

Jurnal CULTURE

(Culture, Language, and Literature Review)



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(The Department of English Literature, Universitas Bangka Belitung)

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Contact Person & Address:

Indah Arvianti

email: indah.arvianti@unaki.ac.id

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Lembaga Penelitian dan Pengabdian Masyarakat (LPPM)

Universitas AKI

Jln. Imam Bonjol 16 Semarang 50139

Telp. (024) 3552555

Fax (024) 3552111

e-Mail : lppm@unaki.ac.id

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Tom Thumb VS Issun Boshi: A comparative study

Tri Arie Bowo¹, Donal Fernando Lubis², Nurul Alifia Zettyra³

¹The Department of English Literature, Universitas Bangka Belitung
triariebowo@ubb.ac.id

²The Department of English Literature, Universitas Bangka Belitung
donal-lubis@ubb.ac.id

³The Department of English Literature, Universitas Bangka Belitung
nazettyra@gmail.com

Abstract

This study aims to compare two stories with the same concept, namely stories about 1-inch humans from two different cultures, British culture, represented by the story of Tom Thumb and Japanese culture, represented by the story of Issun Boshi. This study uses Comparative Literature approach focusing on Zepetnek's theory of comparing literary works with different languages or cultures. Qualitative descriptive is used for the method in this study with research design that looks for similarities, differences, and values contained in the two stories. The results obtained from this study are similarities such as: 1. The main character's body size is 1 inch, 2. The origin of the main character's birth comes from prayer, 3. The main character's profession which is a knight, 4. Setting of place at the beginning and the end of the story, and 5. The enemy of the main character who is a giant. In addition, differences were found, namely 1. Differences like the main character, and 2. The story's ending. The differences in the two stories are due to differences in family values. The family value found in Issun Boshi's is responsibility, while the family value found in Tom Thumb's is self-reliance.

Keywords: *Comparative Study, Family Values, Responsibility*

1. Introduction

Folklore, also commonly known as folk literature or oral traditions, is a fictional story about animals, people, cultural myths, jokes, songs, tales, or quotes. The distribution of folklore is passed down verbally from one generation to the next. Although nowadays, many folklores are written in the form of novels, short stories, or picture books for children too. Folklore cannot be separated from the community, considering that folklore can symbolise a region (Alfioda & Hayati, 2021). All over the world, folklore must be told from generation to generation, usually containing moral teachings and very valuable for the community (Asmawati et al., 2019). Folklore is told from generation to generation. Because of that, folklore is called anonymous. Folklore is very different from historical stories. Historical stories must be based on facts, while folklore is oral literature that is told from generation to generation according to the listener's memory. This is why folklore has many different versions (Alfioda & Hayati, 2021).

The telling of folklore or folktales is a constant activity all over the world. However, the activity is by no means uniform in the various parts of the world, and as one moves over the continents, one finds extraordinary variability within the uniformity of the general practice (Abdivalieva, 2019). Fairy tales, as part of the folk narrative system, play a role in the development of literature and culture and plays an important role in the development of children (Abdivalieva, 2019). This is indeed common in all parts of the world because almost all cultures teach values to their children through stories from generation to generation, known as folklore. As a traditional story told from generation to generation, folktales are able to absorb aspects of life found in the supporting community groups, both in the form of social problems, ethics, and others (Noviana, 2019). Children's stories in the form of folktales or fairy tales function in life because the philosophical dialogue in these stories enhances children's sense of

self, provides a safe space for the discussion of issues that they are confronted with in living their lives, and develops an admirable method for resolving conflicts that children can use in other contexts (Wartenberg, 2022). In short, it can be concluded that folktales are an effective tool for teaching children about the values contained in a community to form a value system that will ultimately ensure the sustainability of the community.

Folklore from various parts of the world certainly has differences that make it unique. Three types of folktales that are common on the European continent are 1. No Goat with Nuts, 2. Characters devour each other, 3. Tales and songs. The first type is a series of events bound together by one slender thread and a conversation consisting of increasing details. The tales show the standard threats of violence but manage the end to solve the problematic circumstances or to skirt any actual killings. The second type is the situations involving interactions between humans and an animal. To the second type, they attribute plots where the characters devour each other, for which God consistently punishes them. The third type, namely the fairy tale text, is built like songs, and here it is important to mention that such tales consist of rhyme based on cumulateness (Abdivaliyeva, 2019). One country that has folklore that is known throughout the world is England. The works of English folklore have been created, polished, and enriched in terms of subject matter and ideology over the centuries. The contents of English folklore are mostly about good deeds and blessings. In English literature, the word "good wishes" is the word which is close to the word "blessings". In dictionaries and encyclopedias said that it is derived from the German word "wunschen", which means "wun" - wish, "schen" – wishing (Urayeva & Khayatovna, 2020).

In other parts of the world, namely in the East, folklore from Japan has captivated many folklore lovers worldwide. Japanese folklore is similar to Western folklore, but Japanese folklore also contains the culture of the place where people created the tale. Japanese folktales typically indicate the setting by city name, province, temples, and bridges throughout the story. A detailed setting is essential to Japanese fairy tales (Okuhara, 2000). In some legends, a mallet or hammer is considered a good luck omen and can grant wishes when struck on the ground" (Roberts, 2009). Japanese people believe it is necessary to provide unconditional love to their children (Kelley, 2006). The Japanese encourage children to be dependent on family members by patiently attending to a child's every whim, which in turn creates the necessary bond to ensure the continuity of the group. Independent behaviour, such as making vocational decisions without consulting one's parents or mentors would challenge Japanese thought (Shelley, 1993).

Tom Thumb, one of the famous examples of folklore in England, talks about a glorious idea where a very tiny boy, not bigger than his thumb, had his own adventures and tried to survive and thrive through the story. He was born into a poor family of a woodman and his wife, who did not have any children. They later wish to have a child and promise to be fulfilled even though their child would be so small. Tom Thumb experienced many obstacles before becoming a knight loved by the King. However, the queen's instigation made her hunted by the royal army, and she finally died of spider venom. In the other part of the world, Issun Boshi has almost the same story. He is only 1 inch tall and was born from the prayers of his father and mother. Just like Tom Thumb, Issun Boshi became a knight working for a lord. The difference between the two stories lies in the ending of the story. Issun Boshi finally became the size of a normal human and married the child of his master, while Tom Thumb remained small and died from spider venom.

Research on tiny humans like Tom Thumb and Issun Boshi is lacking. One of these small proportions is research from Lepri, which discusses Tom Thumb, which tells that Tom Thumb is a child who was abandoned by people who wanted him to be born into the world (Lepri, 2022). Similar to Tom Thumb, Issun Boshi, which is a story about small people in Japan, also received less attention from researchers. One study that sheds a little light on Issun

Boshi is research from Lightburn which examines the process towards maturity in the story of Issun Boshi (Lightburn, 2012). The two studies also cannot provide an in-depth view of these stories because these studies do not focus on mini humans but rather on folklore in general, which includes Tom Thumb and Issun Boshi. If there are only a few studies on miniature humans, let alone research that discusses comparisons of these miniature humans. Therefore, this study compares Tom Thumb and Issun Boshi with a focus on the similarities and differences between the two stories and the values contained in the two stories.

2. Theoretical Framework

Comparative Literature has become a debate among experts regarding its validity in the world of literary theory. Sceptics consider comparative literature to be placed as a theory or at least equal to established literary theories. On the other side of the spectrum, scholars argue that comparative literature is an approach to analyse literary works, not a theory. Comparative Literature explores an 'area of interest' rather than a special discipline (Gifford, 2021). The words 'area of interest' is often misunderstood in academic circles. Broadly speaking, the 'discipline' of comparative literature has two ways, namely 1. literature and other, 2. inclusion of literature. An explanation of literature and others, namely comparing literary works with works/ disciplines outside of literature and literary works in one language/ culture with literary works from other languages/ cultures (Zepetnek, 1998).

Comparative literature involves the study of texts across culture that is interdisciplinary (Basset, 2022). In fact, it is not only written texts that can be compared in comparative literature because things outside the text, such as paintings, sculptures, or buildings, can be compared with written texts. Javed later explained specifically that comparative literature is an interdisciplinary field whose practitioners study literature across national borders, time periods, languages, genres, and across boundaries between literature and other arts such as music, painting, dance, film etc., as well as across disciplines such as literature and psychology, philosophy, science, history, architecture, sociology, politics etc. (Javed, 2020). Broadly speaking, comparative literature is the study of literature concerned with patterns of connection in literature across time and space. This point of contact between several disciplines gives comparative literature vitality and validity in an effort to embrace human thoughts. Human thoughts from all parts of the world tend to have similarities even though great distances separate them. Therefore comparative literature tries to explore the similarities and differences of literary works with other literary works or literary works with other entities outside of literary works (Bowo et al., 2022). Also, since different disciplines might influence one's research in comparative literature, it is commonly known that the research or study is written by scholars drawn from different departments.

One field rich in comparative literature sources is literary works with different cultures/ languages. This is closely related to the nature of comparative literature, which embraces matters concerning cultures such as migration, immigration, ethnicity, and cultural diversity (Zepetnek, 1998). Indeed, at first, this comparative literature focused on works of European literature which tended to be similar. However, it developed along with the development of colonialization in the world. The discovery of new worlds also shows the diversity of literary works worldwide. The discovery was accompanied by research to compare these literary works. The results of the research revealed that differences in distance do not prevent humans from behaving in a similar way. Literary works from all over the world tend to have the same theme, storyline and sometimes also the same characters.

Common literary works to be compared are from two different cultures, such as those made by Western and Eastern literary works. Western and Eastern literature certainly has clear difference. One example is JRR Tolkien's famous works, *The Silmarillion*, and Firdausi's

works, Shahnameh. Shahnameh does not relinquish free will, and the characters employ free will in the context of unknown rules; it is a sum of free will and determined rules that resolves the fate of a hero. The Silmarillion, unlike Shahnameh, does not represent an integrated just and fair Qaza; the task of organizing rules is assigned to the angelic spirits; the Ainur composes their personal notes and, in this way, constructs rules either just or unjust. Nonetheless, both mythological collections cherish determinism and free will in their grasp of fate (Hanif & Tadayoni, 2022). Another example of a comparison of Eastern versus Western literary works is the novel *Ipung* by Prie GS and the Novel *the Alchemist* by Paulo Coelho. The novel has similarities in the spirit of life, self-confidence, and seeking identity as a nation (Pramulia & Saputra, 2020). The next example is a story from British Angela Carter and a story from Persia, Ghazaleh Alizadeh. These two stories are powerful tools for escaping their era's lingering and suffocating conservatism. Facing the object and venturing into the chora serves as the two authors' anchor for performing gender and identity (Bakhtvar & Niknezhad-Ferdos, 2020).

3. Research Method

This research uses a descriptive qualitative research method. Research with this method relates to a set of prepositions derived from that basis (Moleong, 2018). The data source for this research comes from the stories of Tom Thumb (Bros, 2019) and Issun Boshi (Forestpub, 2022). The research design is: 1. looking for similarities between the two literary works (Tom Thumb and Issun Boshi), 2. looking for the differences between the two works, 3. looking for the cultural values of the two works, which are found based on the differences in the analysis. The data is collected from the narratives and conversations of the two works. The analysis was carried out by considering the intrinsic elements of literary works (plot, character, and setting) as well as the extrinsic elements, namely the values in British and Japanese culture.

4. Findings and Discussion

Similarities

It can be said that the stories about Tom Thumb and Issun Boshi are two stories with the same concept, namely that humans are born with a size of no more than 1 inch. This can be seen from the illustrations provided by Bros (Bros, 2019) and Issun Boshi provided by Forestpub (Forestpub, 2022).



Figure 1. Tom Thumb and Issun Boshi

The similarity in height is also evident in the narration and dialogue in the story. An example is the story in Tom Thumb which mentions that "Mamma! dear mamma! —see—see— I have come, Just the length and the thickness of dear papa's thumb." In the dialogue, Tom Thumb's character mentions that his body size is about the size of an adult's thumb, which is approximately 1 inch in size. On the other hand, the narrator in Issun Boshi's story mentions, "Finally, one day, a baby boy was born. The child was only about an inch tall, so they named

him Issun-Boshi, meaning 'One-Inch Monk'." The narratives and dialogues in the two stories make it clear that the concept of the character in the story is that of a child the size of 1 inch.

What makes it even more interesting is that the two characters in the story were born from the prayers of their parents. Tom Thumb was born from the prayers of his poor parents. A fairy heard the prayer, who then presented them with a 1-inch child that came out of their pocket.

It happened one day that the lady felt sad, and " she cried, "Oh, I wish that a baby I had!" Have your wish, then!" a voice from her pocket replied. Up went both her hands, and her eyes opened wide, and out of her pocket a fairy arose, in what shape or form there is no one who knows; But just as her handkerchief fell to the ground, she heard in her pocket another strange sound --"Mamma! dear mamma! —see—see--I have come,

It can be said that Tom Thumb was born from the pocket of his mother's shirt. He was born from his parents' prayers, and the fairy answered their prayers. The strange thing is Tom Thumb was able to speak well when he was just born. Almost similar to Tom Thumb's story, Issun Boshi was born from the prayers of his parents, who had been married for a long time but had not been blessed with a child. Every day they prayed to God, and finally their prayers were answered. The narrator says, "Long, long ago, in a village far away, a married couple had no children. Every day they prayed to God to give them a child. Finally, one day, a baby boy was born." Slightly different from the previous story, Issun Boshi's story never tells whether the main character was born from his mother's womb or in some other way.

Interestingly, these two miniature figures in two cultures that stretch far apart have something in common, namely that both are knights. Tom Thumb was made a knight by King Arthur and was rewarded with a small sword and fighting training, while Issun Boshi was made a knight by a Lord and assigned to look after the Lord's daughter. The narrator of Tom Thumb reveals that "King Arthur, for fun, made Tom Thumb a knight; He was armed with a sword and was taught how to fight." Meanwhile, dialogue from Issun Boshi revealed that "Issun Boshi said to the lord, "I've come all the way to see the world. Please let me serve you as one of your guards. I may be very small, but I am very strong and full of courage." At a glance, the assignment function of the two main characters is different because one is assigned to be a knight as entertainment for royal members while the other one (Issun Boshi) seems to have a noble task. However, their task is actually the same: to become an object of entertainment; Tom Thumb comforts royalty, and Issun Boshi comforts a brooding princess.

