

CULTURALISTICS

Journal of Cultural, Literary, and Linguistic Studies

The Implementation of Gender Language Features in The Prince & Me Movie
(Niken Ayu Dewati, Dwi Wulandari)

Translanguaging Practices in Tertiary Context EFL Classrooms in Indonesia
(Anggie Cahya Setya Ningrum, Sahiruddin Sahiruddin)

Culture-Specific Items (CSIs) Categories and Translation Procedures of Wang Sinawang Short Movie
(Firda Safitri El Zahra, Tantri Refa Indhiarti)

Charlotte's Language Style in Queen Charlotte: A Bridgerton Story Series (2023)
(Hana Nabilah, Mytha Candria)

Foreign Language Anxiety and Academic Achievement: Is There Any Relationship in Between?
(Zulfa Ghefira Azzahra, Fatimah)

The Construction of Women As The Loving Subject In Curtis Sittenfield's Eligible
(Zietha Arlamanda Asri)

Resistance Toward Subordination of Women in The Breadwinner Novel by Deborah Ellis: A Feminist Study
(Firdha Salsabila, Esterria Romauli Panjaitan, Fitra Mandela)

Aging Yet Independent Women in Elizabeth Gaskell's Cranford and Charles Dicken's David Copperfield
(Eta Farmacelia Nurulhady)

English Language in the Context of Cultural Diplomacy
(Rifka Pratama)

The Role of Culture in Enhancing Students' Language Acquisition: Teacher's Strategy
(Ayau Ummad Nasution, Christina Suriani Debataraja, Fitri Randia Ningsih, Ummi Aisyah Nasution, Sholihatul Hamidah Daulay)



Research Article

Received: 06/10/2023; Accepted: 30/11/2023; Published: 04/12/2023

The implementation of gender language features in
The Prince & Me Movie

Niken Ayu Dewati^a, Dwi Wulandari^b

^aEnglish Literature Study Program, Faculty of Humanities, Universitas Diponegoro, Jl. Prof. Sudarto No.13,
Semarang, 50275, Indonesia

^bEnglish Literature Study Program, Faculty of Humanities, Universitas Diponegoro, Jl. Prof. Sudarto No.13,
Semarang, 50275, Indonesia

wulandaridwi76@gmail.com

Abstract

Language features are the foundation of effective communication. Learning language features are essential for effective interpersonal and intercultural communication. The research aims to identify language features used by male and female main characters in *The Prince & Me* movie. In addition, this study will examine the factors that influence the use of language features by male and female main characters. This research will fill this gap by exploring how language feature traits are related to certain factors that influence language use in the context of *The Prince & Me* movie. This study analyzes the data using Coates's (2013) theory of language features and Holmes's (2013) social factor theory. This descriptive qualitative research uses the purposive sampling technique—the data collected from *The Prince & Me* movie (2004). The findings show that women and men used the same language features with similar frequency. According to the research, Paige, the female character, and Eddie, the male character, used the question feature the most. This study also shows that the topic is the most frequent factor that influences the utterances of female and male characters.

Keywords: Language factor; Jennifer Coates; Janet Holmes; gender; movie

1. Introduction

Since we live in a society, learning a language is important. Language itself is essential for humans to communicate with each other. Sociology and linguistics combine to form the term “sociolinguistics,” which describes this field of study. Different people use many language characteristics based on ethnicity, race, social class, and gender. One of the most general topics in sociolinguistics that is often discussed is the language features in men and women.

Language features are deeply intertwined with society, serving as a powerful mirror that reflects the values, norms, and intricate dynamics of the communities in which they evolve. It is like a mirror reflecting our communities' beliefs, rules, and how things work. Culture and society deeply influence the language choices we are part of, including the words we pick and how we say them. As society changes, our language changes with it, adapting to new technology, politics, and how people relate to

each other. So, language is not static; it grows and changes as our society does. Studying language features can help us understand how people communicate and behave in social groups.

According to Coates in her book *Women, Men, and Language*, Coates meticulously dissects language features, delineating seven key aspects: minimal response, hedges, tag questions, questions, commands and directives, swearing and taboo language, and compliments. Her exploration of these linguistic intricacies in the context of gender serves as a foundational pillar for understanding the malleability of language in reflecting and perpetuating societal norms. The resonance of Coates' emphasis is strikingly reaffirmed by the findings of this research, further validating the premise that gendered language is a dynamic construct shaped by societal influences. As Coates delves into the nuances of language features between men and women, the exploration extends beyond the academic realm into the captivating landscape of popular culture, particularly manifesting in the cinematic realm. The intriguing observation of how these linguistic variations play out in movies adds a compelling layer to the discourse, underscoring the pervasive impact of language in shaping societal perceptions of gender. In essence, Coates' revelations echo resoundingly through the lens of this research, solidifying the understanding that gendered language is a nuanced product of social construction rather than an inherent, predetermined reality.

For instance, in "The Prince & Me", a romantic comedy directed by Martha Coolidge, we can observe how gendered language dynamics play out in the interactions between the movie's main characters. This movie has two main characters, one female and one male character. The movie was about a typical college pre-med woman who meets a prince from Denmark disguised as an ordinary college student. Their first meeting was terrible enough to make them hate each other for quite some time. However, love grows between them as time goes by. In addition to an exciting storyline, this film has an interesting selection of main characters: a prince and an ordinary woman. The two characters, of course, have differences in choosing everyday speech. These differences can be affected by many factors; as explained by Holmes (2013), social factors also influence it. Their differences are what make this film enjoyable to study further. Also, by looking closely at language features, we can discover how they connect human communication with our societies. It is like solving a puzzle; as we dig into these language details, we learn more about the meanings hidden in our words and how things like our social background affect the different ways we talk. This helps us understand how language brings people and communities together.

2. Methods

The researcher used a descriptive qualitative method to process the data in the utterances spoken by Edvard and Paige. The outcome of this study will be written in descriptive form. The researcher focused on Edvard and Paige's utterances that contains language features proposed by Coates (2013). The population of this study is composed of utterances spoken by Edvard and Paige in the film. In addition, purposive sampling is utilized in this study to attain study objectives by focusing on the main characters' utterances containing language features proposed by Coates (2013). Furthermore, the existing data will be classified and categorized based on each language feature to examine the social factors that influenced the utterances according to Holmes's (2013) theory.

3. Results

To achieve the purpose of the implementation gender language features in *The Prince & Me* movie as well as the social factors that influence the choice of words used by the main characters.

3.1. Minimal Response

Minimal response, known as back-channeling, has a form such as *yeah*, *right*, and *mmhm*. In Coates's book, she asserted that women use minimal responses more frequently than men. The use of minimal response in male and female main characters in the movie can be seen as follows:

Data 1

Stacey: So at this point in the trip, me and the other tour leaders are just... We're fed up with all these

Paige : ***Okay Okay***

Stacey: rich, snotty kids and all of their complaining
(*Paige Morgan*, 09:34—09:39)

In this situation, the participants are Paige and her friend. It means that they are intimate and also, they share the same gender and age. The setting of this conversation is in the hallway leading to the campus bar because they want to hang out before class begins. At that time, the topic of the conversation is about Paige's friend's summer holiday. Stacey talked about her annoyance towards a group of wealthy kids she met during her holiday. In Paige's response it indicates as a minimal response and as an interactional conversation without turn-taking the conversation. The use of minimal response in Paige's dialogue most likely got affected by the topic of the conversation, where Paige, as Stacey's friend, should be an active listener in order to make Stacey feel heard.

This explanation is supported by Fishman's (1978) theory that women engage in interactional conversation by inserting minimal responses throughout the flow of speech rather than at its conclusion. In addition, the preceding dialogue supports Coates's (2013) claim that women use minimal response to indicate active listening and mutual support.

Data 2

Stu : Hey, kid. I need you to go outside and hose down the mats.

Eddie : **[nods]**

(*Eddie*, 32:54—32:59)

In the excerpt above, the participants are Eddie and Stu. It can be concluded that they are not intimate and do not share the same age. The setting is at the bar where Eddie works as a waiter, and Stu is the manager. It shows that Stu has more power than Eddie because he has a higher status. The topic of the situation is Stu asking Eddie to do his chores, to which he responds with a head nod. In this situation, his gesture counted as a minimal response because it serves as direct feedback, and also, nodding his head means he understands what Stu said and will do what he said. The social factor that assumably has a significant influence is the participant in the conversation because, as a waiter, Eddie must do all of the chores that his manager told him to.

3.2 Hedges

The use of hedges, as in linguistic terms, begins in the early 1970s; it has a form such as I think, I am sure, sort of, and you know, which expresses a doubt and uncertainty about the proposition under discussion.

Data 3

Eddie : Oh. Was that this morning?

Paige : Yes! *You know*, I know exactly who you are
(Paige, 27:02—21:06)

In the excerpt above, the participants are Eddie and Paige. They share the same age but lack familiarity with each other. The conversation takes place in Eddie's room. It happens in the morning when Eddie should have been at the lab to do his chemistry class with Paige. This dialogue is about Paige expressing her annoyance with Eddie because instead of coming to the chemistry class, Eddie was sleeping and missed the class. In Paige's response, she said you know, it includes a type of linguistic device known as hedges, which may indicate her confidence level in the forthcoming statement. After interacting with Eddie for a few days, she has formed her assessment of his attitude, which unfortunately appears to be negative. Especially at that time, Paige was irritated with Eddie, so it is unsurprising that she was so resentful that she wanted to tell him her evaluation of him. The use of hedges features in this dialogue is most likely affected by the function of the phrase because, in the dialogue above, hedges expresses her certainty about her judgment toward Eddie.

Data 4

Eddie : The last thing I need right now is to have the press all over me.

I think it's gonna be fun.

