Felt a Funeral in My Brain, Because I could Not Stop for Death* and *I Heard a Fly Buzz – when I Died* that taken from the book entitled *Selected Poems and Letters of Emily Dickinson* that was published by Anchor Books in New York, 1959. The use of metaphors and the uniqueness of the themes used by Dickinson in her poems are worth further investigation in the field of literature. Thus, this study aims to analyze the types of metaphor used in selected poems by Emily Dickinson and to find out what are the implicit meanings that represent in Emily Dickinson's selected poems that used the death theme.

Research conducted by Cahyo (2009) entitled "*The Perception of Love and Death of Emily Dickinson Seen on her Selected Poem*" using found that the selected poems by Emily Dickinson's poems come from the feeling of the speaker losing the people she loves. Next, a research conducted by Ulfa (2016) entitled *The Metaphor Used in Anne Bradstreet's Poem* found that 27 lines of Anne Bradstreet's poem contain the metaphor. 8 lines include in anthropomorphic metaphor, and 2 lines include in synesthetic metaphor. To add, a research conducted by Putri (2013) entitled "*Translation of Metaphorical Expressions in Andrea Hirata's Edensor*" found that there two kinds of metaphor in Edensor novel, they are dead metaphor and life metaphor. She has proven that there are 9 techniques applied to translate the metaphorical expressions. Next, is a study conducted by Harata and Hamsia (2016) entitled "*An Analysis of Metaphor in Maya Angelou's 'Caged Bird' and 'I Still Rise' Poem*". The result

found that there are three types of metaphor found in Maya Angelou's selected poems. There are live metaphor conceptual, mixed metaphor, and poetic metaphor. Another previous study entitled *An Analysis of Metaphor in Emily Dickinson's Poems* written by Syarwani (2017) found that ten of Emily Dickinson's poems contains 36 metaphorical expressions. Thus, the researcher can adapt the method and the way he collects the data from the poems as well as the step to analyze the metaphor.

METHOD

In this research, the researcher used a descriptive qualitative method that the researcher believes is suitable for this research since the type of research in this study is a textual analysis that intended to analyze the metaphor used by Emily Dickinson (Samanik and Liana, 2016). It is can be concluded that the method that we will use is to find out, define, and describe the finding that is analyzed by the researcher.

FINDINGS AND DISCUSSION

In this study, the researcher applied the theory of metaphorical expressions proposed by Lakoff and Johnson (2003) and the theory of meaning proposed by I.A Richard (1982).

1. Poems Presentation

Poem 1: I Felt a Funeral in my Brain

*I felt a Funeral, in my Brain,
And Mourners to and fro
Kept treading - treading - till it seemed
That Sense was breaking through -*

*And when they all were seated,
A Service, like a Drum -
Kept beating - beating - till I thought
My mind was going numb -*

*And then I heard them lift a Box
And creak across my Soul
With those same Boots of Lead, again,
Then Space - began to toll,*

*As all the Heavens were a Bell,
And Being, but an Ear,
And I, and Silence, some strange Race,
Wrecked, solitary, here -*

*And then a Plank in Reason, broke,
And I dropped down, and down -
And hit a World, at every plunge,
And Finished knowing - then -*

Emily Dickinson's poem entitled *I Felt a Funeral in my Brain* is the poem in which Dickinson shares about the experience of the speaker during facing her collapse. The speaker tries to explain that she is worried about how she died or even she is dying inside already. The mourners are all seated, indicate a quiet moment. While the sound of the drum symbolizes the step of death is already approaching her. The third stanza visualizes the atmosphere during the burial ceremony. The speaker could hear the creaking sound of the coffin that is carried by the mourners.

Poem 2: Because I could Not Stop for Death

*Because I could not stop for Death -
He kindly stopped for me -
The Carriage held but just Ourselves -
And Immortality.*

*We slowly drove – He knew no haste
And I had put away
My labor and my leisure too,
For His Civility –*

*We passed the School, where Children strove
At Recess – in the Ring –
We passed the Fields of Gazing Grain –
We passed the Setting Sun –*

*Or rather – He passed Us –
The Dews drew quivering and Chill –
For only Gossamer, my Gown –
My Tippet – only Tulle –*

*We paused before a House that seemed
A Swelling of the Ground –
The Roof was scarcely visible –
The Cornice – in the Ground –*

*Since then – 'tis Centuries – and yet
Feels shorter than the Day
I first surmised the Horses' Heads
Were toward Eternity –*

Emily Dickinson's poem entitled *Because I could Not Stop for Death* expresses the poet's perspective on death. This poem which consists of six stanzas clearly shows that the main theme of this poem is death. In the first stanza, Emily Dickinson personified death as a gentleman who takes her for a ride, probably to the afterlife. In the next stanza, she explained that they slowly drove. This is an expression that the death who is taking her is polite and calm. While in the last stanza, Emily Dickinson explains that the century is felt shorter than the day. It is indicated that the poet realizes there is no price to pay for death. She also expressed her idea in which death is not something to be feared but rather embraced.

Poem 3: I Heard a Fly Buzz – when I Died

*I heard a Fly buzz - when I died -
The Stillness in the Room
Was like the Stillness in the Air -
Between the Heaves of Storm -*

*The Eyes around - had wrung them dry -
And Breaths were gathering firm
For that last Onset - when the King
Be witnessed - in the Room -*

*I willed my Keepsakes - Signed away
What portion of me be
Assignable - and then it was
There interposed a Fly -*

*With Blue - uncertain - stumbling Buzz -
Between the light - and me -
And then the Windows failed - and then
I could not see to see -*

Emily Dickinson's poem entitled *I Heard a Fly Buzz – when I Died* is described the condition of the dying speaker in the room. The speaker repeated the word stillness to explain the motionlessness of death and the anticipation of death come. This can also be described as the event to accept into heaven and meeting God. The second stanza discusses the condition of people who are waiting for dying people, and they cry until they can't cry anymore. This poem also describes the Victorian tradition to give all the keepsakes to others when someone is about to die. The last stanza explains about blue color, which probably symbolizes heaven and the dying speaker is can't see anymore, which indicates she has died already.

2. The Kinds of Metaphors of the Selected Poems

Line	Line	The kind of metaphor
1	<i>I felt a Funeral, in my Brain,</i>	Structural metaphor
4	<i>That Sense was breaking through –</i>	Entity metaphor
10	<i>And creak across my Soul</i>	Structural metaphor
16	<i>Wrecked, solitary, here -</i>	Entity metaphor
18	<i>And I dropped down, and down –</i>	Oriental metaphor
20	<i>And Finished knowing - then –</i>	Structural metaphor

Table 2 The metaphor used in *I felt the funeral in my dreams*

A. I felt a Funeral, in my Brain,

Consider "I felt a Funeral, in my Brain". How can the activity that we can see or do can be felt in our mind? How does "funeral" apply to feel? In this case, there is a basic conceptual metaphor, in which one concept is being metaphorically structured in terms of another concept. The structural metaphor has a certain concept, which is the concept of love, the concept of social organization, and the concept of life. In this line, the activity is structured as a feeling, which has a concept **ACTIVITY IS FEELING**, where our body is not doing that activity but our mind can feel it. So this sentence can be categorized as a structural metaphor with conceptual metaphor **ACTIVITY IS FEELING**.

B. That Sense was breaking through –

This sentence contains an ontological metaphor, in which the abstraction of sense represented as something concrete which is a person that can "breaking through" something, this metaphor called as entity metaphor that represents the concept of the "sense" as the physical object that metaphorically structured as a person that try to breaking through the door or anything in front of them.

C. And creak across my Soul

The word "creak" in the line "And creak across my Soul" refers to the previous line which is "And then I heard them lift a Box". This metaphorically describes the creaking sound that is supposed to be heard by our ear can be felt by the soul. In this case, there is a basic conceptual metaphor in which one concept is being metaphorically structured in terms of another concept. In this line, the sound is structured as a feeling which has a concept **SOUND IS FEELING**. Where our ear is not heard that sound but our soul can feel it. So, this sentence can be categorized as a structural metaphor with a conceptual metaphor **SOUND IS FEELING**.

D. Wrecked, solitary, here –

The word "wrecked" in this line refers to the previous line which is "And I, and **Silence**, some strange Race". This sentence contains an ontological metaphor, in which the abstraction of "silence" represented as something concrete which is a person that can "wrecked" something, this metaphor called as entity metaphor that represents the concept of the "silence" as the physical object that metaphorically structured as a person that tries to wrecked the solitary that contains in the poem.

E. And I dropped down, and down –

And I dropped down, and down – contains the orientational metaphor, in which the metaphor that not used structure as one concept in terms of another but instead organizes a whole system of concepts concerning one another. This orientational metaphor is mostly related to spatial orientation. In this case, the metaphorical expression is up and down. This metaphorical expression provides the concept of spatial orientation. We know the fact that the concept of “happy” is oriented to English expressions like "I'm feeling up today". The phrase “happy is up” is the spatial orientation of “up and down”, so we can assume that “Happy is up” while “sad is down”. The line “and I dropped down, and down” shows the fact that the poet is sad and falls into depressions.

F. And Finished knowing - then –

This line contains the structural metaphor in which the word “finished” refers to the life journey of the poets. This metaphorically describes that the life lived by the women is already finished. It indicates that life is finished, when someone is born is considered as a start while when someone dies is considered as the finish. In this case, there is a basic conceptual metaphor in which one concept is being metaphorically structured in terms of another concept. In this line, life is structured as a journey which has a concept **LIFE IS JOURNEY**.

Line	The Poem	The Kind of Metaphor
1	Because I could not stop for Death –	Entity metaphor
2	He kindly stopped for me –	Personification
3	The Carriage held but just Ourselves –	Container metaphor
5	We slowly drove – He knew no haste	Personification
8	For His Civility –	Personification
13	Or rather – He passed Us –	Personification
14	The Dews drew quivering and Chill –	Personification
22	Feels shorter than the Day	Structural metaphor

Table 2 *The metaphor used in Because I could Not Stop for Death*

A. Because I could not stop for Death –

This sentence contains an ontological metaphor. This metaphor represents the concept as the concrete physical object, in which the abstraction of “death” is represented as something concrete that has a characteristic of a man that wants to pass by and can’t be stopped. This metaphor is called an entity metaphor that represents the concept of “death” as the physical object that is metaphorically structured as a person or man.

B. He kindly stopped for me –

This line contains the personification in which the nonhuman experience human motivations, characteristics, or activities. In this case, the word “he” that refers to the first line which is “Because I could not stop for Death” contains the personification because the “death” experiences human activity which is trying to stop the women in the poem who metaphorically describe as a man.

C. The Carriage held but just Ourselves –

This line contains the container metaphor, in which the expressions of the word “carriage” have a concept of being the container. Just like the container, the concept has inside and outside, and it can hold something like the real container. In this case, the carriage describe can hold “ourselves” which refers to the women in the poem, and “he” which is the death itself. Thus, this line is considered as the container metaphor that includes an ontological metaphor.

D. We slowly drove – He knew no haste

This line contains the personification, in which the nonhuman experience human motivations, characteristics, or activities. In this case, the word “he” that refers to the first line which is “Because I could not stop for Death” contains the personification because the “death” experiences human activity which is “slowly drove and no haste” when they want to get on the carriage.

E. For His Civility –

This line contains the personification, in which the nonhuman experience human motivations, characteristics, or activities. In this case, the word “his” that refers to the first line which is “Because I could not stop for Death” contains the personification because the “death” experiences human characteristic which has civility. It is described by the woman in the poem that the “death” which she considers as the man treats her with all of his civility and very gentle.

F. Or rather – He passed Us –

This line contains the personification, in which the nonhuman experience human motivations, characteristics, or activities. In this case the word “he” that refers to the previous line which is “school”, “fields”, and “setting sun” contain the personification because those words that are not a human being but can experience human activity that can be passed something. It is described by the woman in the poem that the women and the man passed the “school”, “fields”, and “setting sun” or rather “school”, “fields”, and “setting sun” that passed them, this shows that this line contains the ontological metaphor which is personification.

G. The Dews drew quivering and Chill –

This line contains the personification, in which the nonhuman experience human motivations, characteristics, or activities. In this case, the word “dews” contains the personification because the dews itself metaphorically describe experience human activity which is quivering and Chill. Thus, this shows that this line contains the ontological metaphor which is personification.

H. Feels shorter than the Day

This line, “Feels shorter than the Day” contains a structural metaphor, in which one concept is being metaphorically structured in terms of another concept. The structural metaphor has a certain concept which are the concept of love, the concept of social organizations, and the concept of life. In this line, the “day” is structured as a “journey”, which has a concept **DAY IS JOURNEY** that can be felt whether it is long or short like a journey. So this sentence can be categorized as a structural metaphor with conceptual metaphor **DAY IS JOURNEY**.

Line	The Poem	The Kind of Metaphor
5	The Eyes around - had wrung them dry -	Entity metaphor
6	And Breaths were gathering firm	Personification
15	And then the Windows failed - and then	Structural metaphor

Table 4.2.3The metaphor used in *I Heard a Fly Buzz – when I Died*

A. The Eyes around - had wrung them dry –

This line contains the entity metaphor. Entity metaphor is the metaphor that represents the concept as the concrete physical object. In this case, the concept of “eyes” is metaphorically structured as “wet clothes” that can be wrung. Thus, that sentence can be categorized as the part of orientational metaphor which is the entity metaphor.

B. And Breaths were gathering firm

The line “And Breaths were gathering firm” is contains the personification, in which the nonhuman experience human motivations, characteristics, or activities. In this case, the abstraction of “breaths” metaphorically structured as a person in a gathering or a meeting. Thus, this line can be categorized as a part of orientational metaphor which is personification.