The further similarity is in terms of the story setting. It is said that the two stories originate from a village, namely the birthplace of Tom Thumb and Issun Boshi, and then they move to the capital, namely the palace. So, the portions of the two stories are mostly found in the palace. Another coincidence is that the process of moving them from the village to the palace is similar. The two stories reveal that their movement used rivers/ watercourses as a medium of movement. The slight difference between the two stories is that Tom Thumb got into the belly of a fish to get to the palace, while Issun Boshi took a rice bowl to get to the palace.

There is a similarity to one character in the story that I find interesting: a giant character fights these two mini humans. In the Tom Thumb story, a character named Giant Grumbow throws Tom Thumb into the river, so Tom Thumb's adventure begins. On the other hand, there was a giant figure described as a terrible demon who was about to harm the princess, and Issun Boshi was the one who saved the princess. The two giants have something in common: antagonists against Tom Thumb or Issun Boshi.

Differences

The main difference between Tom Thumb versus Issun Boshi is characterising the main characters. Tom Thumb is told as a dishonest child and becomes more dishonest as he ages. The narrator in the story says, "But Tom was dishonest, I'm sorry to say, for he curiously stole cherry stones" Besides being dishonest, Tom Thumb is also a child who likes to steal. Even when caught stealing, he refused to admit what he had done. As he got older, Tom Thumb became a more evil and cunning child as the narrator reveals in the following quote "For the longer he lived the more cunning he grew." On the other side of the spectrum, Issun Boshi was a really good kid. He is a brave boy and strong-willed to contribute to society. Issun Boshi stated, "I want to be a strong warrior" which in the context of Japanese culture, being a warrior is a protector of society. Issun Boshi's courage and sincerity were seen when he dared to fight a tall and scary Demon to save the princess.

The most obvious difference between these two stories is the plot. Specifically, the difference starts from the Inciting Incident. In Tom Thumb's story, Inciting Incident begins when the main character is thrown into a river and eaten by salmon. The salmon was then caught by a fisherman named Simon Cole. After that, the salmon containing Tom Thumb was served before the king. When the king opened the salmon, a cute Tom Thumb appeared in the salmon. Seeing a human being so small, the king made him a knight as entertainment for the royal members. On the other side of the world, Inciting Incident in Issun Boshi begins when the main character suddenly tells his parents that he wants to go to the city and wants to become a samurai warrior: "I Thank you very much for raising me with love and care. But now I must go to the capital to see the big world. I want to be a strong samurai warrior." Issun Boshi was a healthy and energetic child who greatly loved his parents. Besides that, he was also a brave man, so he wanted to go to the capital to become a defender of his country. The desire to serve the nation is what drives the story and creates conflicts afterwards.

The Inciting Incident continues into rising action in Tom Thumb when The Queen feels that the King does not care because the King prefers to play with Tom Thumb. Due to being ignored by the King, The Queen slandered Tom Thumb by saying that this mini-human harassed him. Hearing this news, the King became angry and ordered the soldiers to imprison Tom Thumb. The king's order made Tom Thumb run away from the palace and become a fugitive. Issun Boshi entered Rising Action when the mini-human had difficulty travelling to the city. Issun Boshi climbed on the rice bowl, and the 'small boat' slammed into rocks, dropped over waterfalls, and got tossed around in raging streams.

The climax of Tom Thumb's story is when he is finally captured by soldiers and imprisoned in a mouse trap. Of course, the king ordered the arrest, but the mastermind behind Tom Thumb's arrest order was from The Queen. The king, who had lost Tom Thumb for a long time, felt that the order to arrest Tom Thumb was wrong, so he wanted to forgive all the Tom Thumb mistakes. The Queen did not like this; therefore, she secretly ordered the soldiers to capture Tom Thumb secretly, and if he was caught, he must immediately give it to The Queen. Tom Thumb was hidden (imprisoned) in a mouse trap belonging to The Queen and became the toy of The Queen's cat.

She was rather surprised when our hero she saw, and she opened the trap by a dab of her paw. Once more Tom was free; but a spider came by, and taking the knight for a blue-bottle fly, sprang forward to seize him; when our brave little knight stood his ground, drew his sword, and made ready to fight; but the spider drew near, and his poisonous breath so affected poor Tom that it soon caused his death.

The 'She' referred to in the quote above is the queen cat playing Tom Thumb. Inadvertently, the cat opened Tom Thumb's 'jail' so he was released from prison. However, not for long. He fought with a spider and finally died because of the spider's poisonous breath.

On the other hand, Issun Boshi's climax occurred when he fought a demon who wanted to capture the princess. The Demon ate Issun Boshi, who was very small to become the Demon's opponent. However, Issun Boshi fought the Demon by stabbing it in the stomach. The demon passed in agony and finally vomited Issun Boshi.

One spring day, the Princess and Issun Boshi visited a temple near the Lord's house. On their way home, a terrible demon suddenly appeared with a magic hammer and started trying to catch the princess. "I won't let you touch the princess, you ugly demon," shouted Issun Boshi drawing his sword. "Ah-ha-ha-ha! You small thing. I am going to eat you up," said the demon and picked Issun Boshi up and threw the boy into his mouth. Gulp! Inside the demon's belly, Issun Boshi began slashing and stabbing with his needle sword. "Ouch! That's hurts! The demon fell down on the ground writhing and clutching his stomach. "Stop it! I won't be bad ever again. So please stop it!" cried the demon. "Open your mouth and let me out!" Shouted Issun Boshi from inside the demon's stomach. The demon fled in tears as soon as he spit out Issun Boshi.

The falling action in Tom Thumb occurs when he dies from poisonous spider breath, and finally, the King realizes that he made a mistake in punishing Tom Thumb. Issun Boshi entered into falling action when Demon had lost the battle and finally left behind a magic hammer which, if it was hit once on the ground, Issun Boshi would become 1 inch taller. The magic hammer was pounded so many times that Issun Boshi became a normal-sized and handsome human.

The denouement or conclusion of Tom Thumb's story takes place when the main character is buried under a rose bush and with a monument in gold writing stating that Tom Thumb was a valiant knight of King Arthur. The story of Issun Boshi ends with a denouement where the main character in the story marries the princess he used to protect. It can be said that Issun Boshi's story has a happy ending.

To clearly see the differences that occur in the stories of Tom Thumb and Issun Boshi, the writer has presented a table of plot differences between the two stories. The table is as follows:

Table 1. Plot Differences Between Tom Thumb and Issun Boshi

No	Story	Plot					
		Exposition	Inciting Incident	Rising Action	Climax	Falling Action	Denouement
1.	Tom Thumb	Tom Thumb is a man who has a height of about one thumb span (approximately 1 inch) who was born to a pair of childless stingy farmers	Salmon eats Tom Thumb and then served to King Arthur. When the king cut open the Salmon, he found Tom Thumb and the king was delighted and made	The queen slandered Tom Thumb so that the king was angry with Tom Thumb	Tom Thumb was captured by soldiers and handed over to the queen.	Tom Thumb died of spider venom in captivity	Tom Thumb is buried under a rose bush, and there is a monument with letters written in gold

	who wanted a child	Tom Thumb a knight					
2.	Issun- Boshi	Issun- Boshi is a 1-inch human born to a childless husband and wife who pray to have children	Isshun- Boshi wanted to go to the Capital to become a samurai	Isshun- Boshi experienced many difficulties on his way to the capital, but finally, he arrived at the capital and was accepted as a princess's playmate	Isshun- Boshi fought the Demon to save the Princess	Isshun- Boshi defeated the Demon by stabbing him many times from inside the Demon's stomach	Demon left behind a magic hammer that made Isshun- Boshi's body grow tall so he could finally marry the Princess

It can be seen clearly from the table above that the most significant difference occurs at the end of the story. At the end of the story, Tom Thumb dies (sad ending) while Issun Boshi marries a princess (happy ending). This difference raises questions because the story templates are almost the same but experience very different story progressions. This is possible because there are differences between Western values and Eastern values. The values in question are family values which are very strong in the two stories.

Eastern vs Western Family Values

In the story of Issun Boshi, it is told that a couple is married but do not have children. Therefore, they pray every day to God to be blessed with a child. The couple's prayers were answered, and even though the child God gave was a mini-human, they still loved him with all their hearts. Issun Boshi also felt the couple's affection, and he became a good person, as exemplified by his father and mother.

Family in Japanese culture is very important. Family (*kazoku*) is a foundational part of Japanese society. An individual's identity, reputation, obligations and responsibilities are deeply connected to their family (Scroope, 2021). Therefore, Issun Boshi really valued his family. In addition, the Lord asked him to take care of the princess he already considers as family, so he takes care of the princess with all his body and soul. Issun Boshi is not afraid to fight Demons because he will do anything to protect his family. Even after Issun Boshi married a princess, he still remembered his family. He called his parents in the village to live with him in the palace. This shows that he is devoted to his parents. The Princess' family also did not mind if Issun Boshi brought his family to the palace because, in Japanese society, family is important and should not be separated.

His strong attachment to his family allows Issun Boshi to defeat monsters. The kindness and courage of his parents passed on to Issun Boshi, so he was able to defeat the Demon. Regardless of Issun Boshi's (small body) condition, he still dared to fight the Demon. This courage arises from the family values of Japanese society, which they believe will be able to defeat all enemies. Therefore, do not be surprised if the ending of the story ends with Issun Boshi's victory because indirectly, the story tells of family ties that can overcome everything.

Unlike the Issun Boshi family, the Tom Thumb family did not pay much attention to him. Tom Thumb sleeps in a pea pod, only with the skins of two cherries as curtains. Tom Thumb's parents did not try to raise their son very hard. Therefore, Tom Thumb became a person who liked to steal. His parents never taught virtue to that tiny human, so he did not know what was wrong and what was right. Even when Tom Thumb went missing from home, his parents never looked for him. It can be said that the relationship between Tom Thumb parents and their son is not very close. This situation is not surprising because, in British society, children are encouraged to be independent and self-reliant at an early age (Evason, 2016). Self-reliance in Tom Thumb is clearly seen when he tries independently to survive the dangers that always threaten him. Starting from when he was bullied by his friends when he was caught stealing cherry stones, getting into a fish's mouth, being chased by soldiers because of the queen's slander, facing the queen's cat, and fighting poisonous spiders. Tom Thumb tries independently to fight the obstacles that always come to him without the help of his family. Even though in the end he was killed, Tom Thumb's independence deserves a thumbs up.

Fundamentally, two stories with similar main characters, namely mini humans, have different rationale. The thinking in question is the difference in terms of family values. Eastern family values, which are represented by Japanese culture, are more concerned with responsibility towards family members, while Western family values, which are represented by British culture, are more concerned with self-reliance as the right thing to do for family members. We cannot assess which family values are the best because these family values have their own rationale. We know that the apparent differences between Tom Thumb and Issun Boshi provide an interesting picture of how humans from different cultures tell stories about one-inch humans.

5. Conclusion

Based on the results and discussion above, it can be concluded that there are similarities between the two stories, namely; 1. the main characters have the same body size, 1 inch, 2. the main characters were born from the prayers of their parents, 3. the main characters are both knights, 4. the setting in this story is similar, namely starting from the village and then going to the palace, 5. the main characters fight against giant characters. Apart from similarities, the two stories have differences such as: 1. the main character in Tom Thumb is dishonest and likes to steal, while the main character in Issun Boshi is kind and brave; 2. the plot or storyline in Tom Thumb ends with main character death (sad ending) while the plot in Issun Boshi ends with the main character marrying Princess (happy ending). The difference between the two stories can be drawn from one main thought that becomes the story's spirit: family values. In Issun Boshi's story, the family value that sticks out is a responsibility, while Tom Thumb's family values are self-reliance.

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Five stages of grief in C.S. Lewis' Novel *A Grief Observed*

Hidayatul Nurjanah

Fakultas Adab dan Bahasa, UIN Raden Mas Said Surakarta

email: hidayatul.nurjanah@staff.uinsaid.ac.id

Abstract

*Death is inevitable and inapprehensible, yet it is the most trustworthy experience by humans. People have various ways to encounter death, some by witnessing the death of others, some by reading fictional stories. Death and literature are closely related as the literary genres portray deaths from various perspectives. For example, death is praised in Classics, death is tragic in Romantics, and death is a part of life in postmodern literature. However, the attitude of people towards death and grief varies. This research aims at finding the stages of grief (death and dying) using Kübler-Ross theory in C. G. Lewis novel *A Grief Observed* (1961). This research is qualitative, using a content analysis approach. The novel gathered data through words, phrases, and sentences. The findings show that the main character, Lewis, finally manages the five stages of denial, anger, bargaining, depression, and acceptance. Moreover, with his acceptance of the death of his wife, he can capture the world in more meaningful ways and find peace in his heart. It is also strengthened that literature can be a medium for consolation from suffering since this novel is based on a true life story by the author himself.*

Keywords: C.G. Lewis, Death, Five stages of grief, Kübler-Ross,

1. Introduction

Death is inevitable, a secret and mysterious as its nature. In his book, the sociologist Bauman (1992) states that death is the most trustworthy human experience. It is inapprehensible and beyond what human's mind can comprehend. People have various ways of encountering death, some by experiencing and witnessing the death of others, some by reading fictional stories and illustrating how to feel death (Nurjanah, 2021). In some cases, deaths haunt the living. In modern propensity towards individual narration, deaths occur as thefts of obedient husbands, deaths rape the possession of lovely ones, or even act as the ending of suffering (Wood & Williamson, 2003).

The fear of death is oecumenical, as it haunts humans and animals. People designed enormous activities and research to prevent the impediment of fatalities, impede them, and finally accept them as the final destination of humans (Becker, 1973). There are numerous reasons why death can be feared: whether by war, disease, accident, or affliction by other people. For a few who are fortunate, death for all humans is accompanied by pain. Some fear loneliness and isolate themselves (Feder, 1976). Naturally, humans are social beings. There is interaction among other humans to complete their existence and give meaning to life. Concerning death, it is the separation from everything. It is the loss of everything (Hinton, 1967). The most painful experience for humans is the loss of their loved ones (Gordon, 2000). It evokes a natural horror and repulsion just by witnessing someone else's death (Malinowski, 1948).