(Eddie, 16:40—16:45)

In the excerpt above, the participants are Eddie and Soren. They have a close relationship because Soren is Eddie's helper. However, the two of them do not share the same age; Soren is older than Eddie. The scene occurred in the car while they were going to the dormitory. Eddie was talking to Soren about what he wanted during his college time. While describing Eddie's opinion about what will happen in college, he used the phrase *I think*. Eddie used hedges in his utterances because he wanted to express his opinion, which indicates some uncertainty about the future. The setting of the conversation most likely influenced the use of this feature because the car was in the campus area where several students were passing by. Eddie, who sits in the car, sees several students laughing with their friends; therefore, he uses hedges to express his opinion while looking at them.

3.3 Tag Question

The tag question is among the linguistic structures commonly associated with expressing tentativeness. A tag question also can be a positive politeness device or conversation opener, depending on the context.

Data 5

Paige : He's a very good watch-moose. Not once I was attacked by a monster under my bed or something scary in the closet. *Isn't that right, Gus?*
(Paige, 47:09—47:13)

In the situation above, the participants are Paige and Eddie, and at that time, they both became closer than before. The scene happened in Paige's room at Paige's house. Eddie and Paige were talking about Paige's doll, which helped her to get rid of her fears when she was afraid. In her dialogue, she used the phrase *isn't that right* with a falling intonation to express her confidence in the statement and expect the listener to agree, which is her because she will answer it too. The topic of the conversation most likely affected how Paige talked because Paige and Eddie were talking about her doll, and it made Paige tell him more about her doll.

Data 6

Eddie : Ecuador and El Salvador. They're not exactly tourist destinations,
are they?
(Eddie, 46:15—46:20)

In the situation above, the participants are Paige and Eddie. They have a close relationship, and the scene occurred in Paige's room. They were talking about Paige's dream place that she wanted to visit. Eddie's utterance contains a tag question because he used the phrase *are they* with rising intonation at the end of the sentence. The rising intonation at the end of Eddie's sentence expresses his uncertainty and seeks additional information about the unusual place that Paige wants to visit. The topic of the conversation likely affected Paige's utterance because Paige was talking about several places that she wanted to visit, and Eddie engaged with the topic by using a tag question to seek additional information about the place.

3.4 Question

Questions are a fundamental component of the conversational structure known as Question + Answer. In a conversation, questions and answers are interconnected, as questions require a response from the person being addressed.

Data 7

Eddie : I like you like this
Paige : *Like what?*
(Paige, 47:19—47:24)

The situation above happened between Eddie and Paige in Paige's room. When both of them were chatting about their childhood stories, Eddie suddenly complimented Paige. Paige responds with a question; in her dialogue, the question serves as a tool to seek a further explanation about Eddie's compliment because she found it unclear. The use of the question feature on Paige's utterances is most likely affected by the topic. It is because she wants to know the further explanation about his

compliment to understand and share the same meaning. As a result, according to the data above, a question is not always intended to make a conversation more interesting, but it can also be used to seek new information.

Data 8

Eddie : **How fast do these things go?**

Mike : We clocked it at 52.

Eddie : I can make it faster.

John : Okay, come on let's go

Eddie : **What? Oh, you don't believe me? I can.**

(Eddie, 49:43 - 49:54)

The situation above happened between Eddie, Mike, and John. The three have a close relationship as they spend the holiday together. The scene took place at the garage after they worked at the farm. They were talking about a modified lawnmower that was in the garage. In Eddie's utterances, several questions have a different purpose. In dialogue one, Eddie uses questions to express his curiosity about how fast the lawn mower can go.

Meanwhile, in dialogue two, he used questions to express his emotions. He expresses his disbelief that John and Mike underestimated him. The topic of conversation most likely influenced the way Eddie spoke. Eddie is an automotive enthusiast who has not modified his cars in a long time, so when he saw the lawnmower in the garage, it prompted him to ask about it.

3.5 Commands and Directives

A directive can be defined as a speech act that indicates someone to do something, such as an action. This linguistic behavior can reflect assertiveness, dominance, or a straightforward communication style.

Data 9

Paige : Eddie, finals are coming up. **You need to be serious.**

Eddie : I am serious.

(Paige, 01:01:15—01:01:19)

The excerpt above happens between Eddie and Paige when their relationship becomes more intense after Eddie spends Thanksgiving with Paige's family. The setting of the place was the library while they were studying for the final exam. Both of them were fooling around with each other. However, Paige feels they must be severe because finals are coming. In Paige's dialogue, she whispered a directive sentence you need to be serious to remind Eddie to be serious. Paige is using declarative because it is a fact that they were in the library, and Eddie was supposed to be studying and not fooling around. Paige stresses the word need to ensure that Eddie understands that he distracted Paige's focus. The scene's setting most likely influenced how Paige speaks because both of them were at the library where they were supposed to be quiet and study, yet they were fooling around and making a noise.

Data 10

Paige : It kind of bothers me.

Eddie : Right. **Come with me.**

(*Eddie*, 01:34:53—01:34:58)

The excerpt above occurred between Paige and Eddie at Eddie's house. The two of them were avoiding the crowd since there was a big event at Eddie's house. They went to a room where there were no people, and quieter. However, guards are still in every room at his house, making Paige uncomfortable. In Eddie's dialogue, he used directives to instruct Paige to follow him. Eddie's directive type is commonly used in everyday communication when people want to give someone a straightforward order. The topic of the conversation probably influenced Eddie's utterances because Paige felt uncomfortable that the guards could hear the conversation. Therefore, Eddie feels the urge to take Paige somewhere where there are no guards.

3.6 Swearing and Taboo Language

Swearing and taboo language are features of language use that involve the use of offensive, vulgar, or socially unacceptable words and expressions. These linguistic features encompass words or phrases that are considered impolite, offensive, or inappropriate in certain contexts.

Data 11

Paige : What **the hell** was that? Why were they calling you Prince Edvard?

(*Paige*, 01:04:18—01:04:23)

In the excerpt above, it happens between Eddie and Paige. It was raining when they talked in the tunnel. Paige and Eddie were talking about the fact that several paparazzi took their photo while calling Eddie a prince. Paige's dialogue contains swear words because she is confused about what has happened before. The use of the word *hell* in this context is a swear word that portrays Paige's annoyance towards Eddie. The topic of the conversation most likely affected the sentence that Paige used because Eddie's never told her about his real identity, and she just found out from the paparazzi that shouted him as a price.

Data 12

Keith : [punched Eddie]

Paige : Hey!

Eddie : Right. I'm gonna **kick your ass.**

(*Eddie*, 57:25—57:34)

In the data above, the participants are Eddie, Paige, and Keith. Paige and Keith know each other; meanwhile, for Eddie, it is his first time meeting Keith. The scene occurs on a field where the race is held, and Eddie wins. Keith does not accept that he got defeated by Eddie, the newcomers; therefore, Keith approaches him and punches him in the face. When Eddie got punched, he said the phrase kick your ass which consider swearing. The phrase has a meaning to threaten someone with physical harm

or violence. As Eddie got punched by Keith, he said that phrase to make Keith scared. The participant of the conversation most likely influenced how Eddie talked because Keith is the one who punched Eddie first and Eddie does not accept what happened to him. Therefore, he said that phrase.

3.7 Compliments

A compliment can be defined as an expression of respect or admiration towards the addressee. Holmes's (Cited in Coates 2013:98) study finds that men likely use a minimal pattern (e.g., Nice Shoes!) while women use a more extended pattern (e.g., What a charming dress!).

Data 13

Paige: Hey. Oh, Mike, **you look great!**

(Paige, 44:54—44:56)

In this situation, the participants are Paige and Mike, Paige's brother, and they are close. The scene takes place in Paige's front yard when she comes back home for the first time after several months of going to college. Paige's utterance contains a complimenting feature because she says you look great and finds Mike's appearance impressive. The participant plays a significant role in Paige's compliment because it has been a while since Paige had seen Mike, which is why she could see an impressive difference in his appearance.

Data 14

Paige : Eddie! Hey. Look, it's my Shakespeare midterm. A-minus.

Eddie : **That's brilliant. That's really really good. Well done.**

(Eddie, 41:54—41:57)

In the preceding text, it happened between Paige and Eddie in the kitchen where Eddie worked. Paige talked about the result of the final that she used to fail. In responding to Paige's utterance, Eddie used several compliment features such as brilliant, really good, and well done. The compliments have the same meaning to acknowledge and praise Paige's effort to pass the exam. The topic most likely influenced how Eddie talked because Paige brought up her exam result, making Eddie feel he had to praise her.

4. Discussion

The implementation of gendered language features in "The Prince & Me" movie is evident through various linguistic elements exhibited by the main characters. The analysis reveals how social factors influence the choice of words, providing insights into the characters' communication styles.

The gendered pattern of communication, evidenced by minimal responses like "okay," aligns with Coates's findings on women's back-channeling cues. Paige and Stacey's interaction illustrates the influence of an intimate setting and shared gender/age on minimal responses, supporting Fishman's theory of women using these cues for active listening and mutual support. Conversely, the power dynamics between Eddie and Stu in a bar setting emphasize how social factors, such as their professional relationship, shape linguistic choices. Another gendered feature, hedging, is demonstrated by Paige's use of uncertainty expressions in expressing annoyance with Eddie, aligning with Coates's observations. The evolving relationship and irritation in the conversation further highlight the social factors influencing language use.

The use of hedges, conveying doubt or uncertainty, adds complexity to linguistic analysis. In Eddie and Paige's dialogue, expressions like "you know" reveal Paige's confidence in expressing annoyance, showcasing the impact of emotional states on language choices. The social setting, in Eddie's room during chemistry class, contextualizes the use of hedges, indicating certainty in Paige's judgment. Eddie's conversation with Soren in the car introduces hedges in discussing the future, using uncertainty to navigate the complexities of college life. Shifting to questions, Paige employs them not only for interesting conversation but also to gather information, as seen in her inquiries about Eddie's compliment and childhood stories.