A. And then the Windows failed - and then

The line “And then the Windows failed – and then” is connected to the line afterward which is “I could not see to see” that contains the structural metaphor in which the basic conceptual metaphor in one concept is being metaphorically structured in terms of another concept. In this line, the concept of “window” is metaphorically structured as an “eyes” that can see anything. Thus, this line has a concept **EYES IS WINDOWS**. Where the poet is not directly saying that her eyes can’t see anymore, but using the concept of “windows” to replace it. So this sentence can be categorized as a structural metaphor with conceptual metaphor **EYES IS WINDOWS**.

3 The Implicit Meaning of The Metaphors

In recent years, the existence and importance of the problem of "meaning" have been generally admitted and needs serious attention. Lyons defined meaning as the idea or concept which can be transferred from the mind of the listener by embodying them as they were in the form of one language or another, (1981:136). As I. A. Richards stated in his book entitled *The Meaning of Meaning*, meanings essentially personal, what anything means depends., on who means it, (1982:161). Larson argues that there are two types of meaning, there are explicit meaning, which easily can be understood, and implicit meaning, something that is not expressed clearly, (1998:43). Due to the research questions that have been formulated by the researcher, the main focus of this study is on the implicit meaning of the metaphorical expressions found in Emily Dickinson's poems. This second research question depends on the finding of the first research question which are 17 metaphors found in Emily Dickinson's poems. The researcher will elaborate on the implicit meaning of each metaphor as follows:

I felt a Funeral, in my Brain

A. I felt a Funeral, in my Brain

The meaning of this metaphorical expression is "depressions". In which the word "funeral" here is not the literal meaning of funeral, however, it refers to the condition of someone that feels messed up, sad, and the feeling was destroyed like when we feel the atmosphere at the funeral. This statement is also strengthened by the result of someone's study about the theme of this poem, that this poem is ambiguous, in which as the reader we can decide what our perspective towards the poet is. Whether the poet feels depressed or feels like she dying inside. Thus, this metaphorical expression shows us how the poets feel so depressed and messed up by using the word "funeral" that metaphorically structured as depression.

B. That Sense was breaking through –

This metaphorical expression has a meaning that the poets want to escape from reality. The word breaking through that refers to the sense is indicate that the poet is no longer able to survive in that situation which full of pressure. This metaphorical expression also correlates with the previous one that still describes the condition of the poet.

C. And creak across my Soul

The meaning of the metaphorical expression "and creak across my soul" is the thing that bothering her mind. The poet tries to tell us that something that gives her the pressure is bothering her by not say it but rather used the phrase creak across my soul that metaphorically structured as something that bothering her mind and emotion.

D. Wrecked, solitary, here –

Wrecked, solitary, here – is almost has a similar meaning with the previous metaphorical expression which is "and creak across my soul". It tells the thing that bothering her serenity. The poet tries to tell us about her condition that the pressure is breaking the silence by not say it, but rather used the phrase Wrecked, solitary, here that metaphorically structured as something that bothering her condition.

E. And I dropped down, and down –

This metaphorical expression means depression based on the whole context of the poem. In which the word "down" indicates the emotional condition of the poet that feels so sad and falls into depression.

F. And Finished knowing - then –

This metaphorical expression means that the poet already gives up. This metaphorically describes that the life lived by the women is already finished. It depends on the reader whether they want to consider the poet is dead or the poet gives up and falls into depression.

Because I could Not Stop for Death

A. Because I could not stop for Death –

This metaphorical expression has a meaning that everyone will die. The poet tries to highlight the reality that as a human being who lives in this world are cannot escape from the fact that everyone will die, because death cannot be stopped, but must be accepted.

B. He kindly stopped for me –

This metaphorical expression implies dying in peace. In this case, the word “he” that refers to the “death” is being described in this poem approaching the poet to face the death in a very good way like a man who treats a woman politely. The poet tries to convey the idea of dying in peace by not tell it in the literal language, but rather used the metaphor “he (death) kindly stopped for me”. This metaphorical expression shows that death that fetches the poet is very peaceful.

C. The Carriage held but just Ourselves –

The Carriage held but just Ourselves – implies that we die alone. Dying alone means we cannot ask anyone or our beloved one to help us and accompany us in facing death. They may be sitting around us but they can’t stop the death itself. The poet also tries to explain that we die in solitude, go to another world with loneliness and there is only eternity after that.

D. We slowly drove – He knew no haste

The metaphorical expression from “We slowly drove – He knew no haste” still correlates with the previous one that implies dying in peace. in this case, the words “slowly drove” This metaphorical expression shows that her journey to face death is not rushed which means that the death that experience by the poet very peaceful.

E. For His Civility –

The metaphorical expression from “For His Civility –” still correlate with the previous one which is “He kindly stopped for me –” and “We slowly drove – He knew no haste” which implies dying in peace. In this case, the word “civility” is metaphorically structured about peace. The women in the poem try to illustrate that the way death comes to her is like the way of a man that treats women with civility.

F. Or rather – He passed Us –

This metaphorical expression implies about time is running so fast. The woman in this poem explained in the previous line that she felt like she had just passed her school, her fields, and even the setting sun. but then she thinks that it is not herself who is passing through all of those things. But that is all those things that pass through her which metaphorically shows that time is running every day and everything in this life seems so short.

G. The Dews drew quivering and Chill –

This metaphorical expression has a meaning of sweating because nervous. Imagine a situation when we face something big in our life which makes us sweats because we feel nervous. In this case, Emily Dickinson tries to explain her situation when she feels nervous by using the concept of dew that is metaphorically structured as sweating.

H. Feels shorter than the Day

The metaphorical expression of “Feels shorter than the Day” has the implicit meaning that life is too short. This statement is strengthened by the previous line that the poet tries to explain even the centuries feel shorter than the day.

CONCLUSION

The researcher concludes that the result of the metaphorical expressions in Emily Dickinson’s selected poems shows 17 findings for the types of metaphor in Emily Dickinson *I Felt a Funeral in My Brain, Because I could Not Stop for Death* and *I Heard a Fly Buzz – when I Died*. Those 17 metaphorical expressions are divided into 5 types of metaphor there are entity metaphor 4 data, structural metaphor 5 data, orientation metaphor 1 data, container metaphor 1 data and personification 6 data. According to the data found in three selected poems by Emily Dickinson, the researcher concludes that personification was dominant in her poem.

Regarding the second research question about the implicit meaning of metaphor found in Emily Dickinson’s poems, *I Felt a Funeral in My Brain, Because I could Not Stop for Death* and *I Heard a Fly Buzz – when I Died*, the researcher conclude that the implicit meaning of metaphorical expressions is talking about death and pressure. The poems convey almost the same message. There is also information about life inside the poems. However, it can be indicating that the dominant message of those three poems is talk about death.

From the analysis that has been done, it can be concluded that metaphor has an important role in the poem due to the aesthetic effect. That’s also becoming the reason why the poet chooses to use metaphor in their literary

works. Metaphors can make the poem more interesting to be read and give the image to the reader to imagine the idea that the poets try to convey differently. It also helps the reader to capture the idea by knowing the implicit meaning of each metaphor to understand the hidden message of each metaphorical expression contains in the poems.

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MORAL VALUES ANALYSIS IN *THE FAULT IN OUR STARS* NOVEL BY JOHN GREEN

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Abstract

Moral Value is a value that affects individual and social behavior in behaving. The current study aimed to find the categories of moral values that John Green tries to convey in *The Fault in Our Stars* novel and to interpret its meaning by using the theory of Universal Moral Values by Kinnier et. al with four major moral values. To be able to understand moral values in the story without misinterpretation and the lessons can be applied in real life. This study used the qualitative method because it focuses on describing and interpreting the moral values in descriptive. The primary source of data is taken from the novel *The Fault in Our Stars* in the form of narrations and the secondary data is from previous studies in the form of statements that comes from the study findings. The results of the current study show that the categories of moral values found in the novel are (1) Commitment to something greater than oneself, (2) Self-respect, but with humility, self-discipline, and acceptance of personal responsibility, and (3) Respect and caring for others, while the moral value that is not found is (4) Caring for other living things and environment which indicates that John Green inserted moral values in the novel more about the personal lives of the characters and the relationships between them, which to civilize it, readers, to have the moral as an individual, being good to other people and to believe to something greater.

Keywords: John Green, Moral Values, *The Fault in Our Stars*, Universal Moral Values

INTRODUCTION

Chowdhury (2016) stated that moral with its action called morality is a human behavior towards a situation or thing and Value is the norm that is believed by society as a foundation for humans in taking action. We live where moral values commonly become the main benchmark for humans to act in daily life, there are values in social life, values in sports, values in art as including in literature. Values emerge from predecessors who came from the culture, tradition, and religious beliefs. Barcalow in Fajar (2017) describes moral as something that can be evaluated from someone's actions, and people can judge whether good or bad, morally acceptable or not, prohibited or allowed. Chippendale (2001) explains value as what is important in a person's life while Lina & Setiawan (2017) stated that value defines right or wrong for an individual or a group. Literature and value are inseparable, each literary work must have a value that can influence its readers to behave well (Abrams, 2009). Based on those explanations, moral values focuses on the view of goodness or badness of human action and characters. Moral values could be defined as a value on how to evaluate something right and wrong and could differentiate between right or wrong of a person's behavior refer to the value used by society. In different words, Moral Value is a value that influences a person's behavior.

The level of importance in having values in life because by having them would affect one's attitude towards themselves and their interaction in social life. Guerin (2001) argued that literature should be delightful and instructive. Literature as one of the major media must have a value including moral value so that a literary work not only gives its readers a pleasure but also provides values and lessons.

Literature is powerful and moral value is one of the important elements in a literary work. No exception is the literary work made by John Green, a famous writer from the United States. In his novel titled *The Fault in Our Stars* which tells about teenage life, he inserts a life value of struggle in life that is mostly portrayed through the characters of Hazel and Augustus. John Green is known as the writer of fiction works who focuses more on adult and teen stories. *The Fault in Our Stars* novel that he created is inspired by his friend who has died fighting against thyroid cancer. In the statement made by John, the reason he made this novel is to give a picture that someone who suffers from an illness does not mean to have any hope. Conversely, people with the illness are just

the same as other healthy people where they have a desire to do an activity, even to love someone. The novel received appreciation from the public, millions of copies sold, was once the # 1 New York Times Bestseller, # 1 USA Today Bestseller, #1 International Bestseller, and was awarded the Audie Award for Teens (2013).

By having the enticing story, providing insight, and getting good appreciation from the community, even being adapted into a movie in 2014 proves that there are something valuable in morality scope for many people about the story of the struggle of life in the novel, this makes the writers eager to analyze aspects of moral values contained in *The Fault in Our Stars* written by John Green as a focus of the current study. Generally, the novel tells about Hazel, a young 16th years old girl who struggles with cancer, in which she is not very passionate about living until it's time that a young man can inspire her to live a better life and they struggle against the disease by doing things they like such as reading novels which the stories of the novels they read are also about a girl who has cancer as a motivation.

The Fault in Our Stars novel is included popular literature, Swirski (1999) in his essay *Popular and Highbrow Literature: A Comparative View* describes people seeing underestimate to popular literature because of the word uses in a common language which closes to the readers, made only for pleasure, less artistic, mostly known for the mass production of it and to earn profit as much as possible. In contrast to highbrow literature or classical literature that uses more sophisticated words, is valued more, and reading the works could improve the readers intellectually. However, popular literature also provides information, knowledge, and could be as a medium to put moral values just like classical literature and civilized its readers.

This research is important to do to foster a sense of awareness for humans of the importance of having a value in life, especially morals, which organizes the way humans think, act, understand the circumstances, and to have respect for others, including respect to the opposite sex, especially to women who always seen as weak people, as stated by Aryangga & Nurmaily (2017), women seem to have a lot of weak spots in living their roles as women assigned by their sex. It seems like women were born only to marry and breed, no more than that, this condition is of course negative, as human and God creatures, we need to respect each other regardless of looking down on a people because having something different, such different gender, religion, or other different things, we need to have a moral value to makes our behavior in positive states. Yunara & Kardiansyah (2017) stated that people see someone's sex as an important predictor of their abilities, characters, appearances, and interests which are known as gender stereotypes. This phenomenon should not occur, there should be no gender gap, there must be not certain gender group that is considered stronger or weaker, regarding these problems, we need to have moral value so that we can have social balance, to respect others. In addition, by having a strong moral value, we as a human could influence our behavior to be a good person and having a normal personality, unlike the main character in the novel *Lolita* who suffer Ephebophilia, as stated by Amelia & Dintasi (2017) An Ephebophile is someone who gains satisfaction by having a sexual fantasy towards the young girl. This research provides an understanding that having a moral value is crucial and essential for human lives to makes our attitude to be positive and minimizing a negative action and statement. Furthermore, this research was conducted to appreciate the popular literature created by authors including John Green who had entered into the 100 most influential people in the world as reported in Time Magazine in 2014. With an abundant of appreciation given by the public for the literary works that John Green has made, it indicates that his literary works, which are included as popular literature not only function to get pleasure but also provides a value and knowledge that could affect positively to the behavior and mindset of the readers.

The difference between the current study with previous studies lies in the content of moral values contained in the novel *The Fault in Our Stars* which tells the lives of young people struggling with cancer, it tells how to regain a life that once felt empty to be a colorful life even in imperfections condition, the story also tells about friendship and love which of course will provide variations in moral values. Moreover, each personality has its understanding of a problem and value, which of course will make a variety of interpretations among writers.