Since the notion of death generates innumerable fears, scholars have argued that studying death fear needs a multidimensional concept. Hoelter and Hoelter (1978) differentiated that the fear of death is classified into eight dimensions: fear of the dying process, fear of premature death, fear of significant others, phobic fear of death, fear of being destroyed, fear of the body after death, fear of the unknown, and fear of the dead. Furthermore, Florian and Mikulincer (1993) defined that in death fear, there are three components: the intrapersonal

components that bring impacts the mind and body's death which contains the fear of losing one's personal goals and the fear of annihilation, an interpersonal component which relates to the impacts of death in interpersonal relationships, and a transpersonal component which considers the fear of the transcendental self consisting of the fear of life after death and punishment after death. In comparison, Schultz (1979) preferred to use 'death anxiety' to reflect the shapeless death fear feeling.

From the perspective of anthropology, philosophy, and psychoanalysis, they provide proof and reasons that death fear is a natural reaction seen by every single biological organism to sustain and maintain life. Throughout human history, as a universal reaction to death, Taylor (1889) described that all living creatures experience death to fear. Even the most brutal animals fear death. Aristotle (1941) stated that we are terrified of plentiful terrible things, yet death is the most terrifying thing. Similarly, Chamaz (1980) stated that fear of death is a mostly normal response to facing death.

The feeling of fear towards death and how to face death is also strengthened by Kübler-Ross in her book entitled *On Death and Dying* (1969). She proposed the grieving or death and dying model to treat people who face death, loss, and grief. This concept was initially built to trail the emotional phases experienced by patients with terminal illnesses. This theory applies not only to face the death of a loved one but also for anyone who struggles with any grieving circumstances, such as heartbreak from a close relationship, losing precious treasure, unacceptable diagnosis, etc.

Literature can present various ways to approach death and imagine it from many perspectives. Certain literary genres are numerous written as they respond to losing loved ones, treasures, objects, and close relationships to console their grief. Thus, literature plays an important role as an act of consolation from suffering (Hakola & Kivistö, 2014). For example, in classic consolation found in the *Tusculan Disputations* book, Cicero is noted for praising and welcoming death as it literates people and frees them from calamities and hardships in this world and plenteous evils done by humankind. In Shakespeare's *King Lear*, the drama relies on suffering and closes with the precocious death experienced by the tragic hero, awakening self-recognition. The tragedy drama will be meaningful to the hero's existence if it is paradoxically ended with the hero's death. Haruki Murakami Norwegian Wood's story circles suicidal and precocious deaths. Murakami illustrated death as an important part of human existence: "Death exists, not as the opposite but as a part of life" (2000).

One of the pieces of literature depicting death in the story is a novel by C.G. Lewis *A Grief Observed* (1961). This book describes Lewis's grief from his loving wife and how he copes with it. The human brain and psyche's processes while grieving are presented in the novel. The story challenges whether or not a person facing death and dying, loss, and grieving can undergo normal life back. The narration tells that the wife died of cancer three years after her marriage, and his husband is experiencing unbearable death and loss. He even challenges the existence of God and why he suffers a lot, questioning whether there is any true love in this world. His journey of death and dying, grieving, and grief will be the focus of this research. Thus, this research aims at analyzing the five stages of grief by Kübler-Ross; the stages are denial, anger, bargaining, depression, and acceptance in C.G. Lewis novel entitled *A Grief Observed*.

Five previous studies prove why this research is worthwhile and important to conduct. The first is research by Chia-Chi Chien and Ya-Huei Wang entitled *The Dynamics of Hope in Unkrich and Molina's Coco* (2020). This research analyzed an animated film, *Coco*, to investigate the complicated relationships Miguel's family underwent, especially people in Miguel's surrounding, Imelda and Hector, his great-great-grandmother and grandfather. This

research also investigates how the characters cope with their loss and grief. The result shows that Mamá Imelda, Hécto, and Miguel can complete all the stages.

The second is research by Rong-Rong Wang and Ya-huei Wang in their journal entitled *Using the Kübler-Ross Model of Grief with Post-Traumatic Stress Disorder (PTSD): An Analysis of Manchester by the Sea* (2021). This research examines how the characters in the film deal with their loved ones' loss using the death and dying model by Kubler-Ross. The characters experience a distinct stage while coping with the loss and grief. The result shows that the film allows the audience to examine and choose paths to think and reason for the traumatic loss, change negative feelings or psychological problems into meaningful life, let their lives bloom, and find happiness. In the film, some characters who fail to cope with their loss are trapped in repetitive grief and cannot escape their bereavement.

The third is research by Avis, et al. 1; entitled *Stages of Grief Portrayed on the Internet: A Systematic Analysis and Critical Appraisal* (2021). This study is interesting since it investigates how the stages of grief are performed via digital communication, such as the internet. This research uses a total of 72 websites in the sample as the objects of research. The results showed a low relevance of the model, with sites ignoring research statements and including explicit confirmation statements. They concluded that such representations are misleading; a clear, uncritical explanation of the model can make a living through partition as the only way to grief. It can cause problems for grieving people. It can exclude those who are not affected by the model.

The fourth is research by John A. Bernau entitled *The Institutionalization of Kübler Ross's Five-Stage Model of Death and Dying* (2022). This research examines the dissemination and organization of the Kübler-Ross model of five stages of grief in science and journalism. Especially, he investigates 3,216 Kübler-Ross articles in the New York Times and Web of Science databases. This research uses qualitative and quantitative methods. The result indicates that the researcher performed how early scientific interest in commercial promotion leads to adoption in popular culture and charts how the five-step process has expanded to cover everything from rental prices to COVID-19. The researcher also argues that the regenerate interest in this model can attain efforts in accessing the culture for a better understanding of grief and death and dying.

The fifth is research by Sia Kok Sin entitled *Analyzing The Grief Of Naomi In The Book Of Ruth* (2022). Applying Kübler-Ross and David Kessler model, this research examines the grief encountered by Naomi and Ruth. In the story, Naomi actually cannot be a role model for this theory, yet her behaviors are approved by many people in facing and coping with her loss. Naomi did not show physical anger, yet it is invisible in her heart. The stages, such as denial and bargaining, also do not exist in the story. Also, for the acceptance, all invisible. However, she projects such characteristics of acceptance of people as she accepts her new circumstances, including Ruth and Boaz's marriage and the existence of Obed in the world.

The previous studies explained above have similarities with this research, which uses Elisabeth Kübler-Ross's model of five stages of grief (five stages of death and dying). While the research gap with this research is located in the object of research, the novel by C.S. Lewis *A Grief Observed* (1961). Therefore, this research attempts to find the stages of grief in the novel.

2. Theoretical Framework

Kübler-Ross was a Swiss-American psychiatrist born in Zürich, Switzerland. She dedicated her life to undertaking terminally ill patients. She believed that patients with this circumstance would encounter specific phases of emotional reactions facing near death. She researched and formulated the theory of *On Death and Dying* (1969) based on her experiences

identifying and treating her patients. This theory is also known as the *Five Stages of Grief* by the scholars. These five stages are Denial and Isolation, Anger, Bargaining, Depression, and Acceptance, known as DABDA (Kübler-Ross, 1969). However, she later modified her model, arguing that her modification applies not only to people who face near-death experiences but also to anyone experiencing grief and loss from a close relationship. Moreover, this model could also be applied to all turbulences and calamities in dealing with individual losses, such as job loss, financial problems, or even independence (p. 11-14).

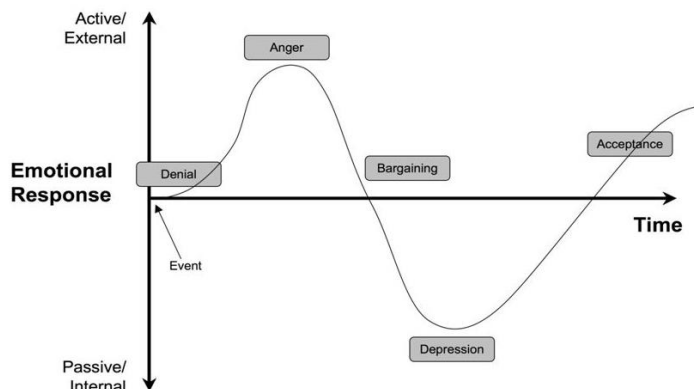


Figure 1. Kübler-Ross five stages of grief model.

The first stage is Denial and Isolation. This stage illustrates what people mostly experience while facing death, loss, grief, or significant changes in their life. This stage can be described as an act of escapist gesture and manner leading them to motivate their self-defense mechanism automatically. Kübler-Ross mentioned that this stage mostly occurs in the short term and is not permanent. The denial acts as a defense that will immediately change into partial acceptance (p. 32). People in this stage may be senseless and reassure themselves that they are fine, nothing has happened, and keep away from hurt. They also think that their life is meaningless and have no sense. Kübler-Ross explained that she conducted interviews with more than two hundred patients. When receiving their diagnosis, most respond with these statements such as “No, not me. It cannot be true!” Denial acts as a cantilever from startling, unexpected information. It allows them to regain themselves, calling up others and less chaotic defenses (p. 32).

The second stage is Anger. After realizing that this first phase is real and fact, they will move into the phase of anger. This phase makes them criticize God and why this happened to them, God is unfair, and this will lead them into a sense of discontent and bearing grudges. Furthermore, they will project negative emotions toward their surroundings, hatred toward everyone, and lose trust. The projection of anger can be pointed to family, surrounding people, friends, strangers, and even inanimate objects. It can also be blamed on the dying loved ones or the deceased (p. 40-42). The anger’s expression usually can be seen, such as “Why me? It is not fair”; “How can this happen to me?”; “Who is to blame?” The person is difficult to handle because they run into misplaced feelings of wrath, resentment, and jealousy. People in this stage cannot stand anyone who symbolizes living ability and energy. This stage differs from the first stage since people with the anger stage have mixed feelings and are confused. They may direct their anger to hospital staff, doctors, families, the environment, etc. (p. 50-51).

The third stage is Bargaining. This stage comes after people succeed in managing the anger stage. People may feel remorseful and encourage themselves to change or negotiate with others, such as with people around them, their environments, and their deceased loved ones to return to their normal lives, their previous lives (p. 66). This phase may stay for an extensive period. This stage's expressions can be described as “Just let me live to see my children

graduate.”; “I’ll do anything for a few more years.”; “I will give my life savings if...” This stage allows individuals to make numerous efforts to stop the event and defer the death. People often make bargaining and negotiation with God, supernatural power, and higher power to extend their lives. They will promise to change habits and lifestyles. The expression from patients with this stage are “I understand I will die, but if I could just have more time...” When they realize that this stage is no longer effective, they may fall into the fourth stage, depression (p. 67-68).

The fourth stage is Depression. This stage of depression has two categories. First reactive depression. Reactive depression involves reactions triggered by a recent or minor loss. Second, preparatory depression is the emotional response of those approaching the expected loss. If grieving people can express their grief and depression, they will eventually be able to face the truth while feeling grateful to those around them. When they are in depression, some characteristics of people with this stage are thinking “What’s the use of even trying anymore?”, and carrying sleep disruption such as extremely long sleeping, insomnia, difficulty sleeping, thinking and worrying excessively about their family and themselves, too much crying, losing interest in daily activities, whimpering and whining, addicted to alcohol or drugs, downgrading in performances because it is very difficult for them to concentrate (Joshi et al, 2002). This stage allows the dying patients to accept that death is real and it is a fact they cannot resist. Death is certain. Often, these patients can disconnect themselves from their affections and loved ones (Kübler-Ross, p. 88).

The last stage is Acceptance. Kübler-Ross gave her data from her patients that in this stage, they are no longer feeling angry or depressed. They mostly have made deals with themselves and God to take their fate. These patients often experience excessive tiredness, sleepiness, weakness, and almost the same rhythm as newborn babies (p. 112). She also states, "Acceptance should not be mistaken for a happy stage. It is almost void of feelings. It is as if the pain had gone, the struggle is over, and there comes a time for ‘the final rest’ before the long journey.” (p. 113). Considering the patients with the first type, she explains that, “The harder they struggle to avoid the inevitable death, the more they try to deny it, the more difficult it will be for them to reach this final stage of acceptance with peace and dignity.” (p. 114).

The signs for people in this stage are saying things such as “It’s going to be okay.”; “I can not fight it. I may as well prepare for it.”; “What’s done is done. I have to get on with my life now.” They rise in energy, redrawing their hope for their future, making a new goal, and returning to their previous life. For children, their attitudes toward facing loss and grief are unique. When their loved ones die, let the children express their sorrow. Ensure that they will be okay and not abandoned (Worth, 2005).

3. Research Method

This is qualitative research using a content analysis approach. The content analysis focuses on studying meaning, context, and intentions in texts or messages. It is a technique to create inferences systematically and objectively identifying specified characteristics of messages (Holsti, 1968). It is a method where a message in content becomes the foundation in concluding (Nachmias and Nachmias, 1976). This research employs certain characteristics of Kübler-Ross model of five stages of grief (five stages of death and dying). It applies them in the novels, aiming to find the stages of denial, anger, bargaining, depression, and acceptance.

The data collection was conducted using these six steps. First, formulate the research question and its objective. Second, the selection of the content in the novels. Third, developing the category based on the content. Fourth, finalizing units of analysis. Fifth, organizing coding of the stages of grief. The last is analyzing the gathered data. The data were gathered and identified according to the stages of grief. Then the researcher selected the contents in the

novels based on Kübler-Ross model. The selections were distributed into the stages category. Forthwith, all the categorized contents were analyzed thoroughly.

4. Findings and Discussion

Denial and Isolation.

The first stage of this grieving process, denial, and isolation, helps people reduce their pain and loss. They are trying to process what is happening and find ways to escape their emotional pain. At this point, they deny and reject what is happening. In the novel, Lewis, the narrator, undergoes many experiences dealing with denial and isolation. As the story mentions, "I cannot talk to the children about her. The moment I try, there appears on their faces neither grief, nor love, nor fear, nor pity, but the most fatal of all non-conductors, embarrassment." Here, he admits that he is experiencing grief. He denies by not mentioning his late wife in front of his children. Another statement in the novel "At first I was very afraid of going to places where H. and I had been happy--our favorite pub, our favorite wood. But I decided to do it at once--like sending a pilot up again as soon as possible after he has had a crash." Lewis was initially frightened to go to the sites that had previously been his and his wife's favorite vacation spots. However, he eventually summoned his courage to visit again, reminiscing about his wife. It explains that Lewis has not yet been able to accept his wife's loss because he continues to refer to her.