Tag questions, expressing tentativeness, feature in Paige and Eddie's dialogue. In Paige's room, her use of a tag question about her doll reflects their evolving closeness, using language to engage Eddie. Eddie's tag question about unusual tourist destinations demonstrates how the topic shapes linguistic choices, with rising intonation revealing his uncertainty about Paige's preferences. This dynamic interplay between conversation topics and linguistic structures, like tag questions, navigates uncertainties and seeks understanding. Swearing and taboo language in Paige's expressions of confusion stem from the emotional intensity of discovering Eddie's real identity, showcasing the impact of the conversation's topic on language choice.

Questions play a crucial role in Eddie and Paige's interaction. Paige's use of a question as a response to Eddie's compliment goes beyond creating interesting conversation—it becomes a tool to seek clarification and deeper understanding. In another context, Eddie's questioning about a modified lawnmower reflects curiosity and emotional expression, driven by the unique object in the garage and his disbelief in the face of underestimation by others.

The analysis of directives in Paige's whispered command in the library illustrates the impact of the setting on language choices. Paige's directive, stressing the need for seriousness during study sessions, is shaped by the library environment and impending finals. It serves as a reminder to Eddie, aligning with the expected behavior in a quiet study setting. Eddie's use of directives to guide Paige to a quieter room at his house highlights how the conversation topic and discomfort caused by guards influence linguistic choices, with directives serving as a tool for Eddie to assert control and ensure privacy in a guarded environment.

The swearing and taboo language in Paige's reaction to Eddie's identity highlights the emotional impact of the revelation. Paige's use of swear words reflects her confusion and annoyance, emphasizing the significance of Eddie being a prince. In the confrontation with Keith, Eddie's threat using swearing language is a response to Keith's aggression, showcasing how participants and their actions influence linguistic features in intense situations.

The study of compliments between Paige and Mike showcases the impact of participant relationships on linguistic choices. Paige's expression of admiration for Mike's appearance is influenced by their close sibling relationship, emphasized in the front yard setting. Similarly, Eddie's complimentary language in response to Paige's academic achievement reflects the influence of the conversation topic on compliment features, aligning with patterns observed in Holmes's study.

Future research in the field of gender-based language features in media should delve into the dynamic interplay between linguistic elements and social factors, exploring how these patterns evolve over time and across diverse cultural contexts. Cross-cultural analyses would enrich our understanding of the universality or cultural specificity of these language patterns. Investigating audience perceptions of gendered language in media and its real-world impact could provide valuable insights into the broader societal implications of such portrayals.

5. Conclusions

This study demonstrates that both men and women utilize the same language features proposed by Jennifer Coates. Through analysis, the researcher determined that Paige produced a total of 85 utterances that contained a Coates-proposed language feature. Meanwhile, for Eddie, he produced 69 utterances indicating language features proposed by Coates. The result shows that the most features used by both characters are questions; however, the frequency is different, with Paige using it more often than Eddie. Other than questions, Paige dominated two features: compliments and swearing & taboo language. Meanwhile, Eddie dominated tag questions and command & directives.

The following research question concerns the supporting factors of language features proposed by Holmes (2013). The social factors that affect the variety of language are the participant, setting, topic, and function. This research shows that the utterances produced by Paige and Eddie in the *Prince & Me* movie are affected mainly by the topic factor in almost all spoken utterances. From all of the seven language features proposed by Coates (2013), the topic has always been the supporting factor influencing each of them. Participants also dominated most of the features: minimal response, question, command and directive, and compliment. Meanwhile, the function factor has a significant role in questions, hedges, and tag questions. The last factor is setting; it influences all language features, but the frequency is not significant.

References

- Anugerahwati, M. (2020). "Gender and Language in Movies". *KnE Social Sciences*.
- Arbella, N., Pratiwi, P., & Rajeg, I. (2022). "Gender-Based Language Variations in The Last of Us 2 Video Game". *Ulil Albab: Jurnal Ilmiah Multidisiplin*, 1(7).
- Coates, J. (2015). *Women, Men and Language: A Sociolinguistic Account of Gender Differences in Language*. Routledge.
- Dong, J. (2014). "Study on Gender Differences in Language Under the Sociolinguistics". *Canadian Social Science*, 10(3), 92–96.
- Eckert, P., & McConnell-Ginet, S. (2013). *Language and Gender*. Cambridge University Press.
- Gu, L. (2013). "Language and Gender: Differences and Similarities". *International Conference on Advances in Social Science, Humanities, and Management*, 248–251.
- Holmes, J., & Wilson, N. (2022). *An Introduction to Sociolinguistics*. Routledge.
- Juwita, T., Sunggingwati, D., & Valiantien, N. (2018). "The differences between men and women's language in the devil wears prada movie". *Jurnal Ilmu Budaya*, 2(1), 43–52.
- Karjo, C. H., & Wijaya, S. (2020). "The Language Features of Male and Female Beauty Influencers in Youtube Videos". *English Review: Journal of English Education*, 8(2), 39.

- Muthia, D., Hidayat, D., & Alek, A. (2021). "Conversational Strategies Used by Women Speakers in Same-Sex Communication: A Research on Noor Tagouri Podcast". *IDEAS: Journal of Language Teaching and Learning, Linguistics and Literature*, 9(1), 12–29.
- Rahmi. (2015). Gender and Language Use. *Intelektualita*, 3(1).
- Sari, I., Puspani, I., & Mulyawan, I. (2016). "Analysis of Women's and Men's Language in Customer's Conversation at Warung Santai". *Jurnal Humanis*, 17(1), 140–146.
- Setyorini, L., & Indarti, Y. (2013). "Conversational Strategies in Same-Sex Talk: An Interview Article of O' The Oprah Magazine". *Anglicist*, 2(1).
- Trudgill, P. (2000). *Sociolinguistics: An Introduction to Language and Society*. London: Penguin UK.
- Wardhaugh, R. (2009). *An Introduction to Sociolinguistics*. Chichester: John Wiley & Sons.

Research Article

Received: 30/10/2023; Accepted: 23/11/2023; Published: 04/12/2023

Translanguaging practices in tertiary context of EFL classrooms in Indonesia

Anggie Cahya Setya Ningrum^a, Sahiruddin Sahiruddin^b

^{a,b}English Literature Study Program, Faculty of Cultural Studies, Universitas Brawijaya, Jl. Veteran No.1, Malang, 65145, Indonesia

shrdn@ub.ac.id

Abstract

The phenomenon of code-switching and translanguaging has evolved within the field of linguistics, particularly in the context of bilingualism. Researchers have explored the use of the first language (L1) in second language (L2) classrooms from various perspectives. This study explores students' attitudes toward using L1 in EFL classrooms and its correlation with translanguaging characteristics, frequency, and other contributing factors including proficiency levels and gender. Based on Poplack's (1980) theory, this study examines bilinguals' high language proficiency in translanguaging. This study involves 49 participants from an Indonesian EFL program using a survey-based research design. Data collection methods encompass Likert Scale surveys and open-ended questionnaires. The result reveals that students had positive attitudes toward translanguaging. However, the study found that the students showing neutral perceptions that the practice of translanguaging did indicate the students' lack of linguistics proficiency. This led to the meaning that the statements were true without being influenced by the participants' subjectivity. Furthermore, the study also substantiates gender-based differences in opinion on the translanguaging practices. This study also proves the hypothesis which stated that bilinguals who are highly proficient in both languages (L1 and L2) are generally better at translanguaging.

Keywords: EFL classroom; translanguaging; correlation; L1; L2

1. Introduction

The utilization of the English language in non-native English-speaking countries, particularly in Indonesia, has emerged as a significant concern for both educators and students. In Indonesia, English is commonly imparted as a foreign language and typically maintains official recognition within the nation (Patmasari & Kamaruddin, 2022). Students are required to learn English as part of their curriculum. In EFL classrooms, English is primarily taught, but it is used less in daily social interactions. Hence, both instructors and students occasionally resort to using their first language or L1 (Yletyinen, 2004). Under certain circumstances, since the lectures and students share the same first language or national language, there is a tendency for tasks originally intended to be conducted in English (L2) to shift towards being carried out in L1 (Nation, 2003). This situation is also observed in English as a Foreign Language (EFL) classrooms in Indonesia, where the communication between lectures and students often transitions between English and Indonesian, or the local language, or even a combination of both.

The act of transitioning from one language to another is an inevitable occurrence in the EFL classroom, affecting both lectures and students. This language-shifting process necessitates that teachers and students possess bilingual capabilities, as it is intended to enhance (Patmasari & Kamaruddin, 2022; Sadiq, 2022). The teaching of language should promote bilingual or multilingual individuals to harness every aspect of their linguistic capabilities in the pursuit of learning another language, a concept referred to as translanguaging (Sahiruddin, 2023).

Translanguaging, as defined by (Garcia & Lin, 2017), intentionally involves changing the input and output languages in bilingual education. It enhances student engagement and understanding in both languages (Lewis et al., 2012). Flexible teaching methods are crucial for successful translanguaging in foreign language instruction (Wiley & García, 2016). In essence, translanguaging taps into complete linguistic abilities to improve comprehension, express thoughts, and expand knowledge (Wei, 2011). Using translanguaging as a language teaching strategy in EFL classrooms deepens students' understanding of complex concepts.

Using translanguaging practices in EFL classrooms benefits teaching, classroom dynamics, and student-teacher connections (Puspawati, 2018). It aids in conveying complex concepts (Patmasari & Kamaruddin, 2022) and is time-efficient (Ye, 2023). Indonesian high school students prefer using their L1 to enhance L2 proficiency (Patmasari & Kamaruddin, 2022), while Hong Kong junior secondary students' preferences depend on their language proficiency (Ye, 2023). At the tertiary level, limiting L1 use in EFL classrooms aligns with instructional objectives (Sahiruddin, 2023). Learners generally favor using L2 to enhance their competence in the second language (L2).