There are two research problems in the current study: (1) What are the categories of moral values that the author tries to convey in *The Fault in Our Stars*?, (2) How are the moral values in *The Fault in Our Stars* described? With the objectives (1) To find out the categories of moral values that the author tries to convey in *The Fault in Our Stars*, and (2) To describe moral values in *The Fault in Our Stars*. Theoretically, the current study provides information and descriptions of moral values contained in the novel *The Fault in Our Stars*. In addition, this study provides knowledge of universal moral values definition, it types and expected to be very useful for the future researcher who is interested in conducting the similar study using Kinier et al theory of Universal Moral Values and Moral Philosophical Approaches which focus on moral values interpretation in a literary work. Practically, this study provides an understanding of literature in the aspect that a novel is not just a fictional story but contains a good and moral value that can later be applied in life. For University and general students, this study is useful in understanding moral values practically by applying the knowledge and lessons contained in this study. In addition, this study is aimed at fostering a sense of appreciation for a literary work by analyzing the elements contained

therein. Which will continue on the new literary works created by the authors because of the high sense of appreciation given.

Many researchers had been conducted on analyzing moral values in literary work, especially novels. In the current study, the writers put two previous studies that focus on the same study in interpreting moral values in a novel. There is a thesis written by Pandansari titled *Moral Values Reflected Through Major Character in Shara Shepard' Pretty Little Liars* in 2016 and a thesis written by Sari in 2019 entitled *An Analysis of Moral Values in "Gulliver's Travel" Novel*. In addition, one previous study conducted on the similar novel *The Fault in Our Stars* with a different focus of the study is also needed for the writers to get a deeper understanding and provides different perspective towards the story of *The Fault in Our Stars* novel, there is a research in the form of the journal entitled *A Study on Characterization of the Main Character in The Fault in Our Stars* written by Patmarinanta (2016). These studies have several relations with the current study, especially about the Universal Theory of Moral Values in Sari's, the Moral and Philosophical approach in Pandansari's and to know deeper about the novel from the aspect of characterization of characters in *The Fault in Our Stars* in Patmarinanta's and Ernawati's.

The writers use the theory of Universal Moral Values proposed by Kinnier et al in interpreting the values in the novel. Contemporary Writers including Krieger, Russel, and Patterson in Kinnier (2000) have argued that the future survival of humanity may depend on the acceptance of a global ethic, without it may cause those in power may simply indoctrinate the other party which has the weaker position. The call for a list of Universal moral values is has been echoed from time to time to avoid the powered one controlling the less powered. Kinnier et al did research focusing on Universal Moral Values, the theory is obtained from the conclusion of the major religious texts and literary texts regarding philosophies. There are four major Universal Moral Values; (1) Commitment to something greater than oneself, (2) Self-respect but with humility, self-discipline, and acceptance of personal responsibility, (3) Respect and caring for others, and (4) Caring for other living things and the environment. The theory of Universal Moral Values from Kinnier et al assist the writers in categorizing the moral values contained in the novel as clearly as possible, in addition by applying the theory could provide the findings of the current study be more acceptable for many groups, races, and parts of the world because it is universal. Theory of the elements in fiction work by Nurgiyantoro and Lukacs with the *Theory of Novel* is also used in this study to provide the understanding that moral value is included in extrinsic elements, elements that cannot be directly found in the text of a novel. Furthermore, Moral and Philosophical approaches that are derivative of literary criticism are applied in the current study. As stated by Plato in Guerin (2016) Moral and Philosophical approaches describe literature must exhibit moralism to civilized its readers. The approach itself is defined by Anthony (1963) as the level at which assumption and beliefs about something including literary work.

METHOD

The methodology used in this research is qualitative. The purpose of this methodology in the current study is to describe descriptively the moral value meaning of a text. According to Samanik & Lianasari (2016), texts are defined broadly as books, essays, interviews, speeches, articles, and many more, in the current study, the text is in the form of a book more precisely is a novel, *The Fault in Our Stars*. There are two data used in this study: primary data and secondary data. The primary source of the data in this study is *The Fault in Our Stars* novel written by John Green. The primary data in this study are narrations related to moral values contained in *The Fault in Our Stars* by John Green. The secondary source of data in this study has a position as supporting data, which are something that may complete the interpretation findings of moral values. The secondary data are in the form of statements and result of a research which correlates with the current study.

The data collection technique used in this study focuses on the need for analysis which is a documented technique. Bowen (2009) describes the use of document technique is to collect the evidence of the study findings. This data collection technique aims to obtain the desired data from *The Fault in Our Stars* which is in the form of narration as the quotation. Documentation can be used as evidence of the analysis result. The steps of primary data collection of this study are as follows;(1) The writers read *The Fault in Our Stars* carefully, (2) The writers giving mark on phrases, narrations, or dialogues in *The Fault in Our Stars* novel that considered contains the moral value. (3) The writers make a list based on the specifications of moral values. The steps of the secondary data collection of this study are as follows: (1) The writers read a previous study that correlates with the current study. (2) The writers make a note of the needed result or statements from the sources of the secondary data.

For the data analyzing technique, the writers used the theory of data presentation analysis from Cresswell (1998), as follows: (1) Compiling and preparing data of narrations or dialogues from the novel that contains moral values. (2) Interpreting step, and correlating the result of the analysis of the moral values to the secondary data as supporting data to complete the interpretations. (3) Concluding and representing the data. The writers displayed the result of interpretation in the form of a narrative description.

FINDINGS AND DISCUSSION

Categories of Moral Value as Presented in The Fault in Our Stars Novel By John Green and Directly How it Described.

The data of the recent study is in the form of narration and dialogues are taken from *The Fault in Our Stars* Novel. The moral values are classified by the application of the Universal Moral Values Theory proposed by Kinnier et.al. There are four major Universal Moral Values; (1) Commitment to something greater than oneself, (2) Self-respect but with humility, self-discipline, and acceptance of personal responsibility, (3) Respect and caring for others, and (4) Caring for other living things and the environment. After the moral values are categorized, the writers direct to interpret the data. Three data are interpreted and presented in the current study, where all three occupy each category of the moral value of the four categories of the theory Universal Moral Values., while there is the type of moral values that did not found in *The Fault in Our Stars* Novel, the *Caring for other living things and the environment* category. For further explanation and discussions as following:

1. Commitment to something greater than oneself

Commitment to something greater than oneself is the major moral value focused on a person's behavior that belief in something greater than himself or herself. Something greater is defined to not only refer to God but also to someone or something that belief by other people has greater power than themselves. There are three more specific moral values in this category (1) To recognize the existence of and be committed to a Supreme Being, higher principle, transcendent purpose or meaning to one's existence, (2) To seek the truth, and (3) To seek justice. The analysis of moral values in this category as found in the novel *The Fault in Our Stars* as follows:

To Recognize the existence of and be committed to a Supreme Being, higher principle, transcendent purpose or meaning to one's existence

The circle filled in with the unlucky twelve-to-eighteens, and then Patrick started us out with the serenity prayer: God, grant me the serenity to accept the things I cannot change, the courage to change the things I can, and the wisdom to know the difference. (Green, pg. 9-10)

According to the theory of Universal Moral Values by Kinnier (2000), the above quotation has a moral value that can be categorized into a commitment to something greater than oneself. More specifically, including in the category of *recognizing the existence of and be committed to a supreme being*, which in this case is referred to God. It can be categorized as such because the character named Patrick in the scene seems to believe in the existence of God who is depicted as the ruler and holder of all life and destiny. Behavior emitted by Patrick is an act that shows that he has morals, especially for the environment in which he lives, which in the story is described as an environment that believes in God, which is generally Christian.

Patrick is the leader of Support Group that filled by people who has an illness, the function of the group is to support each other and as seen in the quotation above, Patrick tries to make the member of the group and himself to be patient and firm, although with the condition that they have. The Support Group is also followed by the main character and the narrator, Hazel, who suffered cancer in her lung.

The moral value contained in the quotation above is to accept the existence of something greater than human, to believe in God because recognizing its existence will make people feel calmer and more accepting of their living conditions, to accept the destiny given by God, as illustrated in the novel scene. With notes, it does not mean humans only accept everything without making any effort. For example, when humans live in poverty, it does not mean accepting it forever and surrender to the situation, but rather trying to escape poverty by working harder, and when humans have worked very hard, then the concept of gratitude needs to be done for what is obtained. Refer back to the above quotation which says that "to accept the things I cannot change, the courage to change the things I can", means that as humans we need to accept things that we cannot change normally, such as the shape of human body parts, the family where we were born, or as in the novel *The Fault in Our Stars*, in which almost all the characters in the story have a disease that is difficult to cure. In contrast, humans can focus on things that can be changed or developed such as the level of intelligence by learning and reading books or strengthening the financial side by working harder and smarter.

2. Self-respect, but with humility, self-discipline, and acceptance of personal responsibility (Personal Moral Value)

To act in accordance with one's conscience and to accept responsibility for one's behavior. In the lifetime of the human need to have personal responsibility, to control their behavior, and learn to be responsible for every action taken.

The analysis of moral values in this category as found in the novel *The Fault in Our Stars* as follows:

Augustus pulled out a cigarette and tapped the filter against the table. "stupid human voices always ruining everything." (Green, Pg. 164)

Based on Kinnier's theory of Universal Moral Values, the above quotation is included as a personal moral value and previously included as the moral value of *to act in accordance with one's conscience and to accept responsibility for one's behavior*. The reason why the moral value contained in the text is including in the category is that as portrayed in the novel, the character Augustus shows his moral reaction and behavior towards human voices that often ruined everything, ruin the other people's wish. It shows that Augustus has good morals, and it is in line with the findings of the previous study from Patmarinanta and Ernawati's work entitled *A Study on Characterization of the Main Character in "The Fault in Our Stars"* which said that Augustus is a loyal and kind person who always tries to make his surrounding in the positive state by doing positive action and statement.

The moral value of the text is that as humans we must keep our mouths from issuing negative words that can affect one's feelings. We must restrain and guard ourselves against issuing bad words to other people. The thing that humans can do as individuals is if we see something wrong with other people, then we need to give criticism coupled with giving solutions, not just giving negative words without giving solutions. The human need to be responsible, including the words that are said to other people, the human need to filtered the words that come out from the mouth, think first, then said, not vice versa. Having the value and implemented in human behavior will produce positive circumstances.

3. Respect and Caring for Others

The moral value of Respect and Caring for Others focus on a value that influences human behavior to act positively to other people. More specific moral values in this category are: *To recognize the connectedness between all people, To serve humankind and to be helpful to individuals, To be caring, respectful, compassionate, tolerant, forgiving of others, and To not hurt others.*

The analysis of moral values in this category as found in the novel *The Fault in Our Stars* as follows:

As we walked through the crowded tram, an old man stood up to give us seats together, and I tried to tell him to sit, but he gestured toward the seat insistently. (Green, pg. 161)

The action did by the old man in the story as portrayed in the quotation is include as the moral value of *to be caring and compassionate to others* based on Kinnier's theory, in which the old man is caring by giving a seat in a bus to Hazel and Augustus who can be seen physically has an illness, that hazel needs to always carry oxygen tanks. Although there are other people in transportation, the old man swiftly stood up and offered a seat to them. The moral value that can be taken is to give something to someone who is more in need, referring to the above quotation, specifically about giving a seat to someone who is more in need. The main point is to give something to those who need it more.

CONCLUSION

Based on the analysis of the current study of the Universal Moral Values theory proposed by Kinnier et. al. to categorize moral values contained in John Green's work *The Fault in Our Stars*, revealing the novel almost meet the four major categories of moral values, there is (1) *Commitment to something greater than oneself*, (2) *Self-respect, but with humility, self-discipline, and acceptance of personal responsibility* and (3) *Respect and caring for others*, meanwhile, moral values (4) *Caring for other living things and environments are not found in the novel*. Although no moral value is found to care about other creatures and the environment, it does not mean that John Green does not have the intention to invite readers to behave well in nature and the environment, but rather, this novel is more focused on the personal lives of its characters, especially the main characters, Hazel and Augustus, about their belief in something Greater, their value which is to be responsible with their actions, and to be caring and to feel sympathy to other people. Having morals as an individual is an important thing to have in life

to keep everything in a positive state. From the results of the analysis of this study, the writers suggest the reader apply moral values and lessons that have been presented to be someone who has good behavior towards ourselves, towards others, and also trusts to something greater from us, to make our behavior is calmer, as illustrated in the novel *The Fault in Our Stars* by John Green.

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A METAPRAGMATIC ANALYSIS: A STUDY OF PRAGMATIC FAILURE FOUND IN INDONESIAN EFL STUDENTS

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Abstract

This research aimed to investigate the possibilities of pragmatic failure done by Indonesian EFL students through their translation. This study employed theories by Thomas (1983) and Muir et al (2011) to answer the research question coming along with the problem concerned. As mentioned by Natrio (2018) that Indonesian EFL students lack pragmatic competence because they don't recognize the intention of one language transferring is inappropriate. This research used a descriptive qualitative method in collecting the data. The data were coming from students' performance in translating short dialogue texts which contained idioms in them. The instrument given was two-way translation, English-Indonesian, and vice versa. As the result, this study found that the respondents experienced pragmatic failure in their performance which happened in several types, namely pragma-linguistic failure and socio-pragmatic failure, both of which were found in all types of texts given. It was also found that the failure that happened in English-Indonesian text was higher in number compared to the other type of text in which in all the data found, the failure in English-Indonesian text translation is 161 while in Indonesian-English text translation is 139. On the other hand, this study also revealed that the factors of the students' pragmatic failure that happened in their translation performance were coming from both the pragmatic transfer which influenced by either their native, source language or their understanding and lack of linguistic proficiency.