Kübler-Ross also states that the phase of isolation increases loneliness, which can be shown in words, sometimes with little gestures or nonverbal communication (p. 36-37). In the novel, the sense of loneliness is shown as quoted "There is one place where her absence comes locally home to me, and it is a place I can not avoid. I mean my own body. It had such a different importance while it was the body of H's lover. Now it is like an empty house." He feels his house's emptiness without his wife's presence and cannot escape from that reality. Also, in another quotation, "What chokes every prayer and hope is the memory of all the prayers H., and I offered and all our false hopes. Not hopes raised merely by our wishful thinking; hopes encouraged, even forced upon us, by false diagnoses, X-ray photographs, strange remissions, or one temporary recovery that might have ranked as a miracle." He fantasizes that the death of his wife never happened. It is wrong, and wishing his grief is just a dream and unreal. He expects that everything is just a mistake. He hopes that his wife's diagnosis is fake. This incident demonstrates Lewis' continued denial of the facts he has been presented with.

The denial of reality can be found in the quotation, "But her voice is still vivid. The remembered voice can turn me into a whimpering child at any moment." Here, he denies his reality and only accepts his fantasizing reality, believing that his wife is still alive. This action is a self-defense mechanism to protect his heart from the hurtful truth. This behavior is also shown in "I must think more about H and less about myself. Yes, that sounds very well. But there's a snag. I am thinking about her nearly always. Thinking of the H facts, real words, looks, laughs, and her actions." He refuses to accept the truth, that his loved one is gone. "You tell me 'she goes on'. But my heart and body are crying out, come back, come back." These expressions by Lewis show how he coped with his first stage as a temporary response to going through his first phase of pain and loss.

Anger.

Kübler-Ross argues that a person who reaches this point will no longer be able to ignore the condition he is experiencing and will direct his anger at those close to him, including doctors, nurses, family, lovers, and others (p. 40-41). It is a stage where people realize that the facts and events are real and criticize God. In the novel, Lewis expresses his anger as quoted, “Meanwhile, where is God? It is one of the most disquieting symptoms.”; “I tried to put some of these thoughts to C. this afternoon. He reminded me that the same thing happened to Christ: ‘Why hast thou forsaken me?’ I know. Does that make it easier to understand?”, and “But oh God, tenderly, tenderly. Already, month by month and week by week, you broke her body on the wheel while she still wore it. Is it not yet enough?” This catastrophic news normally occurs in this phase; some people succeed in maintaining, but some cannot manage. When the first stage of denial cannot be maintained any longer, it is replaced by feelings of anger, rage, envy, and resentment (p. 40) which is shown in the novel “And this separation, I suppose, waits for all. I have thought of H. and myself as peculiarly unfortunate in being torn apart.”

Kübler-Ross also explains in her book that in contrast to the stage of denial, this stage of anger is very difficult to cope with from the point of view of family and staff. The reason for this is that this anger is displaced in all directions and projected onto the environment at times almost at random (p. 40), which is shown in the novel “Cancer, and cancer, and cancer. My mother, my father, my wife. I wonder who is next in the queue.” He merely liked to blame his situation on the surroundings and question his miserable fate by challenging who will be the next to make him lose and hurt his family members, even himself. This phase also allows people to overflow with sad feelings, as shown in the novel “He meant he was going to weed and water and generally tidy up her grave. It horrified me because this mode of sentiment, all this churchyard stuff was and is simply hateful, even inconceivable, to me.” In death loss cases, the anger is often directed at the deceased because they leave them behind and make them unable to cope with their gone.

People who lose their loved ones may become furious, enraged, and frustrated because they think about their guilty feelings if only they could do something to prevent the events or situation, and even regret their memories that no longer exist. In the novel, it is shown as “And this separation, I suppose, waits for all. I have thought of H. and myself as peculiarly unfortunate in being torn apart.” The death of his wife scattered his life and tore his dreams. He is upset with his situation, which places him in grief and turns his life in complete disarray. The novel also shows his anger as quoted “What pitiable cant to say ‘She will live forever in my memory!’ Live? That is exactly what she will not do. Like the old Egyptians, you might as well think that you can keep the dead by embalming them.” At this point, his expression is an act of rebellion, rage, and envy. Kübler-Ross recommends that in this stage, patients may be in an irrational state of mind, therefore, it is better not to take their negative behavior, attitude, or saying personally (p.52).

Bargaining.

Kübler-Ross argues that “If we have been unable to face the sad facts in the first period and have been angry at people and God in the second phase, maybe we can succeed in entering into some sort of an agreement which postpones the inevitable happening: If God has decided to take us from this earth and he did not respond to my angry pleas, he may be more favorable if I ask nicely.” (p. 82). In the novel, after Lewis has undertaken many actions, such as being angry, cursing, criticizing God, and avoiding everything from happening, he manages to enter the third stage, bargaining. Bargaining can also appear in the form of negotiation, whether negotiating with living things, the environment, and even himself, which is shown in the novel as quoted, “Yesterday I stopped myself only in time from saying about some trifle ‘H. wouldn’t have liked that.’ This is unfair to the others. I should soon be using ‘what H. would have liked’

as an instrument of domestic tyranny, with her supposed likings becoming a thinner and thinner disguise for my own.” Here, he was initially afraid of his loss and rejected visiting her wife's accident site. However, by the bargaining stage, he manages to conquer his sad situation and face reality shown in the novel: "At first I was very afraid of going to places where H. and I had been happy, our favorite pub, our favorite wood. But I decided to do it at once.” Here, the expression like “I decided to do it at once” reflects that he contents himself in temporary grief. It is an act of negotiation, bargaining, and dealing with the reality of losing his wife.

Depression.

This stage shows where people are in a low temper and are reluctant to do activities. In the novel, these situations are described as quoted “And no one ever told me about the laziness of grief. Except at my job, where the machine seems to run much as usual, I loathe the slightest effort. Not only writing but even reading a letter is too much. Even shaving. What does it matter now whether my cheek is rough or smooth? They say an unhappy man wants distractions, something to take him out of himself. Only as a dog-tired man wants an extra blanket on a cold night; he would rather lie there shivering than get up and find one. It is easy to see why the lonely become untidy, finally, dirty and disgusting.” The novel shows that the main character is in a state of repulsion in doing his daily activities. He begins to comprehend the certainty of his wife's death, expressed in his overwhelming feelings such as hopelessness, mourning, and frustration. He feels numb as he loses all his dream, his future plans with his wife, his hopes by her death; he lacks control.

After losing his control, he realizes that the reality is certain. It cannot be altered. Consequently, he enters a desperate and depressed mood. This depression phase turns him paralyzed for everything. Furthermore, this depression makes him mentally down and physically hurt. He experiences sleep disturbance, anorexia, and a suicidal mentality. It can be shown in the novel: "I must have some drug, and reading is not a strong enough drug now.” He enters suicidal actions by taking drugs as he hopes that he will lose all of his mourning. It makes him fall tenacious to things that elevate his spirit to improve himself.

Contrary to most commonly believed, the depression stage is a stage that may consume a lot of time to develop. People often think that if they are depressed for the first time, grieving appears, yet in reality, there are many shocks and various expressions before the real depression occurs. It can be seen in the novel: "And grief still feels like fear. Perhaps, more strictly, like suspense. Or like waiting; just hanging about waiting for something to happen. It gives life a permanently provisional feeling. It does not seem worth starting anything. I can not settle down. I yawn, I fidget, and I smoke too much. Up till this, I always had too little time. Now there is nothing but time. Almost pure time, empty successiveness.” He shows symptoms of depression over the grief after realizing the sense of finality. This depression may occur episodically. However, it may last for many or long periods.

In the novel, the depression stage is categorized into the second type, preparatory depression, since he shows his private feelings and mourning over the death of his wife. This type of depression is more likely a preparation to say goodbye and farewell to his loved wife. As Kübler-Ross mentions, "The second type of depression is one which does not occur as a result of a past loss but is taking into account impending losses. Our initial reaction to sad people is usually to try to cheer them up and tell them not to look at things so grimly or hopelessly. We encourage them to look at the bright side of life, at all the colorful, positive things around them. It is often an expression of our needs, our inability to tolerate a long face over an extended period.” (p. 70). In the novel, these actions are quoted as “Here, for instance, is a new phase, a new loss. I do all the walking I can, for I would be a fool to go to bed not

tired. Today I have been revisiting old haunts, taking one of the long rambles that made me so happy in my bachelor days.” He begins cheering himself to stand up against his grief and tries to be positive-minded. He admits that he is happy for him to try not remembering his mourning but reminiscing his childhood memories. It is a step up to a better phase of his grief.

Acceptance.

It is a stage of awareness, consciousness, realization, awakening, and cognition of what had happened. People will understand and realize that they must accept the reality, the painful event, and the grief without bearing everything quietly. They can finally comprehend that the faults are not theirs and searching good from calamities. One of the ways is by comforting and healing themselves. In the novel, this stage is presented as quoted, “Is anything more certain than that in all those vast times and spaces, if I were allowed to search them, I should nowhere find her face, voice, touch? She died. She is dead. Is the word so difficult to learn?” He finally accepts that the death of his wife is real. She is no longer with him, and his dreams and future plans with her are gone for good. He accepts the world does not harm him, that his broken heart is not difficult to be healed.

He reaches a point where his grief is no longer haunting him. He is no longer trying to recover his life with his late wife. He enters new episodes of the new life, beginning a new life, and continues his life with his children. It is shown in the novel as quoted, “‘She is in God’s hand.’ That gains new energy when I think of her as a sword. Perhaps the earthly life I shared with her was only part of the tempering.” After finishing a war with God, he accepts that the higher power will care for his wife and himself. It is not to tell that the grief is no longer there a hundred percent, that the grief emotions are gone, yet he is embracing the idea that he is reaching his new point in life. The phrase “She is in God’s hand” indicates his sincerity in accepting everything he has gone through. In addition, he said that these words could increase his energy. It is clear that at this stage, the grieving person already feels sincere and can make peace with reality.

The other evidence of his acceptance stage is his calm and more mature perception of his life. It is shown in the novel: “It is hard to have patience with people who say ‘There is no death’ or ‘Death does not matter’. There is death. And whatever matters. And whatever happens, has consequences, and it and they are irrevocable and irreversible.” He has gained his dignity back and become wiser in perceiving life. “In that respect, H. and all the dead are like God. In that respect, loving her has become, in its measure, like loving Him.” By repenting to God, he finishes his stages of grief and is ready for a new beginning. Kübler-Ross theory of the five stages of grief may vary from person to person.

Furthermore, Kübler-Ross believes everyone will go through at least two of them. However, no matter how many stages one experiences, the final step is always acceptance (Kübler-Ross, 2005). This novel shows that the main character overcame his loss and grief and managed to proceed through the five stages that fully complete his grief journey transformation.

5. Conclusion (and Suggestion)

Human beings encounter variations of traumatic loss, such as the loss of a loved one, the loss of health, or the loss of the capacities we are so proud of. Traumatic grief is the grief that accompanies loss, especially when it is unexpected. This research aims at identifying the stages of grief by Kübler-Ross. The result shows that the main character goes through all the stages in the novel. First is denial and isolation. He shows some characteristics such as feeling frightened to go to the sites that had previously been his and his wife's favorite vacation spots, feeling the emptiness of his house without his wife presence and cannot escape from that

reality, and refusing to accept the truth that his loved one is gone. Second, the anger. He shows the anger's characteristics such as criticizing God, blaming God or the higher power, and challenging God for what else he can lose from his family.

Third is bargaining. He shows characteristics such as negotiation, bargaining, and dealing with losing his wife. He also braves to visit places he used to visit with his wife. Fourth depression. He shows characteristics such as beginning to comprehend the certainty of his wife's death, which is expressed in his overwhelming feelings such as hopelessness, mourning, and frustration, feeling numb as he loses all his dream, his plans with his wife, his hopes by the death of her; he is lack of control; starting to do drugs and suicidal behavior. Fifth is acceptance. He shows characteristics such as accepting that his wife is dead, his wife is no longer with him, and that his dreams and plans with her are gone for good; accepting the world does not harm him, that his broken heart is not difficult to be healed; and believing in God and relying on his wife and his life in God's hand. As he becomes more mature and wiser, he continues walking with honor and dignity to the future.

This study, however far from the word perfect. This research is expected to contribute to literature and psychoanalysis study, especially Kübler-Ross model of grief. Also, for further analysis, it is expected to investigate deeper and broader analysis using Kübler-Ross model of grief using a change curve which contains two more stages. In addition, since this research uses popular literary works as the object of research, similar research could be conducted using literary works from different genres to conceive the complexity of Kübler-Ross model of grief (death and dying).

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Teaching English vocabulary using the audio-lingual method (A classroom action research conducted in class 3A SD Shalom Semarang in the academic year 2022/ 2023)

Lie Ericko Natan¹⁾ Didit Kurniadi²⁾ Ahmad Muhid³⁾ Eko Heriyanto⁴⁾

¹Faculty of Language and Culture, AKI University

email: lienatan91@gmail.com

²Faculty of Language and Culture, AKI University

email: didit.kurniadi@unaki.ac.id

³Faculty of Language and Culture, AKI University

email: ahmad.muhiid@unaki.ac.id

³Faculty of Language and Culture, AKI University

email: eko.heriyanto@unaki.ac.id

Abstract

The audio-lingual teaching method is defined as a method that emphasizes on repetition of words to help the students to understand the use of the target language communicatively. This research aims to measure the students' accomplishment in increasing their English vocabulary after using the audio-lingual method and to find its benefits in improving vocabulary mastery for students. In finishing this research, the method used is class action research by applying mixed methods. The population of this research was students in 3A Generous of SD Shalom Semarang, which consisted of 25 students. The writers used the theory of Larsen-Freeman in this research. The instrument of the study was multiple-choice tests of 15 items and short essay tests of 5 items. The post-test Score (84,6%) is higher than the pre-test (75,8%). It means that using the audio-lingual method in teaching English vocabulary has enough effect on third-grade students' accomplishments.

Keywords: Audio-Lingual Method, Mixed Methods, Speaking, Vocabulary

1. Introduction

Competence is an unconscious knowledge that a person knows. Ardianto (2021) stated people are not born with the competency to understand everything that happens in the world immediately. One of the competencies that humans need to understand is language. Language is a system of conventional spoken, manual (signed), or written symbols using which human beings express themselves as members of a social group and participants in its culture. On the other hand, language also means communication. Without language, we cannot understand what other people say and think. Gultom & Kurniadi (2019) stated language is essential for everyone worldwide. With a language, people can communicate with many people.