Recent research, led by (Hu, 2022), analyzed 335 English as a Foreign Language (EFL) learners using a cross-sectional approach. English proficiency, content, and motivation were the main factors affecting translanguaging, with gender having minimal impact. The debate on translanguaging and language proficiency has various viewpoints. Shifting from English to the first language (L1) can indicate competency or limited L2 proficiency in EFL classrooms (Cook, 2002, as cited in Khalid Aldalbahy, 2022). Conversely, some scholars argue that L1 use can enhance bilingual competence (Nilep, 2006, as cited in Khalid Aldalbahy, 2022).

In line with (Poplack, 1980) theory, bilinguals with strong grammatical skills in both languages are expected to code-switch more smoothly. Additionally, individuals who possess high proficiency levels in both languages tend to be more excellent in the practice of translanguaging.

Exploring Indonesian EFL students' attitudes toward using other languages in English-based courses is underexplored. Gender's influence on second language acquisition has been studied, with limited focus on its correlation with translanguaging practices (Burat & Çavuşoğlu, 2020; Joyce et al., 2021; Hu, 2022).

Furthermore, there's limited research on translanguaging and language proficiency among Indonesian tertiary students. This study aims to explore students' perspectives on translanguaging in tertiary L2 classrooms and its correlation with language proficiency and gender.

To provide greater clarity, this study aims to address the following inquiries: (1) How do students view and perceive the use of translanguaging, particularly the integration of L1 in the L2 classroom? (2) What are the underlying reasons for the occurrence of translanguaging practices in the classrooms? (3) Is there any correlation between the practice of translanguaging, students' English language proficiency levels, and their genders?

The study's findings have both theoretical and practical relevance. Theoretical importance arises from its alignment with similar research, while practically, it may guide educators and students on the adoption of translanguaging in EFL classrooms.

2. Methods

This study explores students' perspectives on translanguaging in EFL classrooms and assesses the correlation between their English proficiency levels and gender in translanguaging practice. This study employs a quantitative approach, which is utilized to address a research question by examining trends within a specific field or by seeking to elucidate the reasons behind a phenomenon, as described by (Creswell, 2021). Conversely, (Leedy & Ormrod, 2005) state that “Quantitative research entails gathering data for the purpose of quantifying it and subjecting it to statistical analysis, with the aim of substantiating or challenging alternative knowledge assertions”. Quantitative research systematically examines observable events using statistical or computational methods.

This study employs a descriptive data analysis approach, uses survey questionnaires and open-ended questions to gather data on students' perspectives on translanguaging in the EFL classroom. It also explores the potential links between translanguaging, students' English proficiency, and gender. Survey research designs systematically gather data from a representative sample to analyze trends, attitudes, or opinions within a population (Sahiruddin et al., 2021).

Students completed a survey with twenty Likert scale items and one open-ended question adapted from (Rivera & Mazak, 2017) and (Moody et al., 2019). The survey assessed students' attitudes and motivations for using their first language in an L2 environment. It also explored their opinions on the connection between translanguaging practices, language proficiency levels, and gender.

This study involved 49 first-year and fourth-year students from Brawijaya University's English program. Data was collected using Likert-scale questionnaires with four assessments. These assessments covered students' attitudes and perspectives on translanguaging practices, their application in L2 learning, perceptions in a tertiary context, and categorized responses based on proficiency levels and gender. An open-ended question aimed to uncover the reasons behind students' use of translanguaging practices.

The statistical software SPSS 25 was utilized for data analysis, encompassing descriptive and frequency (percentage) assessments, with the aim of addressing the research inquiries posed in the study. A descriptive analysis of the collected survey data was conducted, involving the calculation of means and standard deviations for each aspect of the research questions. The mean was computed by dividing the total sum of responses by the overall number of responses, while the standard deviation was determined by taking the positive square root of the variance.

Following the approach outlined by (Moody et al., 2019) for assessing students' perceptions and facilitating reporting, the survey items were categorized into three groups. A score falling between 2.5 and 3.5 was considered indicative of neutral perceptions, scores below 2.5 were interpreted as reflecting negative perceptions, and scores exceeding 3.5 were seen as indicating positive perceptions.

3. Results

The objective of this analysis was to uncover students' perspectives and attitudes toward the practice of translanguaging in L2 classrooms. To achieve this, descriptive statistics was used to compute means and standard deviations for each item on a 5-point Likert scale questionnaire. In this questionnaire, a rating of 1 corresponded to “strongly disagree,” 2 indicated “disagree,” 3 signified “neither disagree nor agree,” 4 represented “agree,” and 5 denoted “strongly disagree”. The distribution of scores for each item is presented in Table 3.1. A total of 49 students participated in this survey, the detailed item scores in were shown in Table 3.1.

3.1. Perception of Translanguaging as a Practice

Table 3.1 Descriptive analysis of the responses towards translanguaging practices

No	Statement	1	2	3	4	5	Mean	SD
1	Translanguaging should be avoided by bilinguals	40.8 % (20)	26.5 % (13)	22.4 % (11)	4.1% (2)	6.1% (3)	2.08	1.1 6
2	Instructors at my class engage in translanguaging	0% (0)	6.1% (3)	14.3 % (7)	44.9 % (22)	34.7 % (17)	4.08	0.8 6
3	Translanguaging is a natural practice for bilinguals	0% (0)	0% (0)	16.3 % (8)	42.9 % (21)	40.8 % (20)	4.2	0.7 2
4	Translanguaging indicates a lack of linguistics proficiency in your second language	14.3 % (7)	40.8 % (20)	16.3 % (8)	20.4 % (10)	8.2% (4)	2.67	1.1 9
5	Translanguaging is a disrespectful practice	38.8 % (19)	36.7 % (18)	22.4 % (11)	2.0% (1)	0% (0)	1.87	0.8 3
6	Translanguaging is confusing for me	20.4 % (10)	44.9 % (22)	24.5 % (12)	6.1% (3)	4.1% (2)	2.28	1

Based on the data provided in Table 3.1, several key observations can be made regarding students' perceptions of translanguaging in L2 classrooms. Firstly, a significant majority of students (79.6%) express support for instructors using translanguaging in L2 classrooms, indicating a positive stance toward its utility in the learning process.

Additionally, the data shows that students generally view translanguaging as a natural practice for bilingual individuals, (M=4.12). This suggests that most students consider it a common and unproblematic part of bilingual communication and language learning.

Moreover, the response to Statement 4, which suggests that translanguaging signifies a lack of proficiency in students' second language, was more neutral (M= 2.67), indicating no clear link between language proficiency and translanguaging.

Furthermore, a significant majority of students (75.5%) disagreed with the statement that translanguaging is disrespectful, suggesting that most students do not view it as a disrespectful practice.

Lastly, a relatively small percentage (10.2%) found translanguaging confusing, indicating that the majority of students did not perceive it as confusing, even as English as a Foreign Language (EFL) learners.

In summary, the data in Table 3.1 indicates that students, on the whole, have positive attitudes and perspectives toward the use of translanguaging in L2 classrooms. These findings underscore the acceptance of translanguaging as a valuable tool for effective language learning and communication in the educational context.

3.2. Perception of Translanguaging for English as Foreign Language (EFL)/L2 Learning

Table 3.2 Descriptive Analysis of the Responses Regarding the Translanguaging Practice for EFL/L2 Learning

No	Statement	1	2	3	4	5	Mean	SD
1	Translanguaging helped me learn a second language	0% (0)	4.1% (2)	20.4% (19)	38.8% (19)	36.7% (18)	4.08	0.86
2	Translanguaging is only acceptable when you are learning a new language	22.4% (11)	32.7% (16)	20.4% (10)	18.4% (9)	6.1% (3)	2.53	1.20
3	Translanguaging is essential for learning a new language	0% (0)	0% (0)	30.6% (15)	34.7% (17)	34.7% (17)	4.04	0.81
4	Translanguaging has assisted me in learning second language	0% (0)	4.1% (2)	18.4% (9)	42.9% (21)	34.7% (17)	4.08	0.83
5	Language instructors should avoid translanguaging because it will prevent second language learning.	18.4% (9)	40.8% (20)	28.6% (14)	8.2% (4)	4.1% (2)	2.38	1.01

The data presented in the table offers an insightful perspective into students' preferences and attitudes surrounding the use of translanguaging in the context of English as a Foreign Language (EFL) or second language (L2) learning. It is noteworthy that a substantial majority of students, constituting 75.5%, express agreement with the idea that translanguaging is conducive to the process of acquiring a new language. This positive stance underscores the perceived benefits of translanguaging in language acquisition.

However, a more nuanced perspective emerges when considering the statement that translanguaging is only acceptable when learning a new language, where the data suggests a degree of neutrality among students (M=2.53, SD=1.20). This neutrality suggests that students do not rigidly confine translanguaging to the context of learning a new language but may consider its relevance in other language-related activities.

Further affirming the positive attitudes on translanguaging, students displayed favourable attitudes regarding its significance in the acquisition of language proficiency (M=4.04), with an overwhelming 75.8% of students endorsing its role in proficiency enhancement. This is a significant finding that underscores the perceived effectiveness of translanguaging in fostering language skills.

On the other hand, negative sentiments were evident (M=2.38) concerning the notion that instructors or lecturers should abstain from using translanguaging due to potential implications for second language (L2) learning. This suggests a degree of apprehension or reservations regarding the role of translanguaging in the instructional context.

In sum, the data reflects a spectrum of perspectives among students, with varying degrees of favourability and neutrality toward translanguaging, indicating the complex and multifaceted nature of attitudes surrounding this practice in the EFL/L2 learning environment.