Keywords: idiom, pragmatic failure, translation

INTRODUCTION

One of the main difficulties faced in translation is the pragmatic aspect of language. It is because as mentioned in Hickey (1998) that in translation there is a misleading transfer, not only in the language but also in the context. Therefore, to achieve an accurate and acceptable translation, pragmatic skills are needed. Pragmatic skill or pragmatic competence is the ability of someone as the hearer to understand the message implied by the speaker. Pragmatic competence is significant so that hearer comprehends what speakers say contextually (Cruz, 2018). Being able to understand the intention of what people say is one of the aspects that make the communication run as it is supposed to be. In contrast with pragmatic competence which is mentioned previously, the inability to understand the message implied in communication is what is called pragmatic failure. Lu (2019) mentioned that pragmatic inappropriateness as a pragmatic failure in line with the idea proposed by Thomas (1983). Thomas (1983) proposed the idea that pragmatic failure is the inability to understand what is meant by what is said. Based on the definition, there are two types of pragmatic failure; pragma linguistic failure and socio-pragmatic failure. Pragma-linguistic failure linked the linguistics matters which are mostly due to the lack of linguistic knowledge of the certain language that differs from Pragma-linguistic failure. Meanwhile, socio-pragmatic failure is linked to the inability to consider the social context of someone's idea which might happen due to cultural differences and limited knowledge of certain social aspects.

Several studies regarding pragmatic failure have been conducted. Al-Saidi & Rashid (2015) analyzed pragmatic failure through the translation of published work both in English to Arabic and vice versa and the result of this study showed that non-natives generally do not consider the socio-pragmatic aspect when translating which led them to commit pragmatic failure. While Al-furaiji (2017) analyzed pragmatic failure through students' translation of political proverb done by Iraqi EFL students and the result showed that generally, the chosen participants failed to attain the duties in interpreting the given proverbs and it assumed that pragmatic failure raised in Iraqi EFL students' interpretation due to lack of pragmatic knowledge and linguistic inability. In

addition, Natrio (2018) analyzed pragmatic failure through the translation of a proverb done by Indonesian EFL students and the result showed that the translation of the Indonesian proverb not acceptable in the target language considering how the cultural aspect is not transferred properly.

Considering those previous studies mentioned earlier, the researchers found a noticeable point as a consideration to do further research regarding the topic discussed. The gaps can be seen in the data of the analysis and the method of the analysis. Researchers conducted a study on pragmatic failure performed by Indonesian EFL students in translating the idioms. This is done by considering that translating idioms is difficult especially for those who are not aware of the cultural difference between the source language and the target language (Adelina and Dastjerdi, 2011). In other words, the conversation will be more successful if people involved understand the idiom given (Adelina and Suprayogi, 2020). This research aims to investigate the possibilities of pragmatic failure done by Indonesian EFL students through their translation toward the idioms.

LITERATURE REVIEW

Pragmatic Failure Types

The inability to understand the message implied in communication is what is meant by pragmatic Failure. Those who do not have a good sense of pragmatic competence in communication considered as a person who pragmatically failed in grabbing the idea that arises in the communication where they are around. Thomas (1983) proposed this idea by mentioned that “Pragmatic Failure is the inability to understand what is meant by what is said”. Riley (1989) as cited in Yusifova (2018) used another term that in line with this idea stated that pragmatic error is the inappropriate use of foreign social rules and behavior in one’s culture by non-native users of the language. Thomas (1983) has composed types of pragmatic failure in her research journal i.e. pragma linguistic failure and socio-pragmatic failure.

1. Pragma-linguistic Failure

Pragma-linguistic failure is linked to linguistics matters. This failure happened when the hearer catches the speech acts strategy that is given by the speaker inappropriately, Thomas (1983). Pragma-linguistic failure usually happened when the linguistic structure of certain language produce by the non-native speaker is different from what has been set by the native one which makes the conversation sounds odd. The following is an example of Pragma-linguistic Failure:

A: *Is it a good restaurant?*

B: *of course*

The conversation above occurs between Russian and native English. Linguistically, to answer that question should be answered with yes, it is as it is in the English context. Even though in Russian, *konesno!*, of course, used more often than *da/yes*, answering the question by using of course consider impolite in this context.

Differ from pragma-linguistic failure, socio-pragmatic failure linked to social context. This happened due to the differences from one culture to another met in the communication (Thomas, 1983). The topic in communication, when it considers social aspect often results from pragmatic failure due to the differences in the culture. One topic may be considered odd or unacceptable to one party while to the other one is simply a normal thing to discuss. The following is the example of Socio-pragmatic Failure

A: *you look so thin; how much do you weigh?*

B: *umm, well...*

The discussion above occurs between Korean and Native English. Considering the Korean aspect, asking about weight is pretty taboo, and being in that situation causes an awkward atmosphere. As the native one probably did not know about it make the discussion did go well.

Pragmatic Failure Factors

Things happened with reason and committed pragmatic failure as well. Pragmatic failure usually happened because of the factors namely lack of linguistic competence and cultural differences. A deeper explanation was given by Thomas (1983), pragma-linguistic failure may arise from two identifiable sources: teaching-induced errors and pragma-linguistic transfer while socio-pragmatic failure is caused by several factors such as the size of imposition, taboos, and cross-culturally different assessments of relative power or social distance. Another explanation given by Wulandari et al (2018) found that pragmatic failure is caused by five reasons, “namely failure in understanding others’ intentions, failures in understanding others’ state, denials to the reality, trauma, and failures in understanding a situation. Thus, the researcher decided after several considerations to use the theory given by Muir

et al (2011). This is done because several factors given by those researchers Thomas (2013) and Wulandari et al (2018) could be simplified into the factors below.

1. Pragmatic Transfer

The phenomenon of pragmatic failure may arise from the fact that the interference of the target language is playing a big role in communication. Thus, the limited knowledge of the identity of the target language may be the bigger influence on the pragmatic transfer in the communication that affects the non-native speakers' performance negatively. Moreover, it is found many times that non-native speakers often are influenced by the identity of their first language while having communication in the target language. Muir et al (2011) stated that in their performance, non-native often influence by the cultural norms of their mother language. Kuswoyo (2014) supported the argument stated that non-native speaker often experiences challenges in learning a new language because their habit influenced much on their performance.

2. Linguistic Proficiency

Wolfon (1989) as cited in Muir et al (2011) argues that pragmatic failure not only exists because of the pragmatic transfer but also the limited linguistic knowledge of the target language. It often happens to non-native that they produce native-like languages which linguistically inappropriate that happen because of low linguistic proficiency. While investigating apologies, Wolfon (1989) as cited in Muir et al (2011) founds that non-native speakers often express an inappropriate degree of regret because their proficiency was inadequate.

METHOD

This study is limited to find out the types of pragmatic failure and the factor(s) causing pragmatic failure on students' translating performance. This study implements a descriptive qualitative method because the collected data are presented in a structured or written way according to Gulö & Rahmawelly (2019). This method is chosen because the researchers can collect the data in several ways; interviews, observation, and focus group discussion, and the data will not be presented in a statistical way (Kuswoyo and Audina, 2020). The participants of this study are 20 EFL students coming from one of the private universities in Indonesia and English Literature in the third year who have already taken or are taking the second stage of translation class. In conducting this research, the data of this research is students' translation of idiom in the form of sentence and students' interview result. Both are needed to get a more accurate result of students' real condition while facing the difficulties in translating the text given. As the subject of this research, the respondents are asked to translate texts from English to Indonesian and/or vice versa. In this research, the texts given are texts which contain idiom in the form of short dialogue adapted from several sources found in related sources in 20 short dialogues. After having the instrument, to collect the data, the writers asked the respondents to translate the texts. Then, right after the translation results are received, the writers checked the translation and does the interview after. After gathering the result of both translation and interview, the writers took note of the important things that could be studied based on the theory used. After collecting the data, the researcher analyzed the data in several steps. First, the researchers separate the data depending on the step to get the data because the data are used to answer a different research question. Then, for the first research question, the data classified into two types of pragmatic failure. Next, for the second research question, the data are categorized into several factors. The result of this study will not make any generalization to the Indonesian EFL students because this study is done on a small scale.

FINDINGS AND DISCUSSION

The first part of this chapter discussing the finding of the first research question which is what is a pragmatic failure and its types found on the chosen EFL students' translation performance. Then, the second part of this chapter discusses the finding of the second research question in which what are the factors that are caused pragmatic failure found on the chosen EFL students. The data and explanation are discussed below.

Types of Pragmatic Failure

Considering the result of the translation given to the respondents, nearly all of the translation given by the respondents failed both in either pragma-linguistic failure or socio-pragmatic failure. After analyzing the texts, it is found that the failure in English-Indonesian translation is higher in number compared to Indonesia- English translation. Either pragma-linguistic failure or socio-pragmatic failures are found in English Indonesian translation is higher in number than those in Indonesian-English translation. The detail of several failures can be seen in the following table below.

Table 1. Pragmatic Failure found in the chosen EFL students translation performance

Short Dialogue Text	Pragma-linguistic Failure	Socio-pragmatic Failure
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English-Indonesian	71	90
Indonesian-English	52	87
Total Failure	123	177

Types of Pragmatic Failure in English-Indonesian Translation

Several analyses have been done to the translation result in English-Indonesian idiom short dialogue texts, and it shows that types of pragmatic failure both pragma-linguistic failure and socio-pragmatic failure exist in English-Indonesian idiom short dialogue texts translation result. The detail can be seen in the following table below.

Table 2. Detail of Pragmatic Failure found in English-Indonesian Translation

Idiom Text	Pragma-linguistic Failure	Socio-pragmatic Failure
Leave no stone unturned	3	13
Bookworm.	7	1
Let sleeping dogs lie.	4	14
Spill the tea	11	9
In a blink of an eye	11	11
My cup of tea	5	7
It's a piece of cake	10	6
Cut me dead	8	14
Beating about the bush	5	4
Hit the hay now	7	11
Total Failure	71	90

Pragma-Linguistic Failure in English-Indonesian Translation

There are several types of failure found in English –Indonesian idiom text translation. First, it happened due to the text did not transfer to the target language. Second, it happened because of the unacceptable structure given by the respondents when it comes to the target language structural form and last is because of the word choices. The discussion of Pragma-linguistic failure found in English –Indonesian idiom text translation happened in several ways can be seen as followed.

Maya: I'd bring my sister but I don't think I can stop her from reading even for new game. She's bookworm. (Datum 2)

Maya: Ok saya akan ajak kakak saya tapi saya rasa saya tidak bsa menghentikan nya untuk berhenti membaca, karena dia kutu butu sis.

The translation above is considered as pragma-linguistic failure. This is because the transfer given by the translator is considered linguistically inaccurate in the target language. In the target language, the word *sis* has its meaning which is commonly known as partner we are talking to but it does not accept linguistically in the target language because such a word is adapted from English and applied in casual conversation. The point is that, from the transfer given, it clearly shows that the translator failed to transfer the text given to the target language. The occurrence of the word *sis* is confusing considering the target language.

Socio-Pragmatic Failure in English-Indonesian Translation

Compared to the pragma-linguistic failure, the identification of socio-pragmatic failure found in English-Indonesian Idiom text translation is easier to be identified because as long as the intention of the source language did not transfer to the target language then it becomes one. Even though it easier to identify socio-pragmatic failure, there are several types of failure found in English –Indonesian idiom text translation. First, it happened due to the whole meaning of the text given did not transfer to the target language correctly. Second, it happened because the idiom given did not transfer to the target language correctly so it makes the translation less accurate. The discussion of Pragma-linguistic failure found in English –Indonesian idiom text translation happened in several ways can be seen as followed.

May: I'll leave no stone unturned. (Datum 11)

May: aku tidak akan meninggalkan batu terlewat

The translation above is considered as socio-pragmatic failure. This due to the fact that the message transferred to the target language is unacceptable. In the source language, the idiom leave no stone unturned has

its meaning in which the speaker in the dialogue will find the gemstone and give it back to her partner while in the translation, the translator transfers the idea by giving the literal meaning in each word which changes the meaning that the speaker will not leave the unrecognizable stone. The transfer in the target language is not understandable. This translates failed pragmatically because it is not only inaccurate but also unacceptable.

Types of Pragmatic Failure in Indonesian-English Translation

The translation above is considered a socio-pragmatic failure. This due to the fact that the message transferred to the target language is unacceptable. In the source language, the idiom ***leave no stone unturned*** have its meaning in which the speaker in the dialogue will find the gemstone and give it back to her partner while in the translation, the translator transfer the idea by giving the literal meaning in each word which changes the meaning that the speaker will not leave the unrecognizable stone. The transfer in the target language is not understandable. This translates failed pragmatically because it is not only inaccurate but also unacceptable.

Table 3. Detail of Pragmatic Failure found in Indonesian – English Translation

Idiom Text	Pragma-linguistic Failure	Socio-pragmatic Failure
<i>Tidak akan tinggal diam</i>	4	15
<i>Mahluk halus</i>	4	2
<i>Sepert tersambar petir</i>	2	19
<i>Keras kepala</i>	9	2
<i>Jatuh cinta</i>	7	1
<i>Kantong Kering</i>	5	8
<i>Banting harga</i>	6	14
<i>Banting tulang</i>	3	10
<i>ikut campur</i>	3	4
<i>Banting setir</i>	9	12
Total Failure	5	87

Pragma-Linguistic Failure in Indonesian-English Translation

There are several types of failure found in Indonesian - English idiom text translation. First, it happened due to the text did not transfer to the target language. Second, it happened because of the unacceptable structure given by the respondents when it comes to the target language structural form. The discussion of Pragma-linguistic failure found in Indonesian-English idiom text translation happened in several ways can be seen as followed.