In this modern era, some schools in our country move to be designed based international schools where English is used as the obligatory study to be mastered by all teachers and students. Language as a tool for communication takes a vital role in our daily activities. Without communication, we will be left behind. English is used as an instrument of the instructional teaching-learning process in every subject. Communication in a foreign language is abridged to get more information about knowledge and culture.

Since English has become an essential language for communication, as we know, many aspects of life use English. Therefore, it is crucial to master English for better communication. In Primary school, English is one of the extracurricular subjects that must be learned. To

support the mastery of English skills, the students should learn vocabulary as fundamental elements of language.

Starting in 2022, English has been officially adopted as a foreign language which is implemented in Indonesia's new curriculum, "*Kurikulum Merdeka*", at elementary school up to the university level. Kementrian Pendidikan, Kebudayaan, Riset, dan Teknologi (2022, p. 2) stated Merdeka curriculum is diverse learning. The Merdeka Curriculum focuses on important content so students have enough time to explore concepts and strengthen competence. It means that all Indonesian students start learning English at elementary school. There are four critical skills that students have to be good in English. They are listening, reading, speaking, and writing. In this study, the writers focus on teaching vocabulary in English, considering that studying a language is connected with studying vocabulary. It is not possible to understand English without mastering vocabulary at first. It can be approved that vocabulary is essential in learning English and other languages.

A method is one of the crucial elements in the teaching process that must consider the condition around students. Nevertheless, we are entering an era with different trends every time, leading to other ways to live. Heriyanto & Muhid (2021) stated that nowadays, we are living in an industrial world that is starting to touch the virtual world with several systems. With the different needs in every era, teachers need to be intelligent and wise in choosing methods during learning.

The correct method used by the teacher can motivate the students to study. Having motivation has a positive effect on students in improving their skills. Therefore, teachers must consider the technique and methods used to increase English vocabulary. The teacher can use many ways to motivate students, for example, Grammar-Translation, Reading method, Audio-lingual, Affective Humanistic method, Comprehension method, and Communicative methods. One of them is Audio-Lingual Method. Diane Larsen -Freeman (1992) says, "The Audio-Lingual method is the method which focuses on repeating some words to memorize". The writers use this method to increase the English vocabulary of the students in class 3A SD *Shalom Semarang*.

The audio-lingual teaching method is defined as a method that emphasizes on repetition of words to help the students to understand the use of the target language communicatively. The repetition drills aim to break down the troublesome sentences into smaller parts. Drilling is a crucial feature of audio-lingual approaches to language teaching, emphasizing repeating structural patterns through oral practice. It means that the audio-lingual method prioritizes the repetition of words in the learning process so students can correct every wrong word repeatedly until it becomes perfect.

The researchers used question-and-answer drilling in the form of games to teach vocabulary, and the technique used was Audio-Lingual Method. The researchers used question-and-answer drilling in the form of games to teach language, and the process used was Audio-Lingual Method. The games are chosen to prevent flatness during activity. Arvianti & Wahyuni (2020) stated, "With games, learning is effectively done to avoid students' boredom."

There are many reasons why the writers choose primary students. First, SD Shalom is one of the most prominent private schools in North Semarang. Second, the terms of accessibility and the same research are never conducted in this school.

Realizing that the correct method is vital during the teaching-learning process, the researchers hope, through this research can find to measure the students' accomplishment in increasing their English vocabulary after using the Audio-lingual method and discover the benefits of using the Audio-lingual method in increasing the vocabulary for students.

2. Theoretical Framework

English Vocabulary

Vocabulary is the primary aspect of learning a language that learners should master. It also means a wealth of words processed by a particular language. Nurfitri & Sunubi (2018) stated vocabulary is one of the central problems because to be successful in the implementation of communication, the acquisition and learning of vocabulary is a fundamental requirement and through vocabulary, we can communicate ideas, emotions, and desires. However, people must distinguish between words and vocabulary.

The writers believe that vocabulary is one aspect of language that is important in learning a language because vocabulary carries a meaning which is used in communication. Ika Rahmadani Lubis (2018) stated the definition of vocabulary is clear that in most cases of human life, they use a set of words. The use of words itself is differentiated according to the field, person, class, or profession. It means that the beggar used a set of words to ask for some money from rich people, and the teacher also used a set of words when their students' command. The writers believe that vocabulary is one aspect of language that is important in learning a language because vocabulary carries a meaning which is used in communication.

It is clearly stated that the mastered level of the number of vocabularies determines how qualified a language learner is in terms of educational goals and the ability of each student to accept these vocabularies.

English is one of the subjects that becomes an elective lesson in primary school. English in primary school has become the most essential school subject for those schools. Therefore, starting teachers can find the responsibility of teaching both exciting and challenging. Sabitovich (2020) stated learning a foreign language broadens one's horizons, and people become more educated. So, the teacher has to choose an excellent method to teach English well, especially vocabulary.

The biggest problem with vocabulary teaching is that only a few words and a small part of what is required to know a word can be learned. In this case, the teacher's focus obtains incidental learning from speaking, listening, and observing. It is easier to arrange for large amounts of independent listening and speaking than for language amounts of teaching that can effectively deal with only a tiny amount of information about a word at a time. The more complex communication is, the more likely the learners are to misinterpret it.

Audio-Lingual Method

Since the method is vital during teaching-learning, the researchers must Sidabutar (2021) says, "The Audio-Lingual method is the direct method that is also an oral-based approach". An audio-Lingual method of teaching speaking is congruent with learning and talking teaching practices. It is more like the real and able to provide the correct response directly.

The audio-lingual method is a way of teaching that the application is focused on training events, drills, dialogue, memorizing vocabulary, and reading text. As for the practice, students are invited to learn a foreign language without bringing their native language. A basic understanding of English and teaching procedures in this method is too many drawn from the processes before the direct technique. Therefore, the audio-lingual goal was the same as the Direct Method: creating a destination in students' communication skills. As known, pronunciation, composition, and other aspects between foreign languages and other original languages are very different. In addition, in learning English as a foreign language, students have to pronounce or read repeated word-by-word given by teachers to be unaffected by the mother tongue as much as possible.

During method application, the researchers need to understand the vital point. Nita & Syafei (2012) stated that language is taught by applying attention to the words and the repetition drill about sentence patterns. Drills pattern is a primary method class. It is precisely these basic patterns that build task students. Students needing workout exercises and only adequate vocabulary that allows repeated practice might be running smoothly.

During the implementation, the teachers must understand every method's technique to reach the goal. In "Techniques and Principles in Language Teaching" (1986: p.48-49), Larsen Freeman gave a general representation of the techniques associated with the audio-lingual method. One of the techniques is a question-and-answer drill. The drill makes students practice answering questions. The question can be whether the teachers speak the word or the characteristics. The students had to guess what picture they showed on the LCD behind them. The player can cue the students to ask each other. It gives students practice with the question pattern. This kind of learning activity makes students think that this activity is more like a game. The game proceeds with every student listening, paying attention, and responding. The writers can include that in the teaching of English languages. The audio-lingual method emphasizes the occurrence of smooth communication between teachers and students. This method focuses on making expressions and memorizing the new vocabulary similar to what the teachers used to teach the children. The role of grammar is not much. The implementation used dialogues and group work. The writers chose this implementation because the principles can be modified for children.

3. Research Method

The writers used Classroom Action Research (CAR) to conduct this research. The researchers conducted classroom action research to understand and study the phenomenon that occurred in the teaching-learning process and purposely tried to offer solutions for the problem, especially in teaching vocabulary. Mettetal (2012) states, "Classroom Action Research is systematic, yet less formal, research conducted by practitioners to inform their action. The goal of CAR is to improve your teaching in the classroom."

The research participants were 3A Generous students of SD Shalom Semarang. The academic year 2022/2023. They consisted of 25 students. This study used material from PT. Erlangga's book "Grow with English." This research applied observation and measurement techniques to collect the data. The measurement technique was intended to see students' scores in learning vocabulary. The tool of measurement was a test of vocabulary. The test was given in the acting stage.

There were two vocabulary tests in this research. They were pre-test and post-test. The vocabulary tests are used to assess students' vocabulary. The vocabulary test consists of 20 questions with 15 optional answers and 5 write the correct answer. The topic used is time for the first cycle and the food and beverage for the second cycle.

This research consists of two cycles. In conducting action research, there are four steps: planning, action, observation, and reflection.

In data analysis, the writers used qualitative and quantitative methods/Mixed methods in the data analysis. The qualitative data were obtained from interviews, and the writers' notes before and after the students learned in an audio-lingual way. In contrast, quantitative data was obtained from the value of the first test and final test scores. Quantitative data were analyzed to get the result of an increase in students' vocabulary by comparing the results of the pre-test with the results of the post-test. The average value obtained from the students' tests compared with the value average on the final examination. The average value of the vocabulary students showed an understanding level after studying using the audio-lingual method. The higher post-

test results from the pre-test also mean that a student is declared increased vocabulary or learning outcomes using the audio-lingual method at SD Shalom Semarang.

To evaluate students increasing vocabulary, the writers give 20 items of written tests. It was answered within 40 minutes. The test was scored using a score rank from 0-100 by counting the correct answer and applying the following formula. The writers use Djwandono (1996:148) formula to calculate the Score:

$$S = \frac{R}{N} \times 100$$

Where:

S = Score of a test

R = Number of the correct answer

N = Number of test items

To establish criteria of success for students' achievement, specific criteria referring to reference standard assessment used are as follows.

Table 1. Indicators of Success

Number	Range of Score	Category	The Quality
4	85 – 100	Very High	A
3	70 – 84	High	B
2	60 – 69	Average	C
1	50 – 59	Low	D
0	0 – 49	Very Low	E

The writers applied the formula to understand the mean of the student's Score for each cycle, as follows:

$$Mean = \frac{\sum X}{N} \times 100\%$$

Where:

$\sum X$ = The total Score of the students

N = The number of the students

4. Result and Discussion

The first test was given to every student who had not yet learned or, instead, before students got the application of the audio-lingual method. It was done to determine their understanding of the English language, especially in terms of vocabulary.

The test was given in the form of multiple choice and essay. Two subjects, such as the name of days, times, and clock, were tested. All questions are twenty, the multiple-choice questions are fifteen, and the essays are five. The test consists of two parts, the first is a pre-test, and the second is a post-test.

The class results obtained in preliminary tests showed various values. For more details, the following will be delivered the pre-test result from 25 students.

From the data that has been collected, it calculated the average value of students at the end of the test would use the formula:

$$Mean = \frac{\sum X}{N} \times 100\%$$
$$Mean = \frac{1895}{25} \times 100\%$$

Mean = 75,8 %

The writers used the class action research method as part of mixed methods consisting of two cycles. Every cycle consists of planning, action, observation, and reflection. The following will explain the sections of the first cycle and second cycles.

The first cycle happened after the first observations of the tests performed, consisting of planning, action, observation, and reflection. The students' results that can be seen at the end of the trial showed different scores on the first test and second tests. There was a significant increase. Therefore, the result displays a list of the post-test/ final test scores of 25 students.

The class results obtained in post-tests showed different values. For more details, the following will be delivered the impact of the post-test on 25 students.

From the data that has been collected in cycle 2, it calculated the average value of students at the end of the test would use the formula:

$$\begin{aligned} \text{Mean} &= \frac{\sum X}{N} \times 100\% \\ \text{Mean} &= \frac{2115}{25} \times 100\% \\ \text{Mean} &= 84,6 \% \end{aligned}$$

The overall results obtained allow authors to present pre-test and post-test results. The results are presented in a table to see the differences more clearly.

Table 2. The Difference Scores Between Pre-Test and Post-Test

No	Student's name	Score in the Pre-Test	Score in the Post-Test
1	Adriell Gio Kristian	90	80
2	Aldi Dwi Saputra	75	95
3	Aurellia Larissa V.S.	80	100
4	Devan Tri K.	75	85
5	Dhian Ariani O.A.	40	65
6	Hany Ginarumi	75	90
7	Jessica Joely Josaga	95	100
8	Jessica Tirza Riyanto	95	100
9	Joline Angelina P.	90	80
10	Joseph Aquilla T.	85	100
11	Kevin Emmanuel	85	95
12	Latasma Fihaa A.	75	75
13	Max Jovan E.G.	90	65
14	Muhammad Rizki R.	60	75
15	Nabila Violina	65	95
16	Nasya Fitria Arilisti	85	100
17	Samuel Wisely I. C.	55	95
18	Sayid Aruslani Al K.	55	60

19	Silviana Arselia Putri	50	70
20	Valerie Gabriela S.	90	100
21	Vanezia Grace K.	85	90
22	Wayan Aditya P.	60	65
23	Winda Ayu Lestari	85	90
24	Yuwa Bakti Guna	60	45
25	Zefanya Gracia	95	100
Total number of student's Score		1895	2115

The data obtained above were the average result of all existing students.

The average result of the students in the Pre-test is equal: $\frac{1895}{25} \times 100\% = 75,8\%$

The average result of the students in the Post-test is equal: $\frac{2115}{25} \times 100\% = 84,6\%$

The writers found students who got the audio-lingual method accomplished the higher Score. It supports Sidabutar (2021) finding that audio-lingual ways help students increase their English skills in speaking and other aspects. It can be seen from the result of scores of the pre-test and post-test, in which the Score of the post-test is 84,6% is higher than the pre-test's 75,8%.

The audio-lingual method focuses on the repetition of some words to memorize. Students experienced an increase in vocabulary after listening to the drill, repeating some words heard by the teachers and using slides as games to excite students. Using the audio-lingual method in teaching vocabulary dramatically affects the students' accomplishment. This finding supports the previous result from Larossa, Qamariah, Rosdiana (2020) that repetition drills are used for familiarizing students quickly with a specific structure formulaic expression. The test by using pre-test and post-test were held to make sure that audio-lingual affected students' ability to understand the vocabulary.

The writers found possibilities that may be resulting an increase in students' vocabulary as follows that supported the arguments by Uche Okonkwo (2012):

- a. There were games with rewards/points in each lesson to make students feel excited about the class.
- b. The teachers gave motivation in the class.
- c. There was a repetition moment in every material with the goal of students remembering vocabulary better.
- d. Some slides were able to facilitate students in understanding English vocabulary.