3.3. Perception of Translanguaging in Tertiary Level Context

Table 3.3 Descriptive Analysis of the Responses Towards the Translanguaging Practice in Tertiary Context

No	Statement	1	2	3	4	5	Mean	SD
1	It is okay to engage in translanguaging in secondary education settings	6.1% (3)	2.0% (1)	36.7% (18)	36.7% (18)	18.4% (9)	3.59	1.01
2	Bilinguals should be able to engage in translanguaging to complete school assignments	6.1% (3)	14.3% (7)	51.0% (25)	18.4% (9)	10.2% (5)	3.12	0.99
3	Translanguaging is acceptable to use within school-level assessments	4.1% (2)	10.2% (5)	51.0% (25)	22.4% (11)	12.2% (6)	3.28	0.95
4	It is appropriate for university/school to engage in translanguaging	2.0% (1)	2.0% (1)	38.8% (19)	42.9% (21)	14.3% (7)	3.65	0.83
5	Translanguaging by classroom instructor is unprofessional	20.4% (10)	49.0% (24)	16.3% (8)	12.2% (6)	2.0% (1)	2.26	0.99
6	I would feel upset if a lecturers/instructor engaged in translanguaging during L2 class	24.5% (12)	46.9% (23)	20.4% (10)	6.1% (3)	2.0% (1)	2.14	0.93
7	If an instructor used translanguaging in class, it would be helpful for the bilingual students	0% (0)	2.0% (1)	26.5% (13)	49.0% (24)	22.4% (11)	3.91	0.75
8	Translanguaging helps me engage in conversation with my colleagues	0% (0)	6.1% (3)	28.6% (14)	18.4% (9)	18.4% (9)	3.77	0.82
9	Translanguaging helps me understand conversation with my colleagues	4.1% (2)	4.1% (2)	26.5% (13)	42.9% (21)	22.4% (11)	3.75	0.99

Referring to Table 3.3, students showed a mix of neutral and positive attitudes towards translanguaging practices in a tertiary context. Most participants (65.3%) agreed that translanguaging practices are beneficial for bilingual individuals (M=3.91, SD=0.75). They also expressed agreement with the use of translanguaging in a tertiary context (M=3.65) and its role in enhancing active participation in conversations with peers (M=3.77). A majority of respondents (51.0%) accepted the idea of using translanguaging practices within school-level assessments. Neutral attitudes were observed, indicating that students believe that bilingual individuals are competent in translanguaging practices when it comes to completing school assignments (score: 51.0%). However, most respondents disagreed with the notion that translanguaging reflects the unprofessionalism of lecturers/instructors (M=2.26, SD=0.99) and expressed disappointment with the use of translanguaging by lecturers/instructors (M=2.14, SD=0.93).

In sum, students in a tertiary context exhibited a mix of attitudes towards translanguaging practices. Most were positive, seeing benefits for bilingual individuals and acknowledging its role in active peer engagement. They also favoured using translanguaging in school-level assessments. However, they disagreed with the idea that translanguaging reflects unprofessionalism among instructors and expressed disappointment with its use by educators.

3.4. Perception of Translanguaging as a Practice Based on L2 Proficiency Level

The primary objective of this study was to delve into the correlation between students' proficiency in their second language (L2) and their attitudes as well as perceptions regarding the use of their first language (L1) in L2 educational contexts. This research endeavor carried substantial significance due to the gap in existing literature where prior studies typically did not differentiate or explore students' varying perceptions based on their language competencies. To accomplish this, participants in the study were asked to self-assess their language skills on a numerical scale ranging from 1 to 10. Subsequently, based on these self-assessments, the participants were categorized into two distinct groups: those with low language proficiency (n=10) and those with high language proficiency (n=39).

Table 3.4 Descriptive Analysis of the Responses on the Perceptions of Translanguaging as a Practice Based on L2 Proficiency Level

No	Statement	Low (n =10)		High (n=39)	
		Mean	SD	Mean	SD
1	Translanguaging should be avoided by bilinguals	2.2	1.29	2.05	1.16
2	Instructors at my class engage in translanguaging	3.6	0.96	4.20	0.80
3	Translanguaging is a natural practice for bilinguals	3.8	0.62	4.35	0.66
4	Translanguaging indicates a lack of linguistics proficiency in your second language	3.1	1.1	2.56	1.20
5	Translanguaging is a disrespectful practice	2.1	0.73	1.82	0.85
6	Translanguaging is confusing for me	2.4	0.96	2.25	1.01

When it comes to whether bilinguals should use translanguaging, students with different proficiency levels showed nuanced distinctions. Higher proficiency students (M=2.05) expressed more agreement than lower proficiency students (M=2.2) on avoiding translanguaging practices. High proficiency students strongly support the significance of translanguaging (M=4.35), while low proficiency students showed somewhat less support (M=3.8). The disagreement regarding aspects of translanguaging being disrespectful and confusing was more pronounced among low proficiency students (M=2.1 and M=2.4, respectively), whereas high proficiency students exhibited slightly different values (M=1.82 and M=2.25).

The survey implies that higher proficiency students do not find translanguaging confusing. The two groups with varying levels of proficiency share a similar outlook on translanguaging practices, despite minor distinctions between them.

3.5. Perception of Translanguaging as a Practice Differentiate by Gender

This study aimed to examine how students' gender influences their perceptions of L1 usage in L2 education. This research is important because previous studies have not specifically addressed the role of gender in shaping these perceptions. Participants in the study were separated into two groups: female participants (n=25) and male participants (n=24).

Table 3.5 Descriptive Analysis of the Responses Towards Translanguaging Practice Differentiate by Gender

No	Statement	Female (n=25)		Male (n=24)	
		Mean	SD	Mean	SD
1	Translanguaging should be avoided by bilinguals	2.08	1.03	2.08	1.31
2	Instructors at my class engage in translanguaging	4.12	0.78	4.04	0.95
3	Translanguaging is a natural practice for bilinguals	4.28	0.67	4.20	0.77
4	Translanguaging indicates a lack of linguistics proficiency in your second language	2.24	1.16	3.12	1.07
5	Translanguaging is a disrespectful practice	1.88	0.78	1.87	0.89
6	Translanguaging is confusing for me	2.00	0.76	2.58	1.13

As indicated in Table 3.5, both genders have perspectives that are nearly similar and show slight differences between female and male participants. Male participants displayed a neutral viewpoint regarding the statement suggesting that translanguaging implies a deficiency in linguistic proficiency in the second language, with an average score (M=3.12). In contrast, female participants expressed disagreement with the same statement, with (M=2.24). Moreover, male participants also showed neutral perceptions regarding the translanguaging practices is confusing with (M=2.58) while the female showing disagreement with (M=2.00). In addition, regarding the other statement, both genders provided slightly different results, but share the same opinion.

3.6. Interview based on the Open-Ended Question

In addition to the data collection, participants were asked to respond open-ended questions that delved into the motivations behind their use of translanguaging practices. Subsequently, the researchers present the findings from this interview, which are based on the responses to the open-ended question. These results shed light on the reasons why students engage in translanguaging practices in L2 classrooms.

Q1: Why are you participating in translanguaging practices?

Students' motivations for engaging in translanguaging practices in L2 classrooms were explored. Their responses revealed that they use translanguaging to express opinions, enhance understanding of discussions, facilitate language learning, and because it's a common practice among their peers. Responses like "Because people surrounding me do it as well," "Easier for me to learn a new language," "Sometimes it helps understand the discussion and convey my thoughts," and "It helps in my daily activities" supported these findings.

Additionally, the responses underscored the importance of translanguaging for bilinguals, particularly in a tertiary context. Students emphasized that translanguaging is inherent for bilingual individuals and plays a crucial role in their participation and comprehension of conversations. Responses included statements such as "Because it is essential for bilinguals as a tool to convey our thoughts," "Not all colleagues are proficient in foreign languages," "It usually comes out naturally," "I think it's spontaneous when I interact with people who understand my first language," and "Because it helps me engage with my colleagues and understand their conversations."

4. Discussion

This study explored students' perspectives on translanguaging in tertiary L2 classrooms. Overall, students hold positive attitudes, viewing it as natural for bilinguals and beneficial for language learning and classroom engagement. These findings align with a previous study by (Patmasari & Kamaruddin, 2022) regarding L1 use in L2 contexts. This study found that 75.5% of respondents agree that translanguaging in L2 classrooms aids in acquiring a new language, consistent with (Patmasari & Kamaruddin, 2022) study showing 87.5% agreement on enhancing language proficiency. Students strongly support allowing translanguaging in tertiary L2 classrooms, aligning with prior research (Sahiruddin, 2023). Insights gathered from interviews conducted within the scope of this research illuminate that students employ translanguaging to facilitate efficient communication, improve comprehension, and foster language acquisition. This practice aligns with a commonly observed pattern among bilinguals' individuals.

In summary, this study revealed neutral perceptions among students regarding translanguaging, suggesting it is an observed fact in real life, uninfluenced by individual subjectivity. This aligns with (Khalid Aldalbahy, 2022) study on translanguaging and student proficiency in Saudi tertiary education. In Saudi Arabia, 60.87% of students saw translanguaging as a sign of incomplete linguistic competence. However, the acceptance of translanguaging practices differs between Indonesian and Saudi contexts, with Indonesian bachelor's students showing greater acceptance in L2 classrooms. This study also showed that both genders share similar perspectives with slight variations between female and male participants. These results were in line with the prior research by (Hu, 2022) which stated that genders have no significant factors on the correlation between with translanguaging practices.