Rika: coba saja, aku tidak akan tidak tinggal diam. (Datum 21)

*Rika: Try me, **Im** will not keep silent*

The translation above is considered as pragma-linguistic failure. This is because the transfer given by the translator is considered linguistically inaccurate in the target language. In the target language, the word I'm in the translation is not acceptable and can be replaced by the words *I*. The translator should omit the “m” to translate is acceptable structurally. Then, the transfer can be made in to “try me, I will not keep silent”. The transfer is unacceptable in the target language because it does not fulfill the structure form of the target language. On the other hand, it also is confusing to the reader because it is not clear either the speaker is doing the action or will doing the action.

Socio-Pragmatic Failure in Indonesian-English Translation

Compared to the pragma-linguistic failure, the identification of socio-pragmatic failure found in Indonesian – English Idiom text translation is easier to be identified because as long as the intention of the source language did not transfer to the target language then it becomes one. Even though it easier to identify socio-pragmatic failure, there are several types of failure found in Indonesian – English idiom text translation. First, it happened due to the whole meaning of the text given did not transfer to the target language correctly. Second, it happened because the idiom given did not transfer to the target language correctly so it makes the translation less accurate. The discussion of Pragma-linguistic failure found in Indonesian. Here is an example.

A: lebih baik aku diomeli sepanjang malam daripada harus melihat mahluk halus disini, kalian kan tahu ini hutan. (Datum 32)

A: It better than getting together with the insects.

The translation above is considered a socio-pragmatic failure. This because the message transferred to the target language is inaccurate. In the source language, the idiom *mahluk halus* has its meaning in which the speaker in the dialogue feels that he should be nagged by his parents rather than seeing spirits because he and his partner are in the forest while in the translation, the translator transfers the idea by changing the meaning of the source language that the speaker feels that it is better for him to be nagged by his parents rather than being together with insects. The transfer in the target language is acceptable but inaccurate because it missed the intention of the source language.

Factors of Pragmatic Failure

After some consideration which coming from the researcher's observation, this research revealed several factors that caused the failure performed by the respondents in which the failure happens both because of the pragmatic transfer and lack of linguistic proficiency. The failures also mentioned considering the result of the translation given by the respondents and the interview done to them. Nearly all of the students who performed pragmatic failure admit that factors to their failure are those already mentioned previously and it also can be seen in their performance. A deeper explanation can be seen below.

Factors of Pragmatic Failure in English-Indonesian Translation

Several failures are found In the English-Indonesian Translation result given by the respondents which are caused by several factors, the pragmatic transfer and lack of linguistic proficiency. Both of which are discussed in a deeper explanation can be seen below.

Pragmatic Transfer

The first factor that is considered as the cause of why the respondents performed pragmatic failure and failed to translate the short dialogue is because they failed to grab the intention in the source language. Somehow the respondents translated the text given in a less accurate translation because even though most of them successfully translate the idiom, somehow the meaning as a whole text is incorrectly transferred. This is also supported by the statement given in the interview by the respondents which she confirmed that what makes her often performed pragmatic failure in communication especially when it deals with English in which she is not a native to it is because she is not familiar with the topic discussed in the source language while she uses English as the language she speaks at the time. This factor is also supported by the fact that in the interview, some of the respondents lost at the question given to them. Instead of answering the reason why they performed pragmatic failure in communication, they answer it by explaining what is pragmatic or the causes of pragmatic failure in general but do not mention the reason why it happens to them.

Linguistic Proficiency

Another factor that caused a pragmatic failure in English – Indonesian idiom translation is the lack of linguistic knowledge in Indonesian when it comes to their first language. Even though they are the native Indonesian language, they also performed failure in terms of linguistic failure because some of the translations given in Indonesian are not acceptable considering the language standard of Indonesian. Some students giving the translation based on their linguistic knowledge which somehow, they did not aware that the word choices or the structure they performed are not accurate resulting them make such an acceptable translation to the target language but considered less accurate because it does not fulfill the standard language of Indonesian.

Factors of Pragmatic Failure in Indonesian-English Translation

Similar to the English-Indonesian Translation result, several failures which are caused by several factors were also found in Indonesian-English, the pragmatic transfer and lack of linguistic proficiency. Both of which are discussed in a deeper explanation can be seen below.

Pragmatic Transfer

The first noticeable factor in Indonesian-English translation pragmatic failure happens because the respondents often influenced by their first language rule while performed the translation. This can be seen in the students' translation result that is displayed before which clearly shows that the translation, they performed is either unacceptable, inaccurate, or less accurate considering the target language rules. In some cases, the failure also happened because they translate the text, especially the idiom has given by giving literal translation to each word that constructs the idiom in which somehow translates seems strange. After all, it does not make sense considering the whole meaning of the text given.

Linguistic Proficiency

The second factor that is noticeable which considered as the caused why the respondents performed pragmatic failure and failed to translate the text given which is short dialogue text which contains idiom in it is because they mostly lack linguistic proficiency when it comes to English. While in the translation to English, the noticeable failure happened can be seen in how the translator structurally failed to transfer the message from the target language. Somehow, the text is given also translated to the target language by adapting the source language rules in which in some texts are acceptable but most are not because it translates seems strange in the perspective of English.

CONCLUSION

This study has shown that nearly all Indonesian EFL students as the respondents of this study performed pragmatic failure in their translation. Thus, through this study, the writers highly suggested that Indonesian EFL should improve their ability especially in English because when it comes to using a foreign language, it is not only about being able to use such language but it also requires the ability to understand how to use such language in a certain way which in this study that the respondents, Indonesian EFL students are lack of. The skills to grab the intention of one language and transfer it to the target language with the incorrect and acceptable structure are helpful to those who use or learn a foreign language. Those skills can be practiced anywhere, anytime. It is also suggested to those who are interested in the topic discussed in this research to study further to the field that this study is limited on which can be coming from other theory, subject or anything else that can develop the discussion in this field, pragmatics.

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INTERPERSONAL METADISOURSE MARKERS IN JACINDA ARDERN SPEECH AT CHRISTCHURCH MEMORIAL

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Abstract

The research aims to find the types of interactive and interactional metadiscourse markers in Jacinda Ardern's speech at Christchurch memorial, and the function of each metadiscourse markers found in the speech. In doing the analysis, the writers applied Hyland's (2005) framework of interpersonal metadiscourse. This research applied descriptive qualitative method in analyzing and presenting the results. The findings show that Jacinda Ardern used both interactive and interactional resources of interpersonal metadiscourse. She used the interpersonal metadiscourse markers based on its functions. By the use of metadiscourse markers in the speech, Jacinda Ardern has successfully delivered a well-organized and persuasive speech, and built a good relationship with her audience.

Keywords: Christchurch memorial, interactional metadiscourse, interactive metadiscourse, interpersonal metadiscourse, speech

INTRODUCTION

As one of the latest theories in discourse studies, metadiscourse is a widely used term in current discourse analysis (Hyland, 2010). It is used as to manage social relationship between writer and reader(s). Metadiscourse was described as the interpersonal resources which are used to organize a discourse towards its content or the reader (Hyland, 2015). Metadiscourse studies mostly focus on written texts (Istiani & Puspita, 2020). However, metadiscourse is a part of spoken text as well (Ädel, 2006). Spoken texts are any piece of spoken language, including interview, speech, conversation, debate and many others. Speech is a process of speaking to a group of people to convey statements, ideas, persuade or entertain the people.

In delivering a speech, a speaker must be aware of several things such as the choice of words, language use and the organization of the speech. "Language is not simply used to convey information about the world. It also acts to present this information through the organization of the text itself" (Hyland, 2005:8). A speaker uses language to negotiate with hearers and to present a text interactively; hence, a speaker can create a relationship with hearer. Furthermore, interpersonal metadiscourse has an important mean in facilitating communication between the text, authors and audience (Esmer, 2017) and understanding implicit meaning of a speaker's utterances is needed in any kind of communications including speech (Fitri & Qodriani, 2016). Therefore, metadiscourse has an important role in a speech in order to persuade audience. Accordingly, it is considered important to reveal how metadiscourse markers are used in a speech. Thus, the authors in this research are interested in analyzing Jacinda Ardern's speech at Christchurch memorial. As cited from *The Washington Post* that, people over the world are praising Jacinda Ardern for her response to terrorist attack. The speech lasts about seven minutes which discussed about the terrorist attack and shows Ardern strong solidarity to all New Zealanders and all Muslim community. Through the speech, Ardern has shown, by mourning with people, respect and solidarity, as well as her empathy that make things getting better. The speech made people consider her as an inspirational leader. It can be seen from people's comments on the speech that support and praise her as a leader.

Several studies have discussed the use of metadiscourse markers in spoken texts such as Yipei and Lingling (2013) who investigated the interpersonal and textual meaning of Steve Job's speech in terms of Hyland's (2005) framework. The findings indicate that by the use of metadiscourse in the speech, Steve Jobs has elaborately projected his ideas, supported his position and facilitated mutual communication. Esmer (2017) analyzed the use of interpersonal metadiscourse by Pro-Turkish and Pro-Kurdish Leaders in their election rally speeches and discovered the role of metadiscourse markers in the speeches in the reflection of speakers'

ideologies. The researcher found that the two political leaders used the same interpersonal metadiscourse in their speeches. However, the markers functioned differently due to the different ideologies of each leader. Tashi and Suksawas (2018) discovered the interactional metadiscourse used in the Prime Minister of Bhutan speeches of various topics and the difference on metadiscourse markers used in every speech. The findings show that the interactional metadiscourse used by the Prime Minister of Bhutan are connected with his audience in an interactive, clear and elaborated direction.

This present study is aimed at analyzing the use of interpersonal metadiscourse markers and the functions of each metadiscourse marker used in Jacinda Ardern's speech at Christchurch memorial. This study is expected to give an overview of interpersonal metadiscourse markers especially how they are used and how they function.

The researchers employed Hyland's (2005) framework of interpersonal model of metadiscourse to do the analysis. The term metadiscourse has been viewed as one of linguistic features that is truly useful and helpful in the field of writing. Kuswoyo and Siregar (2019) have added that metadiscourse is considered as one of the manifest tools used in speaking skills. The concept of metadiscourse is based on Halliday's classification of three metafunctions of language. It is stated that ideational function is fulfilled by primary discourse while interpersonal and textual functions are fulfilled by metadiscourse (Kopple, 1985 in Nasiri, 2013). Varieties of taxonomies of metadiscourse have been proposed by some scholars in which the first taxonomy was proposed in 1985 by Kopple (Duruk, 2017) with textual and interpersonal metadiscourse as the two major categories of metadiscourse. However, metadiscourse can be analyzed from different perspective because it is considered as an open-ended category (Vashegani, 2018). Therefore, different classifications of metadiscourse have been proposed by other scholars. Hyland's proposed that all metadiscourse markers are categorized as interpersonal metadiscourse. All metadiscourse classifications are basically interpersonal because they need to consider the knowledge of the readers, textual experiences and processing needs (Hyland, 2005). Hyland also proposed two major categories of interpersonal metadiscourse by adopting Thompson's (2001) label of interactive and interactional. The explanation will be described below.

INTERACTIVE METADISOURSE

Interactive metadiscourse deals with how authors compose the text to influence the readability of the reading and the readers can understand the text flowing. This category refers to the author's awareness of participating audiences and how he seeks to accommodate the possibility of knowledge, interests, rhetorical expectations, and processing abilities. According to Hyland (2005), the resources used in this category discuss ways of organizing discourse, not experience, and express the extent to which the text is built with the reader's needs in mind. Therefore, the author's purpose here is to shape and limit the text to meet the needs of certain readers, establish arguments so that they will restore interpretations and goals that the author likes. This metadiscourse also shows how the writer guides the reader in understanding the text with the aim that the reader is interested and responsive in the text. Interactive metadiscourse which concerns about the writer's awareness are divided into five subcategories.

A. Transitions

Transitions mainly conjunctions and adverbial phrases which help audiences in indicating relationship between arguments (Hyland, 2005). Transition used to signal additive (*and, in addition, furthermore, by the way, etc.*), comparison as either similar (*similarly, likewise, in the same way, etc.*) or different (*but, on the other hand, by contrast, however, on the contrary, etc.*) and to signal consequence (*in conclusion, therefore, thus, the result is, etc.*).

B. Frame Markers

Frame markers are references to signal text boundaries (Hyland, 2005). It can be used to sequence text (*first, next, then, for instance, listing a,b,c,d, etc.*). Frame markers can also be used to label text stages (*in sum, in short, by of introduction, etc.*) or to announce discourse goals (*focus, I want to, I argue that, my purpose is, etc*) lastly, frame markers can function to indicate topic shift (*OK, well, move on, right, etc.*).

C. Endophoric Markers

Endophoric markers are expressions that refer to other part of the text (Hyland, 2005). Items included as endophoric markers are *as mentioned before, see chapter 1, in chapter three, as noted above, in this section, etc.*

D. Evidentials

Evidentials indicate an idea from another source which originates outside the current text (Hyland, 2005). Keywords of evidentials which mark the idea of another source outside the text such as *according to X, as stated by X, mentioned by X, etc.*

E. Code Glosses

Code glosses are the restatement which supplies additional information, by explaining, rephrasing or elaborating what have been stated in the text previously. According to Hyland (2005), code glosses are used to make sure that the audiences are able to recover the author's intended meaning. Markers included as code glosses are *for example, in other words, known as, namely, say, that is, etc.* in some cases, especially in written text, code glosses can alternatively marked off by parentheses.