5. Conclusion

Based on the analysis of the audio-lingual method applied at *SD Shalom*, the writers could finally give some conclusions and suggestions during the teaching-learning process in 3A generous class. The authors researched to find the efficiency of the audio-lingual method using students' accomplishments as the primary data. Since the same research was never conducted in SD Shalom Semarang and SD Shalom Semarang is the private primary school in North Semarang that has the most students, the authors steadily did the research. The accomplishment before and after using the audio-lingual method in 3A Generous is raised to 8.8 %. The results of the Pre-test implemented is 75,8%, and the Post-test performed is 84.6%. The writers can assume that the pre-test results classified into a high category and the post-test results increased and organized into a very high category. The benefits of using the Audio-

lingual method in improving the students' vocabulary are; games with rewards/points in each lesson made students feel excited about the class; the teachers motivated the course; the teachers correct when students make mistakes and encourage students to improve; students remembered vocabulary better because of repetition and the existence of repetition moment; innovative and creative media facilitated students' understanding of English vocabulary; the excitement increased due to the class being held in a different scenario.

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Analysis of speech acts in Charles Dickens' Great Expectations: A politeness language analysis

Arif Dwi Cahyono¹⁾, Eka Fadilah²⁾, Lailatul Musyarofah³⁾

¹⁾Department of English Education, STKIP PGRI Sidoarjo
email: arif.cahyono25@yahoo.com

²⁾ Department of English Education, STKIP PGRI Sidoarjo
email: mref3k4@gmail.com

³⁾ Department of English Education, STKIP PGRI Sidoarjo
email: ibulaila7810@gmail.com

Abstract

This research studies politeness strategies in Charles Dickens Great Expectations. The writer analyzes Speech Acts in Charles Dickens' Great Expectations: A Politeness Language Analysis. The research aimed to know the kinds of politeness strategies used by the main characters in directive utterances and the politeness strategies of directive act in Charles Dicken's Great Expectations. The data of this research was Charles Dickens' Great Expectations. This research was done using the descriptive qualitative method. The research findings show that there were two types of politeness strategies. Based on the frequencies, the strategies applied in the data were Positive Politeness in 145 frequencies (86%) and Negative Politeness in 31 frequencies (14%). Based on the frequencies of directive utterance in the data were Pip 88 frequencies, Miss. Havisham had 340 frequencies, Mrs. Joe Gargery 31, and Joe Gargery 8.

Keywords: Charles Dickens, Politeness Strategies, Speech Acts

1. Introduction

A speech act is an utterance that is defined in terms of the speaker's intention and its effect on the listener. Essentially, it is the action the speaker wants to evoke in the audience. A speech act can be a request, warning, promise, apology, greeting, or clarification (Richards, J. & Schmidt, R, 2010). Speech act theory is a branch of pragmatics. This area of research focuses on how words are used to carry out actions, not just to represent information. It is used in linguistics, philosophy, psychology, legal theory, literary theory, and even the development of artificial intelligence (Richards, J. & Schmidt, R, 2010). Politeness is considered an important part of a speaker's practical competence in knowledge and the rules of propriety that determine how speech acts are performed and understood in social interactions (Dale April Koike, 1989). Moreover, the politeness label marks not only our non-verbal actions but appear polite in everyday interactions in any language, a system of social rules that word choice and sentence form. Language social norms are often local, which presents a serious challenge for second-language learners (Hasmi, M. , 2013).

The point of the concept in pragmatics is politeness. It is "polite social behavior" in certain cultures (M. Yule, G, 1996). This is how people protect other people's faces and emotions when communicating. The stereotypes also make people think that being polite means keeping a distance between speaker and listener and being dishonest and careless (Richard J.Watts , 2013). Pragmatics is the study of meaning expressed by a speaker or writer and interpreted by a listener or reader (M. Yule, G, 1996). It analyzes what a speaker means in an utterance and interprets what people are saying in a given context to help determine the appropriate method and language to convey a message. Linguistics of politeness refers to the use of language in a speech to take into account the feelings and desires of the interlocutor,

establish and maintain interpersonal relationships (so-called political behavior), and demonstrate compliance with social principles or what cultures regard defined as the method which appropriate behavior (Fuller, Janet, 2000). Politeness refers to the unique way speakers, as interacting partners, perform verbal acts such as requests, directions, invitations, and offers that convey and reflect the nature of their relationship (Bussman, Hadumon, 2006). Politeness refers to becoming a catch-all term for any language choices generally made out of the need to save face the connection (Grundy, P, 2008). Linguistics politeness is an important aspect of human communications because they interact with each other in a community. People can live in harmony and peace if everyone follows certain guidelines of etiquette. The recent views on linguistics politeness as a way of avoiding conflict or as a strategy for maintaining good ties and cooperation in social interactions.

The theory of politeness by Brown Levinson was first published in 1978. His politeness theory is likely the most influential, with numerous echoes, applications, critiques, adaptations, and revisions. It is impossible to discuss politeness without bringing it up. As a result, their names are nearly synonymous with politeness and can signify that they recognize the faces of others. Social distance is described as respect or self-esteem, whilst social intimacy is characterized as friendliness, familiarity, or friendship (Johnson, Ellen, 1995). Linguistic politeness has long been a focus of the social study of language and has sparked heated debate in sociolinguistics and pragmatics. A large number of linguists have conducted research on linguistic politeness in a variety of cultures. As a result, various linguistic theories have been presented, and civility and etiquette have become scholastic concepts.

Many studies analyzed politeness language from Alfandi and Havid (2020) that studies A Pragmatic Analysis of Politeness Strategies of Directive Expression Reflected in 'Inglorious Basterds' Movie. The aims of the research are politeness strategies and translation techniques in *Inglorious Basterds* movie and its Indonesian translation. The research aims to know the kinds of politeness strategies used by the main characters in directive utterance and how the translator translates the politeness strategies of directive act into a subtitle. The research about politeness language from Mahmood and Murad (2019) that studied The Dimension of Politeness in Speech Acts: Three Pioneering Models. The research aims in Politeness have received special momentum in the last few decades.

Additionally, theorists and pragmatics have approached it from different perspectives like the social norm, conversation-maxim, conversation-contact, face-management, discursive (relational work), and others. Moreover, the research from Widiyanto, Suparno, Sarosa (2015) that Analysis on Pragmatic Force of Declarative Utterances in the Film Entitled "Avatar". The research aims to identify the contexts of declarative utterances, identify the hearer's responses of declarative utterances, and explain the pragmatic force of declarative utterances viewed from the illocutionary force. In this research, the author wants to analyze Charles Dickens' *Great Expectation* for politeness language because there was no research on it in previous studies.

In this research, the authors use Charles Dickens' *Great Expectations*. The novel's morality story of Charles Dickens' *Great Expectations* is the standard given to people by tradition regarding what is right and what is not. A fictional novel about becoming a man in order to gain not only social status but also a spouse. Pip lives with his sister and husband as a boy and is a normal, friendly young man. Still, as the novel progresses, Pip accumulates increasing wealth, surrounded by noble young people of Victorian upbringing and all Label people. More misogyny and harsher female ideals. Reading *Great Expectations* through feminist criticism reveals that Dickens portrays women as cruel creatures who trick and entrap men rather than as rewards to men after being groomed by gentlemen. Pip, The woman in life, alters his perception of women and their roles in society, eventually leading Pip to reconsider the truth about the power of acquaintances.

This research's primary goal is to analyze the technical term "An Analysis of Speech Acts in Charles Dickens' *Great Expectations*: A Politeness Language Analysis." It will discuss some of the most extensively used linguistic politeness models in the literature used in directive expressions uttered by main characters in 'Charles Dickens' *Great Expectations*. It also aims to gloss over the main ideas of many theoretical approaches and the distinguishing characteristics of one theory over another.

2. Theoretical Framework

The politeness phenomenon of Brown and Levinson is the theoretical framework for this research, with each speech adapted to its own context. The relationship between interlocutor power and distance and the step to which the speaker imposes or expects something from the addressee are two contextual factors that influence language choice in the domain of politeness. When the speaker tries to be polite, he or she tries to construct a complex context involving the addressee in order to the speaker to act (Grundy, P, 2008).

According to Brown and Levinson, the "model person" has two sides: positive and negative individuals. Positive acts demonstrate a person's desire to think well. His expressions include the desire for others to value what we value, the desire to be understood by others, and the desire to be regarded as friends and confidants.

Face-threatening acts are produced when a verbal or non-verbal act of communication conflicts with the wishes of the recipients and or speaker. Fear of the recipient's scary face includes, for example, demands, warnings, advice, and threats when the recipient criticizes, denounces, interrupts, insults, disagrees with, or denies values.

A speaker's positive face can also be threatened by actions such as confession, apology, acceptance of praise, and self-humiliation.

3. Research Method

In this research, the researcher would like to analyze the use of politeness language in the novel "Great Expectations" by Charles Dickens'. This research is done by using the descriptive qualitative method because the data analysis was presented descriptively. The method applied in this research is qualitative at least has five features as follows: 1.

Qualitative research takes place in a natural setting; 2. Qualitative research is descriptive. The data collected is in the form of words rather than numbers; 3. Qualitative researchers are concerned with processes rather than with products; 4. Qualitative researchers analyze their data logically; and 5. Meaning is an essential concern of the qualitative approach.

The author applies a variety of ideas in this study to support and progress the research objective. Because socio-pragmatics includes both sociolinguistics and pragmatics, the term is used for all theories within the subject. In this study, the author performs a theoretical review and analyses several hypotheses related to this topic. Several acceptable theories are used in the data analysis.

The author shows the interaction between parents and their children in the story of family life in The Great Expectations novel by Charles Dickens. The fundamental hypothesis of this study (1987) is that Penelope Brown and Stephen C. Levinson develop some universal language usage. The idea is used as a tool to analyze the speaker's positive politeness techniques. Brown and Levinson provide fifteen different techniques (1987). These are the strategies: Noticing and attending to Hearer (his interests, wants, needs, and goods). In general, this strategy suggests that S should take notice of aspects of H's condition (noticeable changes, remarkable possessions, anything which looks as though H would want S to notice and approve of it).

4. Result and Discussion

Result

Tables provide the distribution of each character's directive phrases, the frequency of each strategy in those expressions, and the proportion of each strategy's occurrence. The table below depicts the distribution of the main characters' directives utterances.

Table 1. Distribution of Main Characters' Directive Utterances

No	Main Characters	Male	Female	Frequency of Directive Utterance
1	Pip	✓		88
2	Miss. Havisham		✓	340
3	Mrs. Joe Gargery		✓	31
4	Joe Gargery	✓		8
	Total			467

According to the table above, there are two major male characters: Pip and Joe Gargery, and two female main characters: Miss. Havisham and Mrs. Joe Gargery are seen to make the majority of directing statements. Furthermore, Joe Gargery's speech had the least amount of directive utterances. The following table shows the frequency and proportion of politeness strategies:

Table 2. Politeness Strategies Percentage

No	Politeness Strategies	Frequency	Percentage
1	Positive Politeness	145	86%
2	Negative Politeness	31	14%
	Total	176	100%

From the table above, it can be seen that positive politeness is the most dominant strategy used in Charles Dickens' *Great Expectations*, while negative politeness is the least strategy to be used.

It can be concluded that there are several findings concerning the formulation of the study in the novel of "*Great Expectations*" by Charles Dickens. The findings are: There are eleven types of positive politeness strategies found in this novel. The strategies are: noticing, attending to the hearer, intensifying interest in the hearer, using in-group identity markers, which are divided into three strategies: using address forms, using jargon or slang, using contraction and ellipsis, seeking agreement which is divided into two strategies: using safe topic, and using repetition, avoiding disagreement which is divided into three strategies: using token agreement, using a white lie, using hedging opinion, presupposing/raising/asserting common ground, using the joke, giving offer and promise, including both speaker and hearer in the activity, giving or asking reasons, and giving gifts to the hearer. To find out the research more comprehensively, it will be discussed as follows.

The following are representative data that show the use of Positive Politeness:

a. Noticing, and attending to Hearer's interests, wants, needs, goods

Data

She saw me looking at it, and she said, "**You could drink** without hurt all the strong beer that's brewed there now, boy."

"**I should think I could, miss,**" said I, in a shy way.

"Better not try to brew beer there now, or it would turn out sour, boy; don't you think so?"

"It looks like it, miss."

“Not that anybody means to try,” she added, “for that’s all done with, and the place will stand as idle as it is, till it falls. As to strong beer, there’s enough of it in the cellars already, to drown the Manor House.” (*Great Expectations*, p.50).

From the data above, it can be seen that the underlined parts above is categorized as positive politeness. At the (*Great Expectations*, p.50), the speaker uses slang words “**I should think I could, miss**”, in order to minimize the distance between the speaker and hearer.

b. Intensifying interest to Hearer

Data

“What,” said I to Herbert, when he was safe in another chair, “**what is to be done?**” “My poor dear Handel,” he replied, holding his head, “I am too stunned to think.” “So was I, Herbert, when the blow first fell. Still, something must be done. He is intent upon various new expenses—horses, carriages, and lavish appearances of all kinds. He must be stopped somehow.” “You mean that you can’t accept——?” “How can I?” I interposed, as Herbert paused. “Think of him! Look at him!” An involuntary shudder passed over both of us. “Yet I am afraid the dreadful truth is, Herbert, that he is attached to me, strongly attached to me. Was there ever such a fate!” “My poor dear Handel,” Herbert repeated. “Then,” said I, “after all, stopping short here, never taking another penny from him, think what I owe him already! Then again: I am heavily in debt—very heavily for me, who have now no expectations—and I have been bred to no calling, and I am fit for nothing.” “Well, well, well!” Herbert remonstrated (*Great Expectations*, p.313).