Regarding the hypothesis (Poplack, 1980), the results confirmed that highly proficient bilinguals excel in translanguaging practices. These results are consistent with Poplack's theory, which suggests that a strong command of the grammatical rules in both languages enables individuals to seamlessly switch between language and engage in effective translanguaging. In line with Poplack's theory, this proficiency not only facilitates smooth language transitions but also enhances the efficiency of translanguaging in bilingual contexts. In simpler terms, people who have a good grasp of the grammar rules in both languages can smoothly switch between them and use translanguaging to communicate and understand effectively. This connection with established linguistic theory highlights the importance of the research results and how they could be valuable for bilingual education and learning languages.

5. Conclusions

The study assessed students' perspectives on translanguaging in L2 classrooms at the tertiary level. Overall, the students showed positive attitudes and believed translanguaging, a natural practice for bilinguals, should be allowed in L2 classrooms to enhance language learning, pedagogy, and facilitate conversations with peers. Translanguaging is a flexible and effective way for people to use and leverage their linguistic resources in diverse contexts, promoting better communication and understanding in multilingual environments.

The study found a correlation between translanguaging practices and students' language proficiency levels. Neutral perceptions suggested that translanguaging might indicate a lack of linguistic proficiency, unaffected by subjectivity. Gender didn't significantly impact this correlation. Highly proficient bilinguals excelled in translanguaging, confirming the initial hypothesis.

To enhance the reliability of future research, it would be advisable to consider larger and more diverse study populations. Additionally, advanced studies might explore translanguaging practices in relation to others factors like age, grade level, and various variables, shedding more light on the intricate dynamics of this multifaceted language phenomenon.

Acknowledgements

It is with heartfelt gratitude that we extend our appreciation to the individuals and institutions whose contributions played an integral role in the successful culmination of this research endeavor. Their unwavering support, guidance, and collaborative efforts have been indispensable throughout the entire research process, significantly enhancing the quality and depth of our work.

Our profound appreciation is also extended to the study participants, whose willingness to volunteer their time and openly share their experiences has been instrumental in the realization of this research project. Their invaluable contributions have provided essential insights and perspectives, which have, in turn, enriched the study's findings and conclusions. Without their wholehearted engagement, this research would not have come to fruition, and for that, we are genuinely grateful.

References

- Burat, G., & Çavuşoğlu, Ç. (2020). Teachers' perceptions on using first language in Northern Cyprus efl classrooms. In *Near East University Journal of Education Faculty*. NEUJEF.
- Cook, V. (2002). Portraits of the L2 user. In V. Cook (Ed.), *Second Language Acquisition 1* (pp. 1–28).
- Creswell, J. W. (2021). A concise introduction to mixed methods research. *SAGE publications*.
- Garcia, O., & Lin, A. M. Y. (2017). Encyclopedia of language and education series editor: Bilingual and multilingual education third edition. <http://www.springer.com/series/15111>
- Hu, H. (2022). Factors pertinent to first language use in foreign language classroom: A case of content and language integrated learning. *Arab World English Journal*, 13(2), 177–191. <https://doi.org/10.24093/awej/vol13no2.12>
- Joyce, P., Von Dietze, H., & Mcmillan, B. (2021). Factors related to the desire for L1 support in the EFL classroom. 62.
- Khalid Aldalbahy, K. (2022). The relationship between code-switching and the level of language proficiency in the second language of Saudi female students. *Arab World English Journal*, 13(4), 309–324. <https://doi.org/10.24093/awej/vol13no4.20>
- Leedy, P., & Ormrod, J. E. (2005). Practical research (Vol. 108). *Saddle River*.
- Lewis, G., Jones, B., & Baker, C. (2012). Translanguaging: Origins and development from school to street and beyond. *Educational Research and Evaluation*, 18(7), 641–654. <https://doi.org/10.1080/13803611.2012.718488>
- Moody, S., Chowdhury, M., & Eslami, Z. (2019). Graduate students' perceptions of translanguaging. *English Teaching & Learning*, 43(1), 85–103. <https://doi.org/10.1007/s42321-018-0019-z>
- Nation, P. (2003). The role of the first language in foreign language learning.
- Nilep, C. (2006). Colorado Research in Linguistics. 19. <https://doi.org/10.25810/hnq4-jv62>
- Patmasari, A., & Kamaruddin, A. (2022). An investigation of the use of code-switching in efl classroom: Attitudes and perceptions. *ELS Journal on Interdisciplinary Studies in Humanities*, 5, 2022. <https://doi.org/10.34050/elsjish.v5i2.21006>
- Poplack, S. (1980). Sometimes I start a sentence in English y termino en espanol.

- Puspawati, I. (2018). Teachers' use of code switching in efl classroom and its functions. *Journal of Foreign Language Teaching and Learning*, 3(1). <https://doi.org/10.18196/ftl.3128>
- Rivera, A. J., & Mazak, C. M. (2017). Analyzing student perceptions on translanguaging: A case study of a Puerto Rican university classroom. *HOW*, 24(1), 122–138.
- Sadiq, A. (2022). The function of code-switching in efl classroom at Tishk international university. *International Journal of Social Sciences & Educational Studies*, 9(2). <https://doi.org/10.23918/ijsses.v9i2p219>
- Sahiruddin. (2023). Exploring the need for a bilingual approach in english learning in an Indonesian efl tertiary setting. *KnE Social Sciences*. <https://doi.org/10.18502/kss.v8i7.13253>
- Sahiruddin, “Indhiarti,” “Tantri Refa,” & “Sudarwati,” “Emy.” (2021). Research methods in applied linguistics: Quantitative. In *An introduction to research methods in applied linguistics: A practical guide* (pp. 125–128). UB Press.
- Wei, L. (2011). Moment analysis and translanguaging space: Discursive construction of identities by multilingual Chinese youth in Britain. *Journal of Pragmatics*, 43(5), 1222–1235. <https://doi.org/10.1016/j.pragma.2010.07.035>
- Wiley, T. G., & García, O. (2016). Language policy and planning in language education: Legacies, consequences, and possibilities. *Modern Language Journal*, 100, 48–63. <https://doi.org/10.1111/modl.12303>
- Ye, X. (2023). Code-switching in Chinese junior secondary school efl classes: Functions and student preferences. *Language Learning Journal*, 51(3), 263–278. <https://doi.org/10.1080/09571736.2021.1998196>
- Yletyinen, H. (2004). The functions of code switching in efl classroom (*Master's Thesis, University of Jyväskylä*).

Research Article

Received: 31/10/2023; Accepted: 24/11/2023; Published: 04/12/2023

Culture-Specific Items (CSIs) Categories and Translation Procedures of *Wang Sinawang* Short Movie

Firda Safitri El Zahra^a, Tantri Refa Indhiarti^b

^{a,b}English Literature Study Program, Faculty of Cultural Studies, Universitas Brawijaya, Jl. Veteran No.1,
Malang, 65145, Indonesia

tantri.refa@ub.ac.id

Abstract

Translating culture-specific items is not easy because it requires knowledge and understanding of a particular culture related to the word. Despite many studies that have been conducted related to translation procedures of culture-specific items (CSIs), there is still a lack in the literature, particularly the procedures in the Javanese to English translations of CSIs in films and short movies. This study used CSIs classification and translation procedures based on Newmark's (1988). The object of this study was *Wang Sinawang*, a Javanese short movie which was produced by Dinas Perpustakaan dan Arsip Daerah D.I Yogyakarta and was released on its YouTube channel. This research attempts to find the types and the dominant used procedure that was used by the subtitler of *Wang Sinawang* short movie to translate the culture-specific items. This study employed a qualitative descriptive methodology. The result revealed that the most CSIs that appeared in the short movie was "Material Culture" which includes foods, clothes, houses and towns, and transportation, while the least CSIs appeared was "Social Culture" which includes work and leisure. The Most used procedure was "Recognized Translation" while the least used procedure was "Naturalization" and "Descriptive Equivalent". The implication of this study is discussed.

Keywords: Javanese; translation procedures; culture-specific items; short movie

1. Introduction

The development of the media industry and the impact of globalization have resulted in the vast distribution of media. Translation is one of the media to connect between cultures in this globalization. Khan Javanese is one of the indigenous languages of Indonesia becoming the indigenous language that has the most speakers with the number of 68.2 million speakers across the islands in the country (Khan, 2020). Nowadays, people from outside Java can also consume Javanese short movies due to the growth of the media industry. For that reason, it is important to understand the proper procedure of translating the language used in a media to the target language so that the content will be well-delivered. The problem is that not all Javanese terms can be translated into English since not all English words have a similar concept in Javanese. It is challenging to transfer items which has no similar meaning in the target culture (Siukstaite, 2022). Therefore, when translating culture-specific items, it is essential to take into account the cultural context to prevent misinterpretation.

There were several studies about the translation of culture-specific items, which has similarities to the object study which is a movie. The first study used the theory of Newmark (1988) classification and Aixela Strategies to analyze the data and found Absolute Universalization as the most applied

procedure exploring the strategies used in Chinese to English translation of CSIs instead of limiting the focus on the particular procedures (Ai Lin et al., 2022). The second study, used Newmark's (1988) theories to categorize the classification and identify the procedure, and the study found couplets as the most used procedure. This study used tourism promotional videos on YouTube instead of using written materials such as brochures, guidebooks, or blogs (Mamoon & Moindjie, 2023). The third study used Newmark's (1988) classification and Gottlieb (1922) strategies to analyze the collected data revealing paraphrase as the most used strategy. This study analyzed various levels of Javanese which were Javanese Ngoko, Krama, and Krama alus instead of only studying a particular level (Putriani & Basari, 2023). The last previous study used the theory of Newmark's (1988) classification and Pedersen (2011) strategy to analyze the data revealing the official equivalent as the dominant strategy used. This study was restricted to social-cultural words that fell within the cultural categories suggested by Newmark (Mantika & Nurochman, 2023). Most of these previous studies used different theories for classifying and identifying their data. The gap of the previous studies was varied, from limiting the focus only on social culture classification to exploring the strategies instead of focusing on a particular strategy. Meanwhile, the current study proposed uses the same theory which is Newmark's (1988) in classifying and identifying the collected data. In addition, the current study focuses on the indigenous language in Indonesia, Javanese, as the source language of the object being analyzed. The difference between this study and the previous study analyzing Javanese culture is that this study doesn't focus on the level of the Javanese language, even though the object of the study contains more than one level of Javanese. This study used the classification of culture-specific items (CSIs) and the translation procedures based on (Newmark's, 1988). There are five classifications of CSIs and 17 translation procedures which became the tool to analyze the data.