INTERACTIONAL METADISOURSE

Interactional metadiscourse involves the author's intervention in providing explanations related to information provided in a text. It shows the way the author of a text interacts by commenting on their messages. The author's purpose here is to make his views explicit as well as to engage with readers by enabling them to respond to the text. "It reveals the extent to which the author works to jointly build the text with readers" (Hyland, 2005:50).

A. Hedges

Hedges are devices such as *about, possible, might, almost, feel, perhaps, etc.* which indicate the author's reluctance in presenting information in the text (Hyland, 2005). Hedges are used to show that the information presented in a text is based on the author's opinion rather than a fact or certain knowledge.

B. Boosters

Boosters are devices which express the author's certainty in presenting information (Hyland, 2005). Boosters are devices such as: *believe, in fact, certainly, obviously, actually, clearly, etc.*

C. Attitude Markers

Another subcategory of interactional metadiscourse is attitude markers which indicate the author's attitude to propositions, conveying agreement, surprise, frustration, and so on. It is signaled by devices such as: *hopefully, interesting, unexpectedly, etc.*

D. Engagement Markers

Engagement markers are devices that address audiences. There are two functions of engagement markers (Hyland, 2005). First, to focus audiences' attention which mainly performed by devices such as: *see, such as, not, have to, must, etc.* Second, to include them as discourse participants in the text with pronouns such: as *you, your, inclusive we, us, our, ours, let us.*

E. Self-Mentions

The last subcategory of interactional metadiscourse is self mentions which express the author's presence in the text in terms of first person pronouns and possessive adjective such as: *I, my, me, mine, exclusive we, us, our, the author, the writer, the author's.*

METHOD

This study is designed as descriptive qualitative research in which this method design expects to fit with the aim of this study. In addition, Hyland and Jiang (2019) mentioned in their study that analyzing metadiscourse is not simply counting items, rather it involves identifying items. Thus, qualitative method is implemented in analysis of discourse. This study is a qualitative research because in collecting the data, the researcher will examine document, it is supported by Stake (2010), that examining artifacts (including documents) is one of the most common methods used in qualitative research. Moreover, in descriptive qualitative research, the researcher described the results of the analysis in the form of words (Kuswoyo & Susardi, 2016). This is in line with the aims of this study in which the result of this study will be described in the form of words. In this research, the researchers examined document to collect data. As stated by Creswell (2014), in qualitative, the researcher is the key instrument in which they collect data themselves through examining documents, observing behavior, or interviewing participants. The data in this research are in the form of words, phrases and sentences that can be categorized as metadiscourse markers. The source of the data in this research is the transcript of Jacinda Ardern's speech taken from an online website, *The Guardian*.

FINDINGS AND DISCUSSION

This research analyzed the use of interpersonal metadiscourse markers in Jacinda Ardern's speech at Christchurch memorial. The findings present the interpersonal metadiscourse markers used in Jacinda Ardern's speech as well as the most frequent metadiscourse markers in the speech. These findings are the result of analyzing the data which taken from Ardern's speech. The following table shows the percentage of interpersonal metadiscourse markers used in the speech.

Table 1 Interpersonal Metadiscourse Markers in Ardern's Speech

Subcategory	Number	Percentage
Transitions	30	22.22
Frame Markers	9	6.67
Endophoric Markers	-	-
Evidentials	4	2.96
Code Glosses	9	6.67
Total Interactive resources	52	38.52
Hedges	8	5.93
Boosters	12	8.89
Attitude Markers	3	2.22
Engagement Markers	45	33.33
Self Mentions	15	11.11
Total Interactional resources	83	61.48
Total Interpersonal Metadiscourse	135	100

As seen in the above table, 135 interpersonal metadiscourse markers are found in the speech, 52 or 39.4% of them are the interactive metadiscourse markers and the other 61.48% or 83 markers are included as the interactional metadiscourse markers. The use of interpersonal metadiscourse in the speech shows that the speaker tries to help her audiences in understanding the idea of the speech by organizing her speech using interactive metadiscourse, and to build interaction with the listeners through the use of interactional metadiscourse markers in her speech. The results show that the use of interactional metadiscourse markers is more dominant than the interactive metadiscourse markers. It is in line with the finding of previous study conducted by Yipei and Lingling (2013), in which the researchers also found that the interactional metadiscourse markers are used more frequently than the interactive metadiscourse markers, and also no endophoric markers are found in the speech. More than half of interpersonal metadiscourse markers in spoken texts are the interactional resources.

Transitions have an important role in organizing a text, especially in written text. To add, transitions are the fundamental linguistics elements in writing (Agustinos, Arsyad & Syahrial, 2018). However, transitions markers are also used in spoken text to organize the text structure. It is proven by the occurrence of transition markers in Jacinda Ardern's speech at Christchurch memorial as the dominant category amongst other interactive metadiscourse markers used in the speech. It is in line with the result of previous study conducted by Yipei and Lingling (2013) in which the researchers found out transition markers used more frequently than other interactive markers.

Excerpt 1

And we also ask that the condemnation of violence and terrorism turns now to a collective response.
(Speech at Christchurch memorial, 2019).

The words "and" and "also" in the sentence above can be included in and function as interpersonal metadiscourse markers and as interactive resources in transitions category (Hyland, 2005). The marker functions as additive. In addition to thanking everyone who has joined the Christchurch Memorial, the speaker also added statement which asked that violence and terrorism turn to a collective response. The conjunction "and" here functions as a connector with the speaker's previous statement. The use of transitions "and" together with "also" in a sentence suggests that it is not merely used to add information. Jacinda Ardern also shows her attitude in her statement, signaling the importance of the information given. Another example of transition "and" can be seen in excerpt 2.

Excerpt 2

But even when we had no words, we still heard yours, and they have left us humbled and they have left us united. (Speech at Christchurch memorial, 2019).

There are two transitions in the example. The use of “and” in the sentence is to indicate additional information. In excerpt 2, Jacinda Ardern talks about words spoken by the victims and the victims’ families of the terrorist attack, even in a situation in which other people had no words to say such words that can express what they feel about the terrorist attack. A collection of words can be included as either an English sentence or a clause when consists of at least a subject and a verb (Afrianto & Inayati, 2016). The use of the first and the second “and” in the sentence signals semantic relations between clauses. It functions to add additional information. Ardern told the audiences that even when they do not know what to say to the victims’ and their families, they can still hear those words spoken by the victims and their families in that kind of situation. In the speech, Jacinda Ardern used transition “and” to add that those words made them humbled. The second “and” used in the sentence also functions to add additional information in the argument. Ardern used the markers to add that the words also made everyone who hear the words feel that they are united. The main function of frame markers is to signal text boundaries (Hyland, 2005). In Jacinda Ardern’s speech at Christchurch memorial, the researcher found that she also used frame markers. The example can be seen in excerpt 3.

Excerpt 3

Over the past two weeks we have heard the stories of those impacted by this terrorist attack. They were stories of bravery. They were stories of those who were born here, grew up here, or who had made New Zealand their home. Who had sought refuge, or sought a better life for themselves or their families. (Speech at Christchurch memorial, 2019).

Jacinda Ardern uses the frame marker to sequence the text. By using the frame marker, Jacinda Ardern clearly express topic that she is going to discuss about what have they heard in the past two weeks that is the story about the terrorist attack from everyone who have been impacted by the terrorist action. The speaker used the phrase “over the past two weeks” to signal text boundaries. Referring to Hyland (2005), frame markers signal text boundaries including items used to sequence the text. Therefore, the phrase “over the past two weeks” can be categorized as frame marker. Evidential is a subcategory of interactive metadiscourse markers which refer to a source from outside the current text (Hyland, 2005). Below is the example of sentences containing evidential.

Excerpt 4

They were simple words, repeated by community leaders who witnessed the loss of their friends and loved ones. Simple words, whispered by the injured from their hospital beds. Simple words, spoken by the bereaved and everyone I met who has been affected by this attack. (Speech at Christchurch memorial, 2019).

Evidential in the excerpt 4 are noun phrases such as: repeated by, whispered by and spoken by. Previously, Jacinda Ardern tells about words that she heard, and then she gives the sources from which she heard those words. All evidential used in the speech have the same function that is to refer to the source of information which originally outside the text. Jacinda used different phrases to mark the sources of those simple words she heard, to indicate that she heard those simple words not only from one source. She heard those simple words from different sources: the community leaders and the victims of the terrorist attack. In her speech, Jacinda used evidentials repeatedly to help her audiences understand that she heard those words from more than one source. According to Hyland (2005), evidentials may contribute to a persuasive goal. By the use of this metadiscourse marker, Jacinda Ardern has successfully persuaded the people by giving the source of the informations. Most importantly, evidential are being used to appeal textual support. Code glosses used in Jacinda Ardern’s speech function to mark the speaker’s elaboration to supply additional information. The example of it can be seen in excerpt 5.

Excerpt 5

But with that memory comes a responsibility. A responsibility to be the place that we wish to be. A place that is diverse, that is welcoming, that is kind and compassionate. Those values represent the very best of us. (Speech at Christchurch memorial, 2019).

Code glosses in the sentence are expressed by the use of words “that is”. The speaker used those words to elaborate what she means in her pervious statement that is about a place that they wish to be. The wish that the speaker means in her speech is diverse, welcoming, kind and compassionate place. The use of code gloss in the speech reflects Jacinda Ardern’s prediction about her audience knowledge. Those markers also emphasize the speaker’s intended meaning of her previous statement. Code glosses are used to ensure that the listeners can understand the speaker’s intended meaning in the text (Hyland, 2005). If the speaker did not use words “that is” or did not use any code glosses in the speech, the composition of the text will not be good and the audiences may not be understand about what the speaker mean in her speech.

Hedges are the first subcategory of interactional metadiscourse markers. According to Hyland (2005), hedges are used to express the author’s reluctance in presenting an argument. The researcher found words that

can be recognized as hedges in the speech. Based on the researcher's point of view, Jacinda Ardern's main purpose in delivering the speech here is to show her solidarity and her empathy to her audiences. And to convince that to the people, the speaker did not use a lot of hedges in her speech, because using too much hedges in a text will affect persuasiveness of the text itself. The use of hedges in the speech does not mean that the speaker is not sure about what she said. It functions more likely to present an argument as an open discussion, which allowing the audiences to negotiate in the argument. The example of the use of it can be seen in excerpt 6.

Excerpt 6

We may have left flowers, performed the haka, sung songs or simply embraced. But even when we had no words, we still heard yours, and they have left us humbled and they have left us united. (Speech at Christchurch memorial, 2019).

The hedge "may" in the sentence above indicates that the speaker provides her own opinion rather than information from certain knowledge. If Jacinda Ardern did not use that hedge in the sentence, it will influence the meaning of the statement. By using "may" in her statement, the speaker is allowing her audiences to negotiate in the statement. The sentence in excerpt 6 expresses the probability that the speaker thinks about what will be done by them, including the audiences, to express their empathy. And it is possible that not all of the people did what she said in her statement. Therefore, the hedge "may" is needed in the sentence. The use of hedges and boosters also shows that Ardern has tried to build interaction with his audience. The example of boosters used in her speech can be seen in excerpt 7.

Excerpt 7

Because we are not immune to the viruses of hate, of fear, of other. We never have been. But we can be the nation that discovers the cure. (Speech at Christchurch memorial, 2019).

The use of "never" in the sentence above shows the speaker's certainty in giving a statement or information. Previously, the speaker said that everyone is not immune to the viruses of hate and others. And then the speaker added her statement that indicates her certainty and her confidence in providing her opinion in the statement. The use of the hedge "never" in the sentence emphasizes the speaker's confidence in providing a statement to the audience. She emphasizes her own opinion that no one never been immune to such kind of viruses.

Attitude markers express the speaker's attitude towards propositional information. "Instead of commenting on the status of information, its probable relevance, reliability or truth, attitude markers convey surprise, agreement, importance, obligation, frustration and so on" (Hyland, 2005:53). The markers used to express Jacinda Ardern's attitude in her speech. See the example of it in excerpt 8.

Excerpt 8

To the global community who have joined us today, who reached out to embrace New Zealand, and our Muslim community, to all of those who have gathered here today, we say thank you. (Speech at Christchurch memorial, 2019).

The phrase "thank you" expresses the speaker's value as a modest speaker. In her speech, Jacinda does not forget to thank everyone who has come to the event and to all people who have joined the event. She thanks to everyone for their contribution. As a leader of a country, Jacinda Ardern does not forget to show her respect for other people. So, by the use of that attitude marker, Jacinda has shown her respect and her value as a modest speaker for the people who involved in the speech by thanking them all.

Self mentions show the author presence in a text. According to Hyland (2005:53), "Writers cannot avoid projecting an impression of themselves and how they stand in relation to their arguments, their community and their reader." Self mention is usually express by the use of first-person pronoun and possessive adjective. The use of self mentions also can show the speaker's affirmation as well as help the speaker to prove her reliability from the audiences. The example of self mentions in the speech can be seen in the following excerpt.

Excerpt 9

I thought there were none. And then I came here and was met with this simple greeting. (Speech at Christchurch memorial, 2019).

The first person pronoun "I" in the excerpt above can be recognized as self mentions. Self mentions in the sentence above highlighted Jacinda Ardern's presence in presenting the statement. The first person pronoun "I" explicitly refer to the author of the text as well as shows her position as the speaker in the text. In addition, Jacinda also uses exclusive we such as: we, our and us in her speech which functioned as self mentions as well. The example of it can be seen below.