From the data above, it can be seen that the underlined parts above is categorized as positive politeness. At the (*Great Expectations*, p.313), the speaker uses slang words “**what is to be done?**” in order to minimize positive Politeness Strategy: Using Address forms.

c. Positive Politeness Strategy: Using Address forms

Data

“It’s a note of two lines, Pip,” said Mr. Jaggers, handing it on, “sent up to me by Miss Havisham, on account of her not being sure of your address. She tells me that she wants to see you on a little matter of business you mentioned to her. You’ll go down?” “Yes,” said I, casting my eyes over the note, which was exactly in those terms. “**When do you think of going down?**” “I have an impending engagement,” said I, glancing at Wemmick, who was putting fish into the post-office, “that renders me rather uncertain of my time. At once, I think.” “If Mr. Pip has the intention of going at once,” said Wemmick to Mr. Jaggers, “he needn’t write an answer, you know.” Receiving this as an intimation that it was best not to delay, I settled that I would go to-morrow, and said so. Wemmick drank a glass of wine and looked with a grimly satisfied air at Mr. Jaggers, but not at me. “So, Pip! Our friend the Spider,” said Mr. Jaggers, “has played his cards. He has won the pool.” It was as much as I could do to assent (*Great Expectations*, p.356).

From the data above, it can be seen that the underlined parts above is categorized as positive politeness. At the (*Great Expectations*, p.356), the speaker uses slang words “**When do you think of going down?**” in order to minimize positive Politeness Strategy: Using Address forms.

d. Positive Politeness Strategy: Seeking Agreement

Data

It appeared to me that it would take time to become uncommon under these circumstances: nevertheless, **I resolved to try it, and that very evening Biddy entered on our special agreement**, by imparting some information from her little catalog of Prices under the head of moist sugar,* and lending me, to copy at home, a large old English D* which she had imitated from the heading of some newspaper, and which I supposed, until she told me what it was, to be a design for a buckle (*Great Expectations*, p.402).

From the data above, it can be seen that the underlined parts above is categorized as positive politeness. At the (*Great Expectations*, p.402), the speaker uses slang words “**I resolved to try it, and that very evening Biddy entered on our special agreement**” in order to minimize Positive Politeness Strategy: Seeking Agreement.

My sister was not in a very bad temper when we presented ourselves in the kitchen, and Joe was encouraged by that unusual circumstance to tell her about the bright shilling. “A bad un, **I’ll be bound**,” said Mrs. Joe, triumphantly, “or he wouldn’t have given it to the boy! Let’s look at it.” (*Great Expectations*, p.71).

From the data above, it can be seen that the underlined parts above is categorized as positive politeness. At the (*Great Expectations*, p.71), the speaker uses slang words “**I’ll be bound**” in order to minimize Positive Politeness Strategy: Seeking Agreement.

e. Positive Politeness Strategy: Avoiding Disagreement

Data

“Boy of the neighborhood? Hey?” said he. “Yes, sir,” said I. “How do you come here?” “Miss Havisham sent for me, sir,” I explained. “Well! Behave yourself. I have a pretty large experience of boys, and **you’re a bad set of fellows**. Now mind!” said he, biting the side of his great forefinger as he frowned at me, “you behave yourself!” (*Great Expectations*, p. 75)

From the data above, it can be seen that the underlined parts above is categorized as positive politeness. At the (*Great Expectations*, p.75), the speaker uses slang words “**you’re a bad set of fellows**” in order to minimize Positive Politeness Strategy: Avoiding disagreement.

f. Presupposing/ raising/ asserting common ground

Data

“Swine,” pursued Mr. Wopsle, in his deepest voice, and pointing his fork at my blushes, as if he were mentioning my christian name; “Swine were the companions of the prodigal.* The gluttony of Swine is put before us, as an example to the young.” (I thought this pretty well in him who had been praising up the pork for being so plump and juicy.) “What is detestable in a pig, is more detestable in a boy.” “Or girl,” suggested Mr. Hubble. “Of course, or girl, Mr. Hubble,” assented Mr. Wopsle, rather irritably, “but there is no girl present.” “Besides,” said Mr. Pumblechook, turning sharp on me, “think 24 Great Expectations what you’ve got to be grateful for. If you’d been born a Squeaker——” “He was, if ever a child was,” said my sister, most emphatically. Joe gave me some more gravy. “Well, but I mean a four-footed Squeaker,” said Mr. Pumblechook. “If you had been born such, **would you have been here now?** Not you——” (*Great Expectations*, p. 24-25).

From the data above, it can be seen that the underlined parts above is categorized as positive politeness. At the (*Great Expectations*, p.24-25), the speaker uses slang words “**would you have been here now?**” to minimize presupposing/ raising/ asserting common ground.

g. Using joke

Data

“**How could I?**” he returned, forced to the admission, “when I never see her in my life? Never clapped eyes upon her!” “Goodness, uncle! And yet you have spoken to her?” “Why, don’t you know,” said Mr. Pumblechook, testily, “that when I have been there, I have been took up to the outside of her door, and the door has stood ajar, and she has spoke to me that way. Don’t say you don’t know that, Mum. Howsever, the boy went there to play. What did you play at, boy?” “We played with flags,” I said. (I beg to observe that I think of myself with amazement, when I recal the lies I told on this occasion.) “Flags!” echoed my sister. “Yes,” said I. “Estella waved a blue flag, and I waved a red one, and Miss Havisham waved one sprinkled all over with little gold stars, out at the coach-window. And then we all waved our swords and hurrahed.” “Swords!” repeated my sister. “Where did you get swords from?” “Out of a cupboard,” said I. “And I saw pistols in it—and jam— and pills. And there was no daylight in the room, but it was lighted up with candles.” “That’s true, Mum,” said Mr. Pumblechook,

with a grave nod. “That’s the state of the case, for that much I’ve seen myself.” And then they both stared at me, and I with an obtrusive show of artlessness on my countenance, stared at them, and plaited the right leg of my trousers with my right hand (*Great Expectations*, p. 62).

From the data above, it can be seen that the underlined parts above is categorized as positive politeness. At the (*Great Expectations*, p.62), the speaker uses slang words “**How could I?**” in order to minimize using joke.

h. Giving an offer or promise

Data

Now, I thought very well of it, for three reasons **I’ll give you**. That is to say. Firstly. It’s altogether out of all your beats, and is well away from the usual heap of streets great and small. Secondly. Without going near it yourself, you could always hear of the safety of Tom, Jack, or Richard, through Mr. Herbert. Thirdly. After a while and when it might be prudent, if you should want to slip Tom, Jack, or Richard, on board a foreign packet-boat,* there he is—ready.” Much comforted by these considerations, I thanked Wemmick again and again, and begged him to proceed. “Well, sir! Mr. Herbert threw himself into the business with a will, and by nine o’clock last night he housed Tom, Jack or Richard—whichever it may be—you and I don’t want to know—quite successfully (*Great Expectations*, p. 340).

From the data above, it can be seen that the underlined parts above is categorized as positive politeness. At the (*Great Expectations*, p.340), the speaker uses slang words “**I’ll give you**” to minimize giving offers or promises.

i. Including both Speaker and Hearer in the activity

Data

There was nothing very surprising in that; but again, I was rather surprised, when he said, as if he were animated by a brilliant idea: “**Let’s go in!**” We went in, Wemmick leaving his fishing-rod in the porch, and looked all round. In the mean time, Wemmick was diving into his coat-pockets, and getting something out of paper there. “Halloa!” said he. “Here’s a couple of pair of gloves! **Let’s put ’em on!**” As the gloves were white kid gloves, and as the post-office was widened to its utmost extent, I now began to have my strong suspicions. They were strengthened into certainty when I beheld the Aged enter at a side door, escorting a lady. “Halloa!” said Wemmick. “Here’s Miss Skiffins! **Let’s have a wedding.**” (*Great Expectations*, p. 414).

From the data above, it can be seen that the underlined parts above is categorized as positive politeness. At the (*Great Expectations*, p.414), the speaker uses slang words “**Let’s go in**”, **Let’s put ’em on!**, **Let’s have a wedding** to minimize including both Speaker and Hearer in the activity.

j. Giving or asking for reasons

Data

“Yes, Mr. Jaggers.” “And do you remember,” retorted Mr. Jaggers, “that but for me you wouldn’t be here and couldn’t be here?” “Oh yes, sir!” exclaimed both women together. “Lord bless you, sir, well we knows that!” “**Then why**,” said Mr. Jaggers, “do you come here?” “My Bill, sir!” the crying woman pleaded. “Now, I tell you what!” said Mr. Jaggers. “Once for all. If you don’t know that your Bill’s in good hands, I know it. And if you come here, bothering about your Bill, I’ll make an example of both your Bill and you, and let him slip through my fingers. Have you paid Wemmick?” “Oh yes, sir! Every farden.” (*Great Expectations*, p.153).

From the data above, it can be seen that the underlined parts above is categorized as positive politeness. At the (*Great Expectations*, p.153), the speaker uses slang words “**Then why**” in order to minimize asking for reasons.

k. Giving gift to Hearer

Data

I said that I did not blame him, or suspect him, or mistrust him, but I wanted assurance of the truth from him. And if he asked me why I wanted it and why I thought I had any right to it, **I would tell him**, little as he cared for such poor dreams, that I had loved Estella dearly and long, and that, although I had lost her and must live a bereaved life, whatever concerned her was still nearer and dearer to me than anything else in the world. And seeing that Mr. Jaggers stood quite still and silent, and apparently quite obdurate, under this appeal, I turned to Wemmick, and said, “Wemmick, I know you to be a man with a gentle heart (*Great Expectations*, p.376).

From the data above, it can be seen that the underlined parts above is categorized as positive politeness. At the (*Great Expectations*, p.153), the speaker uses slang words “**I would tell him**” to minimize asking for reasons.

According to Brown and Levinson (1987) negative politeness is “the heart of respect behavior” and it is “more specific and focused”. Negative politeness consists of being conventionally indirect; questioning, hedging; being pessimistic; minimizing the imposition; giving deference; apologizing; impersonalizing speaker and hearer state the FTAs as an instance of a general rule’ nominalize and go on record as not incurring a debt or as not indebting hearer.

The followings are representative data that show the use of Negative Politeness:

- a. “**I can’t quite understand**”. The house seems to have been violently entered when Joe Gargery was out. Supposedly by convicts. Somebody has been attacked and hurt.’ (*Great Expectations*, p.108)

From the data above, it can be seen that the underlined parts above is categorized as positive politeness. At the (*Great Expectations*, p.108), the speaker uses slang words “**I can’t quite understand**” in order to minimize negative politeness.

- b. “No, no, Pip!” said Joe, in a comfortable tone, “I ’m sure of that. Ay, ay, old chap! Bless you, it were only necessary to get it well round in a man’s mind, to be certain on it. But it took a bit of time to get it well round, the change come so on common plump; didn’t it?” Somehow, I was not best **pleased** with Joe’s being so mightily secure of me. I should have liked him to have betrayed emotion, or to have said, “It does you credit, Pip,” or something of that sort. Therefore, I made no remark on Joe’s first head: merely saying as to his second, that the tidings had indeed come suddenly, but that I had always wanted to be a gentleman, and had often and often speculated on what I would do, if I were one (*Great Expectations*, p.134).

From the data above, it can be seen that the underlined parts above is categorized as positive politeness. At the (*Great Expectations*, p.134), the speaker uses slang words “**pleased**” in order to minimize negative politeness.

- c. “Miss Havisham, Joe?” ‘She wish,’ were Pumblechook’s word, ‘to speak to you.’ ” Joe sat and rolled his eyes at the ceiling. “**Yes, Joe? Go on, please.**” “Next day, Sir,” said Joe, looking at me as if I were a long way off, “having cleaned myself, I go and I see Miss A.” “Miss A., Joe? Miss Havisham?” “Which I say, Sir,” replied Joe, with an air of legal formality, as if he were making his will, “Miss A., or otherways Havisham. Her expression air then as follering: ‘Mr. Gargery. You air in correspondence with Mr. Pip?’ Having had a letter from you, I were able to say ‘I am.’ (When I married your sister, Sir, I said ‘I will;’ and when (*Great Expectations*, p.204).

From the data above, it can be seen that the underlined parts above is categorized as positive politeness. At the (*Great Expectations*, p.204), the speaker uses the slang words “**pleased**” to minimize negative politeness.

From the data above, the writer can show about the frequency of politeness strategies in each characters' directive utterances is shown in the following table:

Table 3. Occurrences of Politeness Strategies in Each Character's Directive Utterances

Main Characters	Positive Politeness	Negative Politeness	Total of Politeness Strategy
Pip	10	7	17
Miss. Havisham	20	22	42
Mrs. Joe Gargery	4	2	6
Joe Gargery	2	0	2

Discussion

The findings on analysis of Charles Dickens' Great Expectations the use of 2 politeness strategies. This subchapter presents a discussion about the results of the analysis.

Based on the research findings, positive politeness is the most used strategy in the directive utterance in Charles Dickens' Great Expectations. In a positive politeness strategy, an utterance is uttered directly, concisely, and clearly. Brown and Levinson (1987) support this, who explains that positive politeness is the most effective strategy. Two strategies are used by the teacher and the students in English class: positive politeness, and negative politeness. The researcher found that the mostly used politeness strategy by the teacher is positive politeness because the teacher commonly uttered commands in the learning process.

5. Conclusion

Explain that what is said in the introduction chapter can eventually lead to the results and discussion chapter for compatibility reasons. Furthermore, the prospect of developing research findings and application prospects for further research into the following meanings (based on results and arguments) of the writers in polite language strategies in Charles Dickens' novel Great Expectations include tribute, entertainment, offer, persuade, reassure, comfort, reason, build stronger relationships, request, express personal feelings, ask for help, indicate agreement and disagreement, complain, avoid disagreement, pretend to agree to make a difference, soften a disagreement, hide a disagreement, avoid a disagreement, compare.

Effects of positive politeness strategies on listeners: with a positive etiquette strategy: recognizing and paying attention to your audience (interests, wants, needs, products) is considered Face Securing (FSA). Positive courtesy strategies: to spark interest, it is a face-saving action for both date audiences. Positive Etiquette Strategies: 11 of which are facilitating action faces, and six are imminent action faces when using discriminating markers within the group). Immediate Action (FTA). Positive Politeness Strategies: with consent, three of them are Face Saving Acts (FSA).