The recent study aims to reveal the translation procedures of the culture-specific items used in "*Wang Sinawang*" short movie. The findings of this study provide valuable insights for translators, particularly subtitlers and screenwriters, in effectively conveying cultural meaning. The object of the study was a Javanese short movie which was produced by Dinas Perpustakaan dan Arsip Daerah Yogyakarta municipality. *Wang Sinawang* was chosen because this movie contains many unfamiliar words in the target language (Film Pendek: Wang Sinawang, 2022). The result of the study is expected to contribute to the readers in increasing their cultural knowledge, especially in comprehending culture-specific item expressions by understanding the theory and meaning as well as the reference for other researchers to do some related research in deeper, further, and better procedures.

This section will provide an overview of the classification of CSIs and translation procedures by Newmark (1988).

1.1 Translation Procedure

Some experts in the field of translation have tried to form the translation procedure. Translation procedure is different from translation method. Translation procedures are used for sentences and smaller linguistics components, whereas translation methods are used to evaluate the entire text (Newmark, 1988).

1.1.1 Transference

Based on Newmark (1988, p. 81), transference refers to the process of rendering a source language text to a target language text as part of the translation process. This process encompasses transliteration, which involves converting different alphabets and results in the use of loan words. It is frequently used to translate various types of names, such as those of individuals, whether they are alive or deceased, geographic and topographic names, titles of publications and newspapers, and so

forth. For instance, the words ‘*orang utan*’ and ‘*mall*’ are directly translated as ‘*orangutan*’ and ‘*mal*’ respectively, serving as examples of this translation approach (Newmark, 1988).

1.1.2 Naturalization

This translation process, which comes after transference, involves changing a word from the source language to conform to the target language's standard morphology (word forms) and pronunciation. Words like “*sarung*” and “*bambu*,” which translate to “sarong” and “bamboo,” respectively, are examples.

1.1.3 Cultural Equivalent

This process converts cultural terms from the source language to the target language. One such term is “*jaksa agung*,” which is equivalent to “attorney general” in English culture (Tabiati et al., 2017).

1.1.4 Descriptive Equivalent

It is the process by which a translator provides a description of a word in the source language in order to clarify its meaning and/or function known as the descriptive equivalent.

1.1.5 Shift or Transposition

When translating from the source language to the target language, the grammatical structure must be changed. One type of modification occurs when singular and plural terms are exchanged. When a grammatical structure in the source language has a meaning that is different in the target language, the second kind of adaptation is required. The third category of adjustments concerns circumstances in which a literal translation is grammatically possible.

1.1.6 Recognized Translation

Using an official or acknowledged translation of organizational words is part of this process. For example, while translating foreign languages into bahasa Indonesia, translators must use the book “*Pedoman Pengindonesiaan Nama dan Kata Asing*,” which is published by the Center of Language Development and Maintenance, Ministry of Education and Culture (*Pusat Pengembangan Pembinaan Bahasa, Depdikbud RI*).

1.1.7 Reduction and Expansion

Reduction refers to eliminating components in the process of translating into the target language. This can be seen when one changes the term “automobile” to “*mobil*.” On the other hand, expansion is the opposite of reduction in which the target language uses more words to express a concept from the source language. For example, when translating ‘whale’ to ‘*ikan paus*’, ‘*ikan*’ is added to ensure a precise meaning, as ‘*paus*’ also carries an alternative meaning of ‘the pope’ in bahasa Indonesia.

1.1.8 Couplets

Couplets, triplets, and quadruplets is the procedure that uses two, three, or four of the previously mentioned procedures, to address a single issue. This procedure is used when dealing with

cultural words, especially when transference is paired with a functional or cultural equivalent procedure.

1.2 Culture-Specific Items

According to Aixela (1996), culture-specific items are usually revealed in a text through the use of objects, classification systems, and measurements exclusive to the source culture or by describing opinions habits that are equally unfamiliar to the receiving culture.

The following is the classification of culture-specific items according to Newmark (1988, p.95) (Newmark, 1988).

1.2.1 Ecology

Flora, fauna, winds, plains, hills. This classification contains the names of plants, trees, animals, winds, and natural phenomena.

1.2.2 Material culture

Food, clothing, housing and urban centers, and transportation are examples of this category. This category contains food, beverages, clothes, houses, regions, and transportation.

1.2.3 Social culture

Employment and recreational activities. This classification contains different forms of human work, entertainment, hobbies, and sports.

1.2.4 Organizations, customs, activities, procedures, concepts

Governmental and administrative, spiritual, and creative. This classification contains the names of political organizations, activities, procedures, ideas, religions, and so forth.

1.2.5 Gestures and Habits

Non-linguistic features. This classification contains the name of routine or habitual actions.

2. Methods

The present study employed a descriptive qualitative design, wherein the researcher utilized verbal descriptions rather than numerical data and measurements (Indhiarti et al., 2021). In applied linguistics, qualitative research is defined as “resources primarily associated with the simplification of information to words (codes, labeling systems, categorization, narratives, and so forth) or to interpretation arguments” (Benson, 2013). The data consist of words, phrases, clauses, or sentences that include culture-specific items identified within the English subtitles and Javanese transcription. The data were obtained from YouTube content, selected short film is *Wang Sinawang*, a Javanese short movie produced by Library service and archive unit in Yogyakarta Municipality. In data collecting process, there were some steps that the researcher did. Firstly, watching the movie to comprehend the utterances. Secondly, transcribing the conversation used in the movie. Thirdly,

reading the transcription. Fourthly, finding all culture-specific items based on the CSIs classification that was used. Finally, put the CSIs on a table. The film *Wang Sinawang* as the main data shared a moral value to not judge a person by their appearance and to analyze the accuracy of information from social media to avoid fraud (DPAD DIY, 2022). In data analysis, the culture-specific items (CSIs) in Javanese transcription and English subtitles were classified and categorized based on Newmark's (1988) classification and translation procedure. The frequency of item occurrence and proportion were reported.

3. Results

This study scrutinizes the types of CSIs and the translation procedure. The classification of data can be depicted from Table 1.

Table 1. List of CSIs classification found in the short movie

No.	CSIs Classification	Frequency	Percentage
1.	Ecology	6	13.6%
2.	Material Culture	22	50%
3.	Social Culture	2	4.5%
4.	Organizations, customs, activities, procedures, concepts	10	22.7%
5.	Gestures and habits	4	9%
	Total	44	100%

After classifying the CSIs from the collected data, the researcher found 44 total numbers of CSIs out of 218 lines of conversation in *Wang Sinawang* short movie: 6 CSIs related to ecology (13.6%), 22 CSIs related to material culture (50%), 2 CSIs related to social culture (4.5%), 10 CSIs related to organization (customs, activities, procedures, political and administrative terms, religious and artistic terms) which the percentage is (22.7%), and 4 CSIs related to gestures and habits (9%). Material Culture became the most CSIs appeared because the story presented in the short movie contains many terms that are more related to food such as the term *tempe*, eggs, sausages, and so forth. The second most appeared CSIs is related to organization (customs, activities, procedures, political and administrative terms, religious and artistic terms) classification such as commemorates 1000 days, fried foods, cook, and so forth. The third most appeared CSIs is related to ecology classification which contains terms such as flora, fauna, winds, plains, and hills. The examples are spinach, beans, eggplant, and so forth. The fourth most appeared CSIs is related to gestures and habits classification which contains routine and habitual actions. For example, the term includes "give in, go away, and protest". The least appeared CSIs are related to social culture classification which includes work and leisure term. For example, the term soccer and work.

Table 2. List of Translation Procedures found in the short movie

No.	Types of Procedure	Total Number	Percentage
1.	Transference	2	2.6%
2.	Naturalization	1	1.3%
3.	Cultural Equivalent	14	18.6%
4.	Descriptive Equivalent	1	1.3%

5.	Shift or Transposition	4	5.3%
6.	Recognized Translation	30	40%
7.	Reduction and Expansion	9	12%
8.	Couplets	14	18.6%
Total		75	100%

In terms of translation procedures, as can be seen from Table 2, 8 procedures were mainly used by the English subtitler in rendering 44 totals of CSIs and found 75 total procedures occurred in translating the short movie indicating that more than one procedure occurred in translating some CSIs. First, transference was used twice with the percentage being 2.6%. Second, naturalization was used once with the percentage being 1.3%. Third, the cultural equivalent was used 14 times with the percentage being 18.6%. Fourth, the descriptive equivalent was used once with the percentage being 1.3%. Fifth, transposition is used four times with the percentage being 5.3%. Sixth, recognized translation is used 30 times with the percentage being 40%. Seventh, reduction and expansion is used 9 times with the percentage being 12%. Eighth and the last procedure identified was couplets which is used 14 times with the percentage being 18.6%. Based on this finding, the most translation procedure used by the English subtitler was the recognized translation that occurred 30 times with the percentage being 40%. Meanwhile, the least used translation procedure were naturalization and descriptive equivalent which occurred only once with the percentage being 1.3%. Out of 17 procedures by Newmark (1988), there are only 8 that were identified in the collected data in this study.

4. Discussion

The discussion of the main findings can be seen as follows with bringing the definition of the procedures based on Newmark's (1988, p. 81) construct.