Excerpt 10

To the global community who have joined us today, who reached out to embrace New Zealand, and our Muslim community, to all of those who have gathered here today, we say thank you. (Speech at Christchurch memorial, 2019).

In the sentence above, pronoun “we” is an explicit reference to the speaker in the speech and her team. The pronoun “we” in the sentence does not refer to the audiences, hence it can be categorized as self mentions. The use of “us” and “our” in the sentences above also have the same reference as the pronoun “we” in the above sentence. According to Hyland (2005), self mentions are expressed by the use of first person pronouns and possessive adjectives. Therefore, those words are included as self mentions. Self mentions used in the speech are to show the speaker’s self-affirmation to her audiences. Moreover, self mentions can also be used to draw audiences’ attention. By the use of self mention in those sentences, Jacinda Ardern has drawn her audiences’ attention to focus on her statements.

Engagement markers are included as interactional metadiscourse markers. Engagement markers are devices that address audiences. Engagement markers are the dominant interactional metadiscourse markers found in Jacinda Ardern’s speech. Based on the above table, pronouns are used the most. As discussed previously that there are two functions of the use of engagement markers; hence, in this study, the researcher will discuss which engagement markers function to focus the audiences’ attention and which are used to include the audiences as discourse participants. See excerpt 19 below.

Excerpt 11

And we also ask that the condemnation of violence and terrorism turns now to a collective response. (Speech at Christchurch memorial, 2019)

The underlined word in excerpt 11 can be recognized as engagement marker. The use of that word in the sentence is functioned to focus audiences’ attention. By using the word “turns” in the above sentence, Jacinda Ardern wanted to focus the audience’s attention on what she had to say. In that sentence, Jacinda said that violence is now a collective response. Another example of the use of engagement markers in the speech can be seen in excerpt 12.

Excerpt 12

And so to each of us as we go from here, we have work to do, but do not leave the job of combatting hate to the government alone. (Speech at Christchurch memorial, 2019)

The underlined words above also have a function to focus the audiences’ attention. The words “do not” is used by speaker to emphasize to the audiences that the job of combating hate is not the job of the government only. The use of that marker marks that Jacinda Arderns wants to emphasize to her audience to remember that everyone’s role is indispensable in fighting hatred. And cooperation between the government and the citizens is urgently needed to fight them.

CONCLUSION

After analyzing the data, both interactive and interactional metadiscourse markers were found the speech. There are 52 interactive metadiscourse markers and 83 interactional metadiscourse markers used by the speaker in her speech. It is concluded that the number of interactional resources found in the speech is more than the interactive resources. This can be recognized as one of the differences between the use of interpersonal metadiscourse markers in spoken text and written text in which written text mostly used interactive metadiscourse more than the interactional metadiscourse markers. Transitions become the most frequent markers among other interactive metadiscourse in the speech. Jacinda Ardern has successfully produced a well-organized text by using transition markers in her speech. The use of transition markers gives clear transition between steps in the speech. Most of transitions markers found in the speech function to add additional information; however there is also transition which functions to mark difference. The functions of frame markers found in the speech are to order arguments and to sequence the text. In addition, the use of evidential markers and code glosses in the speech has successfully created a coherent speech. This research found that engagement markers are the dominant markers among other interactional metadiscourse markers used in the speech. Forty five of 83 interactional resources are recognized as engagement markers. This may be in line with Jacinda Ardern’s goal in delivering her speech that is to urge all audiences to always show solidarity and respect for others. With engagement markers, Jacinda Ardern has succeeded in building relationships and interaction with the audiences by inviting them into her text. The speaker also used self mentions to show her presence in the text and to engage with her audiences. The use of hedges, boosters and attitude markers make the speech becomes persuasive.

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A Semiotic Analysis on Eldorado Poem by Edgar Allan Poe

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Abstract

The research is entitled “A Semiotic Analysis on Eldorado poem by Edgar Allan Poe”. This study is aimed to know the meaning of the symbols of Gallant knight, Eldorado, shadow, a pilgrim shadow, shade, over the mountains related to the socio-historical issue. This study is also used in the qualitative method and library research. Starting from the writers’ interest in the poem and think that, the poem has a unique word inside it. In this research, the knight who do the long journey to search for “Eldorado”. This study focuses on semiotic analysis, which uses the semiotic approach. Charles Sanders Peirce is the theory that the writers use to analyze “Eldorado” poem by Edgar Allan Poe. The use of semiotic analysis is to find a symbol of Eldorado poem. This study also used the socio-historical approach that correlates with the Eldorado poem.

The symbols of Eldorado poem, a gallant knight, Eldorado, shadow, a pilgrim shadow, shade, and over the mountains represent the meaning, where Eldorado is true of a wealthy city made of gold. However, Eldorado is not a place but a person. The whole journey of Europeans to find a golden city is in vain. Eldorado's poem is related to the symbol of time in 1849 in California, where the attitude of the Muisca tribe is different from the people of Europe who see gold as a symbol of wealth, as well as power. Furthermore, the minds of Europeans who heard the story were only fascinated by how much gold was thrown into the lake or buried in shrines throughout Colombia. Not the meaning of gold itself. That is why Poe revealed a poem entitled Eldorado which means that Eldorado itself was a rich king who had covered his entire body with gold.

Keywords: *Eldorado Poem, Gold Rush, Socio-historical, Semiotic, Symbol*

INTRODUCTION

According to Cresswell (2012), literature is an absorption word from the literary Sanskrit language which means “text containing instructions” or “guidelines”, from the basic word which means “instruction” or “teaching”. Literature is used by an author to submit ideas and experiences. Literature is not just about writing, literature also is like books, records, phonograph records, laserdiscs, cassettes. One of the most literary works is poetry (Woro Kasih, 2018).

Poetry is the spontaneous overflow of powerful feelings. It takes its origin from emotion recollected in tranquillity, the emotions are contemplated till, by a species of reaction, the tranquillity gradually disappears, and emotions, kindred to that which was before the subject of contemplation, it is gradually produced and does itself next in the mind (Fadaee, 2011). It means that poetry is a way to express ideas, feelings, and emotions, especially in literary work. It makes poetry has a unique way to express the ideas of feeling by the words. The interest of Poe's literary creation is two points, a work must create unity in the reader to be considered successful and the single effect must be detailed from the subject to be the result of rational consideration on the part of the writers. Therefore, the writers choose Eldorado by Edgar Allan Poe. Poe wrote in 1849 where at that time gold was found in California that caused a massive gold rush (Faris, 1948). The first place where the gold was found in California was called gold land. Every people at that time were very excited to found the legendary city of gold, but most of those pursuing gold in California did not get rich.

As a writer, Poe wrote Eldorado poem in 1849 as a figuratively to described as sort of idealized feeling that a poet seeks. The symbol mediates the artistic image and the concepts of hidden meaning (Firth, 2011). However, the symbol is fuller of hidden meaning than the concept. Unlike, the artistic image, it had a factual meaning. It means that every sign or word has a hidden meaning (Aryangga and Nurmaily, 2017). It is like what Poe wrote on Eldorado poem that has a hidden meaning inside the word. On other hand, symbols are signs based on

conventions, regulations, or agreements that have been mutually agreed upon (Kardiansyah, 2016). Sometimes symbols create out of things that the reader does not know the real meaning in the poem. By reading a poem, the reader can read some words that have a deep meaning inside the word and the reader can know the meaning of the word using the semiotic approach (Nordquist, 2018).

In finding a hidden meaning in Eldorado's poem we need to have semiotics. Pierce (1940) said that signs work only if there is an intelligence capable of learning from experience. It means that semiotics is not only a study about the signs but also it studies the deep meaning inside the word. To use the semiotics approach, Pierce has a theory of semiotic with triadic or trichotomy concepts (sign consists of three elements), a sign (representamen) is something that is shared someone represents something else in several things or capacity (not necessarily material). Something else is called Interpretation of the first sign the idea interpretation in mind and turn refers to the object. Thus a sign (representamen) has a relation direct triadic with the interpretant and the object. This process is called significance. These triadic is to gain the deep meaning inside the words in Eldorado poem.

The writers are interested to analyze the poem using a semiotic approach. The important point in semiotics is the study of signs and symbols. Pierce stated semiotics is not only studying signs but also much deeper than that. Then, it studies how people first of all interpreted a sign. Furthermore, it studies how people then draw on cultural or personal experiences to understand a sign that is shown. It can be interpreted as communication. It means that semiotics is one of the ways to communicate (Samanik and Lianasari, 2016). The writers use semiotic analysis to interpret the meaning of the symbols inside the words. The semiotics approach will help the writers to do the analysis.

According to the background of the study which has been elaborated previously, the writers formulates the problems into; what are the symbols related to the socio-historical issue in Eldorado, and what are the meanings of the symbol from that analyzed poem?. From the research questions, the objective of this research is to know the meaning of the symbols of Gallant knight, Eldorado, shadow, a pilgrim shadow, shade, and over the mountains related to the socio-historical issue.

The writers describe some previous studies and relevant theories that help the writers to conduct this research. The previous studies which have relatable topic can be a guideline. Meanwhile, the relatable theory will help the writers to analyze this research. Thus, the writers also hope that finding the exact previous study with the research problem, will help the writers and give guidance to the writers when the writers conduct the research. "Symbols in Robert Frost's Poems". A thesis by Ichwan Setiawan (2014) from Maulana Malik Ibrahim State Islamic University of Malang. In his study case, the writers aimed to find out the symbol in Robert Frost's poem, which are The Road not Take, Fire and Ice and Stopping by Woods on a Snowy Evening. By using Charles Sanders Pierce's theory about the semiotic can be used to determine the themes and symbols contained in the poetry of Robert Frost. The writers consider using this previous study since it uses semiotic. Further, this analysis uses as the review and example of how to apply semiotics analysis theory. "An Analysis of Symbol Signs in Emily Dickinson's Death Poems". A thesis by Nabila Inaya Jannati (2012) from Sebelah Marat University. In his study case, the writers identify the kinds of the symbol appear in Emily Dickinson's death poems and how Emily Dickinson constructs symbol in her deaths poems. The writers use the semiotic approach and Riffaterre's semiotic of poetry. This theory focuses on poetry analysis and gives the most representative tool to uncover symbolic signs in the poem and it also relates to social and cultural background analysis (Lina and Setiawan, 2017).

Further, the contribution of this research is the similarity in using the theory of semiotic in different experts since there is a symbolic sign in the poem and it relates to social and cultural background analysis. A Semiotic Analysis in Literary work-based Valentine poems by Carol Ann Duffy, a thesis by Fitriana Pertiwi (2010) from State Islamic University Syarif Hidayatullah. In his study case, the writer uses semiotic analysis to analyze the meaning of symbols and reveal the idea of Carol Ann Duffy's poem. The theory that the writer uses is by Roland Barthes contains a symbol in the words that the poet use. Thus, the writers can see the way semiotic theory being applied since in doing this analysis, the writer needs to find deep meaning. Thus, the semiotic theory is the best method in doing the analysis. "Semiotic Analysis in William Blake Poem". A thesis by Husnul Hatima Adudu, Dahlia Husain (2014) from Muhammadiyah University of Gorontalo. In the study, the writers focused on the semiotic of Riffaterre's theory in William Blake's poems, titled *The Sick Rose, My Pretty Rose Tree, and The Garden of Love*. Those poems are about the author's feelings for his wife. In this research, the writers can see the way the writer focuses on the semiotic approach and how to compare in each poem to make the result of the author's feeling inside each poem. This analysis helps the writers to make the result of what happened with the world in that era in the writers' analysis.

METHOD

The writers imply that descriptive qualitative is a method in which the writers give each explanation, fact, and survey to analyze the problem discussed using data in the form of words. The data source from this research is taken from Eldorado poem by Edgar Allan Poe. The Eldorado poem has four stanzas. The poem firstly was published in April 1849 (Arikunto, 2010).

To collect the data, the writers do library research. Some steps that the writers going to do are: read the data sources that support this analysis. The writers read the data sources from journals, researches, and the poem itself to understand deeper and make this analysis conceptualized to be discussed then, finding the data that indicates the semiotics elements (Denzin and Lincoln, 2008). After reading the data sources, the writers search the reliable data that show the semiotics elements by taking notes from the texts, connecting, and categorizing the data. In this step, the writers connect and categorize the data to be the main issue of the discussion and arranging the data (Herdiansyah, 2010). The data, which have content or correlation with the semiotic element according to Pierce, are arranged in a systematic process (1986).

In doing the analysis, the writers apply a technique as well. In this data analyzing technique, the researcher conducts some stages as follows: Classifying the data. In the first step, the writers classify the data which contains the symbol. To make the analysis easier to be analyzed then, interpreting the data. In the second step, the writers attempt to understand the data by interpreting the data taken from the data sources and relates it to be objectives of research questions collaborated with the formulation of problems, analyzing the data. After classifying and interpreting the data, the writers analyze the data based on the theory of the semiotic elements by Pierce and evaluating the data. The entire data had been analyzed and evaluated. To ensure the formulation of the problems and objectives of the research have been answered clearly. In the last step, the writers categorize the symbol and interpret the meaning of that symbol to convey the idea.

FINDINGS AND DISCUSSION

In this analysis, the writers describe the symbol of Eldorado poem by looking socio-historical approach in 1849. At that time, California was a place where everyone sailed to find gold. Therefore, in 1849 is called a gold rush. Initially, Poe made an Eldorado poem seeing the symbol of time. Before 1849, there was a golden legend in America in 1492 relating to Eldorado poem. Then, the symbol that shows the meaning of Eldorado poem is related to the socio-historical approach of the gold rush.