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The implementation of listening and speaking learning using the integrated learning method in the faculty of language and culture UNTAG Semarang

Sogimin¹⁾ Gurendi Wiwoho²⁾

¹⁾Faculty of Language and Culture, Universitas 17 Agustus 1945 Semarang
email: sogimin68@gmail.com

²⁾Faculty of Language and Culture, Universitas 17 Agustus 1945 Semarang
email: rendiwiwoho@yahoo.co.id

Abstract

This research was conducted based on the background of the problem that in English language learning, four Basic English skills, such as speaking, listening, writing, and reading, are taught separately, especially in the English Department. In fact, in specific skills, two or more can be taught in an integrated manner together even though they focus on one skill only, for example, listening and Speaking. Teaching listening and speaking can be done by listening to audio then the lecturer assigns students to retell English speaking. The author views that listening teaching methods can be combined with speaking or other basic skills. This research reveals the application of listening and speaking teaching using the Integrated Learning method at the Faculty of Language and Culture, 17 August 1945 Semarang University, and the obstacles faced in its application. The aim is to implement the integration of this method effectively, and in the future, it can be a reference for curriculum renewal to the community's wishes. This research uses a research and development (R&D) design. Researchers collected data using listening tests and recordings of students' English speaking from listening to materials/tests. After that, the researcher conducted interviews with students as input for the application of this integration. The recordings were then transcribed and analyzed using a qualitative description. From the discussion, most of the students agreed with the application of integrated, but a small number disagreed. From the experiment, the method of teaching the Listening test combined with the English/Speaking assignment in the first semester can be integrated/blended. The result will be that students' Speaking ability will be better and more effective because only 3 out of 20 students answer only a few sentences not representing the content of the test. Two students answered in Bahasa Indonesia. Most of the others responded well.

Keywords: *Integrated Learning, Speaking ability*

1. Introduction

Learning English involves four basic skills: speaking, listening, writing, and reading. In the implementation in educational institutions, especially language, these four skills in the academic curriculum are taught separately in separate courses. In fact, in specific skills, two or more can be trained integrated even though they focus on one skill only, for example, listening and Speaking. Teaching listening and speaking can be done by listening to audio then the lecturer assigns students to retell English speaking. It means that the teaching of listening also includes the teaching of speaking courses carried out simultaneously.

Speaking is important aspect in learning English. It is used to express ideas and communicate with each other orally. Rao (2019) argues that by mastering good speaking ability, students are able to perform well in real life situations. It implies that speaking plays important roles in communication which is needed by the students. By acquiring good mastery in English, people will indicate that the students also have good English knowledge (SBH and

Susanti, 2021: 146). Moreover, Tahir (2015: 174) says that students can be considered successful in learning language when they are able to speak it.

Nowadays, the conditions of the transition period to regular times after the Covid-19 pandemic, learning is also experiencing a transition. In the conditions of the pandemic transition to normal, inevitably, all components must prepare a different way of learning from the previous semester. In terms of mastering speaking skills for undergraduate English students at Universitas 17 Agustus 1945 Semarang in Speaking courses, first-semester students have not been encouraged. From the observation, the first-semester students in S1 English Study Programme are not optimal when practicing speaking English. They have not been able to express sentences according to a good language structure in speaking English. It can be said that the first semester students lack mastering speaking skills in the Speaking course.

According to Collin and Dixon (1991), Integrated learning occurs when an authentic event or topic exploration is the curriculum's driving force. Furthermore, it can be explained that its implementation can involve students actively exploring topics or events, learning processes, and content (material) of more than one field of study/course simultaneously. In connection with Collin and Dixon's theory, what the author means by the term Integrated learning in this study is learning that combines various learning methods, ideas, and teaching dimensions. The author views that listening teaching methods can be combined with speaking

The author views that listening teaching methods can be combined with speaking or other basic skills. This research reveals the application of teaching Listening and Speaking using the Integrated learning method at the Faculty of Language and Culture, Universitas 17 Agustus 1945 Semarang, and the obstacles faced in its application. From the background above, the author took the research title: Application of Teaching Listening and Speaking using Integrated Learning Method at the Faculty of Language and Culture, Universitas 17 Agustus 1945 Semarang. The aim is to apply the integration of the method effectively. It can be a future reference for curriculum renewal following the community's wishes.

From the background stated above, the problem in this study can be formulated as how to implement Listening and Speaking using the Integrated Learning Method. What obstacles are faced in applying the Integrated learning teaching method in Listening and Speaking?

2. Theoretical Framework

Communication has two dimensions: speaking (expression) and listening (reception). Speaking has been the form of communication regarded as the most important for most of Western Civilization. The first books on communication were about how to be an effective speaker. Listeners were recognized, but only as they were important to the purpose of the speaker. In fact, speaking has been championed as the way to success throughout Western history. We give honors and awards to great speakers, but how many people do you know who have been recognized for their listening talents? There is even a popular speaking course that aims to teach "how to win friends and influence people". The road to success is not through listening, they suggest.

Language is a means of communication, when communication takes place there is speaking. Speaking is a way to communicate with each other (Kadamovna, 2021: 28). It is a tool to express ideas orally and convey message through the words of mouth (Leong and Ahmadi, 2017:34). Speaking as one of main skill in learning English are taught in every level of education in Indonesia. The purpose is to give students ability to utilize English language in communication correctly and effectively. When it comes to speaking, a lot of practice and repetition are needed. The more students practice their speaking, the faster they are able to develop their communication skill in language learning. The ability in speaking is equivalent with knowing the language (Bailey and Savage in Gilakjani, 2018: 57).

There are many definitions of “speaking” word that have been defined by many researchers. Brown (1994) suggest that speaking is an interactive process of making meaning that includes: producing, receiving and processing information. Channey (1998) mentions that speaking is process to make meaning While Bygate (1987) concludes that speaking is the production of auditory signals to produce different verbal responses in listeners. Speaking is to say words orally, to communicate by talking, to make request and speech (Nunan, 1995: 593).

There are some factors hindering students to speak English well, such as: not practice enough, little knowledge about vocabulary, and little interest in learning the language. Students may feel lazy to practice speaking English by their own, moreover they do not know how to speak it. They also feel less interested in learning due to the teaching method in the classroom. Lecturers must consider these factors while doing teaching and learning process, therefore the objective of the lesson can be achieved well.

Marleni (2019: 359) states that teachers or lecturers are expected to an engaging strategy to make students able to explore their ideas and then to make them able to express it orally. It is in line with Anjaniputra (2013: 2), stating that classroom activity should have various number of speaking teaching strategies. In another word, it is a must for teachers or lecturers to conduct an interesting atmosphere in the teaching and learning process. Thus, students will feel eager to learn more about the lesson. Students are indeed need engaging situation in which they can actively participate in the speaking activity.

Today we know differently. Listening can provide interaction with others in personal and professional situations, but the listening that has power must be a conscious listening, listening with self-conscious awareness. We all learn to listen naturally with little striving as we mature, but learning to listen consciously takes extra effort. Becoming a conscious listener will make you more sensitive to the needs of the listener (audience) and hence, improve your competence as a speaker. It will also make you more sensitive to the needs of people in general.

It is impossible to overemphasize the immense need the human have to be really listened to, to be taken seriously, to be understood. Listen to all the conversations of our world, between nations, as well as those between couples. They are for the most part dialogues of the deaf (Powell, 1969).

Implementation is not an event. Implementation is “a specified set of activities designed to put into practice an activity or program” (Fixen, Naoom, Blase, Friedman, & Wallace, 2005). These activities occur over time in stages that overlap and that are revisited as needed. Implementation involves multiple decisions, actions, and corrections to change the structures and conditions necessary to implement and sustain new practices and programs successfully. The required decisions and actions are accomplished through a set of Implementation Stages.

The term Integrated learning has long been recognized in the world of education. Integrated learning can be interpreted as integrated learning. According to Collin and Dixon (1991), Integrated learning occurs when an authentic event or topic exploration is the curriculum's driving force. Furthermore, it can be explained that its implementation can involve students actively exploring topics or events, learning processes, and content (material) of more than one field of study/course simultaneously.

Meanwhile, according to Atkinson (1989), integrated learning is an application of one of the learning strategies based on an integrated curriculum approach that aims to create or make the learning process relevant and meaningful for students. Concerning Collin and Dixon's theory, what the author means by the term Integrated learning in this research is learning that combines various learning methods. In teaching certain skills, two or more can be taught in an integrated manner together even though they are focused on one skill only, for example, teaching Listening and Speaking or other skills. Integrated learning in this study is learning

that combines various learning methods. In teaching certain skills inherently, two or more can be taught in an integrated way together, even if it is focused on one skill only, for example, teaching Listening and Speaking or other skills.

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3. Research Method

This study used a research and development (R&D) design. The research and development (R&D) approach aims to develop and validate educational products, for example, a curriculum that suits the needs. The ultimate goal of this R&D research is a language curriculum that can be used to achieve learning objectives effectively and efficiently when learning is held. This study uses a research and development (R&D) design by taking data from conventional teaching and combining two education between Listening and Speaking.

Judging from the method or technique, data collection in this research can be done using (1) listening text tests and (2) recording. The researcher also interviewed students who attended Listening lectures to ask for input on applying Integrated listening and speaking. This research was located at the Faculty of Language and Culture, Universitas 17 August 1945 Semarang. The participants of this study were 20 first-semester students of the S1 English study program at FBB 17 Semarang. The implementation was during the Listening For General Purposes course. The research began with data collection using the TOEIC Track 20 test, recording answers, and followed up with follow-up interviews to ask for things that students need to clarify.

The research begins with data collection using the TOEIC Track 20 test, recording answers, and follow-up interviews to ask for things students need to clarify. Data analysis in this study uses a mixed method, namely combining qualitative and quantitative analysis methods by explaining and describing in words. Answers from recorded students were then transcribed and assessed whether they were close to the correct answers. Test and interview answers were analyzed descriptively. Then the results of this analysis are described and explained in the descriptive form of narratives. Descriptive analysis is to describe factually and objectively the application of this integrated. The research flow is described as follows:

Data → Quantitative and Qualitative → Analysis → Conclusion

4. Result and Discussion

This study aims to determine the application of listening and speaking integrated taught together. The data collection results in this study can be done in the order of (1) test listening

texts and (2) recording. This experiment was limited to 20 first-semester students conducted in the Listening course. The researcher used test listening texts. The researcher gave the task to students by playing audio track 20 to listen well. Then students retell the content in a good English sentence structure from the audio that is played. The researcher used the TOEIC Track 20 experiment: Unit 5: Listen to the audio carefully! And then retell (speak) about Short Talks from Audio. In this task, two short talks were given to students to listen to. The researcher recorded the students' retold answers and then transcribed them for assessment. The assessment of the results of the retelling delivered by students by speaking English includes English structure, understanding the content of short talks, and fluency skills.

Audio playback is done repeatedly 3 to 4 times so that students can remember the audio material that has just been played. After that, students, one by one, answered in English. From here, the author recorded the answers of each student. The more listening, the students will understand the contents of the short talk played.

In addition to conducting listening and recording tests, researchers conducted follow-up interviews with students to provide input in integrating listening and speaking at the Faculty of Language and Culture UNTAG Semarang. From interviews with 20 students who attended Listening lectures, feedback was obtained; most students agreed with integrating, but a small number disagreed. Most enjoy the integrated model. 2 out of 20 students, or only 10% of students, are less comfortable applying this learning. From the trial method of teaching, Listening tests combined with English speaking/Speaking assignments in the first semester can be integrated. The results will show that students' Speaking skills will be better and more effective because there are only 3 out of 20 students, or only 15% of students, who answer less / little because only a few sentences do not represent the content of the text in the test. There were two students, or 10%, who answered in Indonesian. Most (16 students), or 80% answered well, with details of 7 students answered. Most (16 students), or 80%, answered well, with details of 7 students answering almost perfectly or very well, like the answers requested in Test TOEIC track 20. The remaining nine students answered well according to the content of the short talks but not perfectly. Of course, this is encouraging because these English-speaking answers are recorded, which tends to make most students feel nervous and less natural.

Overall, the conclusion of the recorded answers from 20 students after being transcribed shows that only a small number are not good at understanding the content, language structure, and speaking fluency. This may be due to the fact that the audio was played more than twice. Most students unconsciously enjoy this integrated learning method, so this method can motivate students to listen more seriously to the audio played. Students were motivated because of the task of being forced to retell the story by understanding the content of the short talk played and, at the same time, being able to practice speaking English. Of course, this recorded student retelling proves that listening courses can be combined with speaking courses in a one-course hour.

The steps or stages in the application of integrated learning are applied in accordance with the theory put forward by Trianto (2010: 125 states that there are three stages, namely: 1) the planning stage. 2) the implementation stage. 3) Evaluation stage. These three steps in practice have been applied at the Faculty of Language and Culture UNTAG Semarang and allow to be applied in the future, but there is no introduction to the application in the curriculum, and they are only limited to discourse. At the initial stage, the teacher should form an inter-subject team to select the concepts, skills, and attitudes that will be taught in a certain semester for several subjects / subject areas, for example, listening and speaking, listening and writing. The next step is chosen to deliver lesson plans for several concepts, skills, and attitudes that have a close connection and overlap between several courses/subject areas. Delivery of lesson plans by verbal, audio, or motion. The focus of integration is on a number of skills that

the teacher wants to teach in a learning unit for material achievement. The third stage is evaluation through formal or informal.

The obstacle to the implementation of integrated learning at the Faculty of Language and Culture UNTAG Semarang is that there is no introduction to the implementation of integrated learning in the curriculum, and it is only limited to discourse. This means that there are no academic rules that strengthen the application of integration between listening and speaking. The technical obstacles are almost the same as the previous conventional method, namely, when students are late for listening lectures, they cannot answer questions / retell the audio material given by the lecturer because they did not listen from the beginning. Lecturers usually have to repeat playing the audio again, and obviously, this is not effective in terms of time for other students who come on time. Common technical obstacles often occur power failure and audio that suddenly cannot be heard and turns itself off. Whereas when applied to online learning, the obstacles are internet signals that are sometimes unstable, and students are often not on camera. The advantages of this integrated learning method do not require additional time with other teachers, and teachers do not need to repeat the material that is considered overlapping, thus achieving learning efficiency and effectiveness.

5. Conclusion and Suggestion

Based on the discussion above, it can be concluded that the test listening teaching method combined with English speaking tasks from listening to the Listening teaching text will show that students' Speaking ability will be better and more effective than the previous teaching methods. In terms of time, it will be more efficient because usually, two-course meetings can be combined into one session to get two courses at once. The advantages of this integrated learning method do not require additional time with other teachers, and teachers do not need to repeat the material that is considered overlapping, thus achieving learning efficiency and effectiveness.

From the conclusions of the research obtained, it is suggested for other researchers to try to follow up by trying to make a new applicable curriculum using integrated methods in listening and speaking skills. It is also suggested that it can be applied to incorporate other courses.

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