This research focuses on the symbol of Eldorado poem by looking socio-historical approach before 1849. This incident in 1849 is also related to the creation of a poem entitled Eldorado by Edgar Allan Poe, in which the poem describes so many people who came to find gold in California to make it rich. However, it is precisely the opposite of the people who flocked in part to not get gold and in vain. The poem Eldorado made by Poe has words that have a meaning related to the events of 1849 in California. Symbols of words related to the event of 1849 in Eldorado poem are:

Symbol of Gallant Knight

Based on the symbol of Eldorado poem that related to the event in 1849 the word of Gallant knight has a deep meaning inside the word. In the first stanza, the writers analyze the word Gallant knight:

Gaily bedight,
A gallant knight,
 In sunshine and in shadow,
 Had journeyed long,
 Singing a song,
 In search of Eldorado.

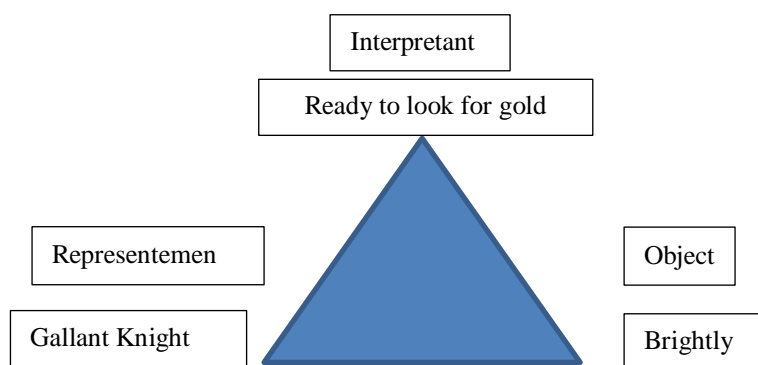


Figure 1. The Process of Triadic

In the first stanza of the word, the gallant knight can be seen as a knight, fresh, and ready to go, start the journey, or maybe we can even think of it as a quest. The knight is full of hope and in good spirits. This is proven by the line “singing song” in the first stanza of the fourth line. The word gallant knight has a symbol that the knight at that time has a journey to search for gold. The word of gallant knight itself represents the meaning of what Poe wants to reveal seen from the socio-historical in 1849. Then, when gold was discovered on the American continent, soldiers and explorers flocked to find the presence of gold at the time. This evidence can refer to the conquerors from Spain and then sent at least five large expeditions to search for El Dorado.

Symbol of Eldorado

Another symbol in the first stanza that represents the tragedy in 1849, is Eldorado. Eldorado itself is a rich king in Bogota, Colombia. The writers analyze the symbol of the word Eldorado that has a relatable with socio-historical background:

Gaily bedight,
 A gallant knight,
 In sunshine and in shadow,
 Had journeyed long,
 Singing a song,
 In search of **Eldorado**.

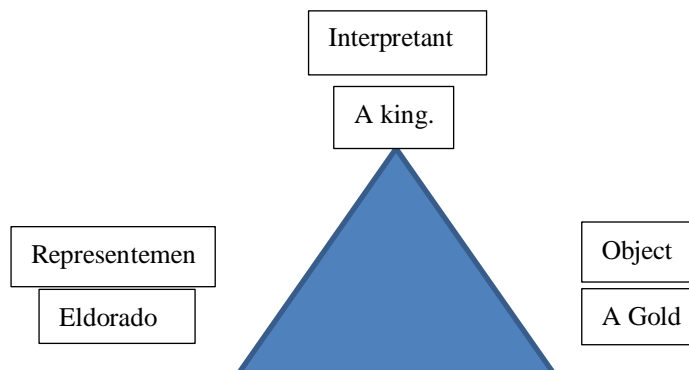


Figure 1. The Process of Triadic

The triangle above shows that there is a correlation between sign or representamen, interpretant, and object. The word Eldorado stands for a symbol that relates to dreaming land as its object. The real meaning of Eldorado is the king, called Zip, will be covered with mud which will then be changed again with gold dust. After that, he and other tribal elders would pedal a raft of gold and other jewelry to the middle of the lake. After reaching the middle, they will throw the silver-gold into the lake. Then the king will jump into the lake to clean up from the gold dust and mud that surrounds the risk. In Eldorado Poe wants to reveal in that era that place as a legendary city of gold. This is proven looking in the socio-historical approach of Eldorado poem.

Symbol of Shadow

In the second stanza, the writers found a word that has a symbol related to the socio-history. Shadow is a dark area that happened when the knight was upset. The explorers were desperate to drain Lake Guatavita to find the gold they sought as wealth. It representing an illusion. For these explanations, it can be described as follows:

But he grew old—
 This knight so bold—
 And o'er his heart a **shadow**—
 Fell as he found
 No spot of ground
 That looked like Eldorado.

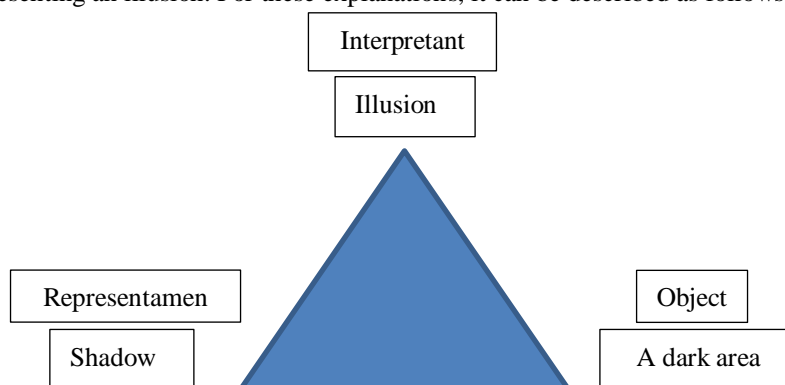


Figure 3. The Process of Triadic

The triangle above shows that there is a correlation between sign or representamen, interpretant, and object. The word shadow stands for the representamen which relates to a dark area as its object. The meaning of the word shadow is the illusion which something that looks real and exists but doesn't exist. It is like a shadow. Poe's meaning word shadow is an illusion. These illusions include hopes, thoughts, feelings, emotions, opinions, and everything received from the five senses, namely information from the eyes, nose, ears, skin, and tongue. All of these things have no real form in us. It is a shadow of illusion as if there is, but does not exist.

Symbol of Pilgrim Shadow

In the third stanza, the writers find a symbol that has a symbol. Then, analyze the word a pilgrim shadow. Pilgrim shadow means death. When the knight on his journey, nobody people live there but he met a pilgrim shadow that gave him a direction to death. For these explanations, it can be described as follows:

And, as his strength
Failed him at length,
He met a **pilgrim shadow**—
'Shadow,' said he,
'Where can it be—
This land of Eldorado?'

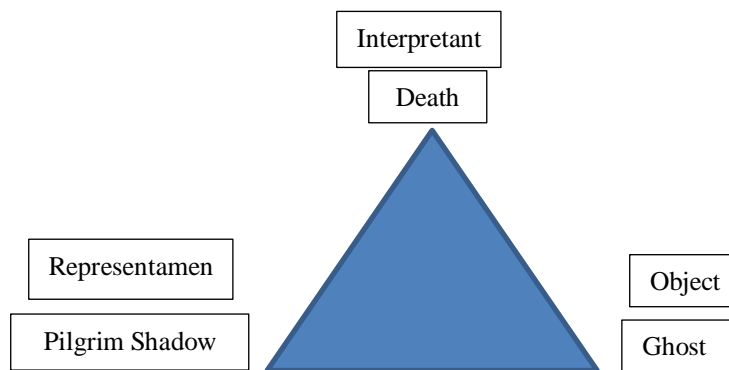


Figure 5. The Process of Triadic

The pilgrim shadow means signs of death for knights. Pilgrim shadow, a phrase that further highlights the connection between the knight's wanderings and his death. The last stanza moves from life to death, completing the cycle of human life when the shadow tells us that the knight continues his search for death. In the third stanza, showing failure implies that he was dead or near death where the knight never found his destination. Until finally he met the 'Shadow of Pilgrims' signs of the possibility of his death, which showed the way to Eldorado who did not exist.

Symbol of Shade

In the last stanza, the writers find a symbol that is related to the socio-history. Then, the writers analyze the word shade. Shade means a ghost. When no one alive there but a shade replied to the knight without knowing who is talking. For these explanations, it can be described as follows:

'Over the Mountains
Of the Moon,
Down the Valley of the Shadow,
Ride, boldly ride,'
The **shade** replied,—
'If you seek for Eldorado!'

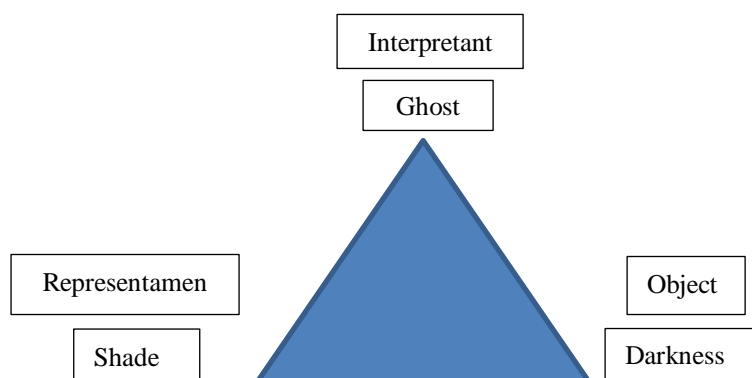


Figure 6. The Process of Triadic

The word of shade in Poe's poem is literary a ghost because it related to the previous stanza that no one lives there. The word shade is something that unseen which is darkness it means that it is a ghost. It is proved, most of them died in search of gold, trapped by the fierce nature of tropical rain, killed in accidents in the mountain range and valleys. However, still did not find the bright spot of the discovery of gold.

Symbol of Over the Mountains

In the last stanza, the writers find a symbol that is related to the socio-history. Then, the writers analyze words over the mountains. Over the mountains means the mysterious place that everyone searches for. For these explanations, it can be described as follows:

‘Over the Mountains

Of the Moon,
Down the Valley of the Shadow,
Ride, boldly ride,
The shade replied,—
‘If you seek for Eldorado!’

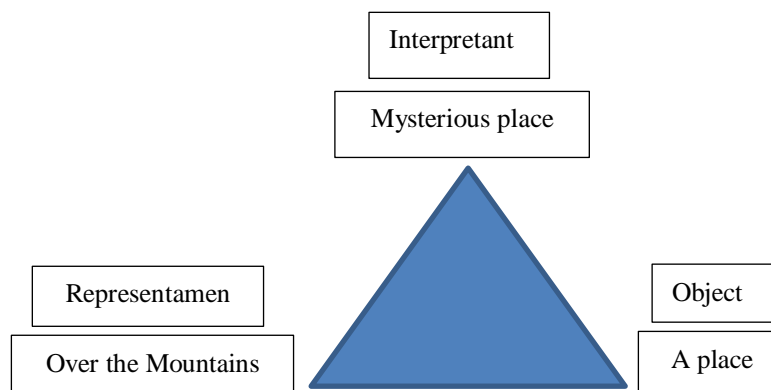


Figure 7. The Process of Triadic

This can be proven by the Chibcha tribe, which is a tribe that inhabits the highlands in the Andean territory of the Columbia mainland. The explorers and gold hunters mostly died while exploring, because they traced the mountains, fought the tropics, and died of exhaustion. Symbol of over the mountain has the meaning as the main mysterious sought so far.

CONCLUSION

Based on the discussion from the previous chapter, the writers conclude that Edgar Allan Poe reveals his idea in his poem Eldorado by using great semiotic elements. However, the writers find a symbol of Eldorado poem by looking at a socio-historical approach. To find the meaning of the symbol, the writers describe the meaning with socio-history. The use of semiotic in each stanza is to find out the true meaning of the word. As writer Poe wrote Eldorado in 1849 as figuratively to described as sort of idealized feeling that the poet seeks.

In Eldorado poem, the writers find out that in the socio-historical approach. Poe wrote Eldorado poem in 1849 where at that time gold was found in California that caused a massive gold rush. The first place where the gold was found is in California it's called gold land. Every people at that time was very excited to found the legendary city of gold, but most of those pursuing gold in California did not get rich.

Eldorado poem symbols are gallant knight, Eldorado, shadow, a pilgrim shadow, shade, and over the mountains. That symbol has a deep meaning inside the word. Those symbols are considered to represent Poe’s view about the place where there is not any, instead, they pick up their death to look for a place that is considered to enrich life with gold. Those symbols are the form of manifestation of what Poe wants to convey in his poem until the reader can conclude and understand what Poe’s tells and conveys in his work.

By looking to the socio-historical approach of Eldorado poem. The writers can find a symbol or word that has a meaning related to the sociohistory. They describe a symbol itself. The writers using a theory of semiotic analysis by Pierce. Then, the symbols of the gallant knight, Eldorado, shadow, a pilgrim shadow, and shade shows the meaning related to the socio-history. Those symbols represent the meaning, where Eldorado is true of a wealthy city made of gold. However, Eldorado is not a place but a person. The whole journey of Europeans to find a golden city is in vain. Eldorado's poem is related to the symbol of time in 1849 in California, where the attitude of the Muisca tribe is different from the people of Europe who see gold as a symbol of wealth, as well as power. Furthermore, the minds of Europeans who heard the story were only fascinated by how much gold was thrown into the lake or buried in shrines throughout Colombia. Not the meaning of gold itself. That is why Poe revealed a poem entitled Eldorado which means that Eldorado itself was a rich king who had covered his entire body with gold.

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