4.1 Transference

The process of translating a term from the source language into the target language text is known as transference. This procedure includes transliteration, which is the conversion of one alphabet to another and results in the use of loan words. It is typically used to translate institutional names, topographical and geographical names, and the names of all living or most deceased people.

SL: "Tempe wae."

TL: "Do you have tempe?" (*Wang Sinawang* =12:12)

The term "*tempe*" was translated exactly by the same spelling and pronunciation because target language doesn't have the similar meaning for the term in the source language. This word is classified in the material culture classification in the subcategory of food.

4.2 Naturalization

This process guarantees that the word from the source language is first rendered in the target language's standard morphology (word forms) and pronunciation.

SL: “Nyebrak ru. Nggone Pak Suyat Juragan **taksi** kidul omah kae lo.”

TL: “I owe it to Mr. Suyat, the **taxi** owner.” (*Wang Sinawang* =20:30)

The term “*taksi*” was translated into “taxi” by the subtitler using the naturalization procedure because there was an adjustment of the pronunciation from the SL to the TL’s morphology. This word is classified in the material culture classification based on Newmark’s (1988) idea in the subcategory of transport.

4.3 Cultural Equivalent

This translation is an approximation where a cultural term from the source language is transformed into a corresponding cultural term in the target language.

SL: “Mboten **bude**, monggo.”

TL: “No thanks, **auntie**.” (*Wang Sinawang* = 00:41)

The word “*bude*” in Javanese means a woman who is older than our parents. She can be your parent’s sibling, cousin, relatives, or simply just friends. However, in English whether a woman is older or younger, it doesn’t have specific term to differentiate it. Thus, the English translation for the term “*bude*” is “Aunt”. This term is categorized in the organizations, customs, activities, procedures, and concepts classification under the customs category based on Newmark’s (1988) construct.

4.4 Descriptive Equivalent

It is the process by which a translator provides a description of a word in the source language in order to clarify its meaning and/or function is known as the descriptive equivalent.

SL: “Teh tawar?”

TL: “Tea without sugar?” (*Wang Sinawang* = 18:47)

The term “*teh tawar*” was translated into “tea without sugar” by describing the term in the source language to the target language. Thus, this technique is identified as using descriptive equivalent procedure. This term is categorized in the material culture classification in the subcategory of food.

4.5 Shift or Transposition

This translation procedure encompasses modifying the grammar from the source language to the target language. Switching from singular to plural is one kind of alteration. The second type of modification is necessary when there is no equivalent grammatical structure in the target language for a structure in the source language. The third type of modification pertains to cases where a literal translation is grammatically feasible.

SL: “**Endog** mawon ngge gizi, Bu.”

TL: “Buy **eggs** more nutritious.” (*Wang Sinawang* = 12:15)

There is a change from singular to plural here. The term “*endog*” in Javanese is singular and was translated into “eggs” which is plural form. Therefore, this procedure is identified as using transposition procedure since there was a modification in grammar in translating the cultural term.

This term is categorized in the material culture classification based on Newmark's (1988) idea in the subcategory of food.

4.6 Recognized Translation

This procedure includes utilizing the officially recognized or widely accepted translation of any institutional term.

SL: "Sayure, Buk. Monggo sayure tasek pepak. Kacang onten, **bayem** onten, kangkong wonten, bumbon-bumbon nggih pepak."

TL: "Please come, mom. Fresh vegetables already here. Beans, **spinach**, kale, all kinds of spices are all available." (*Wang Sinawang* = 11:39)

The term "*bayem*" was translated into "spinach" since it is the official or generally accepted translation. This word is classified in the ecology classification based on Newmark's (1988) in the subcategory of flora.

4.7 Reduction and Expansion

Reduction is the process of eliminating parts of the translation module in the target language. In bahasa Indonesia, for example, the word "automobile" is translated as "*mobil*."

1. SL: "Lha kowe ngunu do sugih cah cah. Lha yen aku mancing lak yo bojoku sing **mencak-mencak**."

TL: "It's good for you to be well established, if I just fish then my wife will **protest**." (*Wang Sinawang* = 18:08)

2. SL: "He'em **pitik** kan saiki larang."

TL: "The **chicken meat** is so expensive right now." (*Wang Sinawang* = 12:13)

There are two examples for this procedure. The first one is the word "*mencak-mencak*" which was translated into "protest" and is categorized using the reduction procedure because the TL uses fewer words to re-express the term in the SL. Meanwhile, the second example is the word "*pitik*" which was translated into "chicken meat" because the term in the SL is re-expressed in the TL using extra words. The first example is classified in the gestures and habits classification under the subcategory of gestures while the second one is classified in the material culture classification under the subcategory of food based on Newmark's (1988).

4.8 Couplets

This procedure combines two individual translation procedures to address a specific issue. In this case, the translator/subtitler has to be creative in combining two different procedures to achieve natural translation. It is commonly used when dealing with cultural terms, especially when a combination of transference and a functional or cultural equivalent is employed.

SL: "**Wedang-wedange** sing siap opo wae?"

TL: "How about **drinks**? What's ready?" (*Wang Sinawang* = 17:34)

It is common to have two or more procedures in translating any culture-specific items. In this case, the subtitler used this procedure which combines cultural equivalent, recognized translation, and reduction and expansion procedure to translate the term “*wedang-wedang*” into “drinks” in the TL. This word is classified in the material culture classification under the subcategory of food based on Newmark’s (1988) model.

5. Conclusions

This section is not mandatory, but can be added to the manuscript if the discussion is unusually long or complex. Based on the collected evidence, it can be concluded that the highest number of culture-specific items (CSIs) fell under the category of “material culture” in the subcategory of food. Conversely, the lowest number of CSIs was under the category of “social culture”. The majority of term were rendered into the “recognized translation” during the translation process. Fourteen CSIs were translated through combined procedures while others used a single procedure. According to the data, it can be inferred that the subtitler provide recognized translation so that the movie can be more acceptable to the target language’s audiences. The second most used translation procedures were “cultural equivalent” and “couplets” while “naturalization” and “descriptive equivalent” were the least used translation procedures. Other procedures such as transference, transposition, recognized translation, and reduction and expansion were only used a few times. Culture-specific items, in general, cannot be translated literally into the target language since their natural translation requires cultural understanding of the source language. The skill and cultural knowledge of a translator in selecting accurate procedures is highly needed. Especially when the source language is an indigenous language, in this case, Javanese which sometimes has a lot of variation for one Javanese term. Additionally, to contribute to research development, especially in the translation field, the weaknesses of this study must be revealed. Since the object of the study was a short movie, the data that could be collected was not as much as in the film or series. In addition, the use of single theory classification of CSIs reduces the number of CSIs in the collected data that can be identified. Therefore, future research needs to choose the longer duration of video-based entertainment as well as combine two theories of classification of CSIs to obtain more accurate and reliable data.

Acknowledgements

We would like to express our sincere gratitude to those who has given feedback about our present study which enables us to improve some of the lacking parts before the paper is submitted.

References

- Aixela, J.F. (1996). *Culture-specific items in translation*. <https://idoc.pub/documents/aixela-j-f-1996-culture-specific-items-in-translationpdf-14309g5dqv4j>
- Benson, P. (2013). *Narrative writing as method: Second language identity development in study abroad*. In: Barkhuizen, G. (ed.). *Narrative Research in Applied Linguistics*. Cambridge, UK: Cambridge University Press, pp. 244-263
- Dinas Perpustakaan dan Arsip Daerah DIY (Producer). (2022). *Film Pendek: Wang Sinawang* [YouTube]. Retrieved October 29. https://www.youtube.com/watch?v=9IB2__2Nxjc
- Ee, L. O., Amini, M., Siau, C. S., & Ai Lin, D.T. (2022). Translation of chinese culture specific items to English in the film crouching tiger, hidden dragon. *The Asian Journal of English Language & Pedagogy*, vol 10 no.2, 68-81. <https://doi.org/10.37134/ajelp.vol10.2.5>

- Gottlieb, H. (1992). *Subtitling-a new university discipline. In Teaching translation and interpreting* p. 161. John Benjamins Publishing Company.
- Indhiarti, T. R., Sudarwati, E., & Sahiruddin. (2021). *An Introduction to research methods in applied linguistics: A practical guide*. Malang: Universitas Brawijaya Press.
- Khan, S. (2020). *10 Bahasa daerah di Indonesia dengan penutur terbanyak, ada bahasamu?* IDN Times. Retrieved July 4, 2023, from <https://www.idntimes.com/life/education/irma-yanti-2/penutur-bahasa-daerah-terbanyak-c1c2>
- Mamoon, W., Lah, S.D., & Moindjie, M.A. (2023). Translation of culture-specific items from thai to english in tourism promotional videos. *International Journal of Language, Literacy and Translation* 6(1), 112-125. <https://doi.org/10.36777/ijollt2023.6.1.068>
- Mantika, A., A., & Nurochman. (2023). Translation analysis of social cultural words in bumi manusia movie. *English Education Journal*, 272-278. *IJEAL (International Journal of English and Applied Linguistics)*, Vol. 3 No.2. DOI: doi.org/10.36777/ijeal.v3i2.2358
- Newmark, P. (1988). *A textbook of translation*. Hertfordshire: Prentice Hah International vUiO Ltd.
- Pedersen, J. (2011) *Subtitling norms for television: An exploration focusing on extralinguistic cultural references*. John Benjamins Publishing Company.
- Premiere: Film “Wang Sinawang” Dinas Perpustakaan dan Arsip Daerah D.I.Yogyakarta. DPAD Yogyakarta. (2022) from <http://dpad.jogjaprov.go.id/article/news/viewww/premiere-film-wang-sinawang-2141>.
- Putriani, S. O., & Basari, A. (2023). Subtitling strategies of cultural words in the subtitle of kartini movie. *Undergraduate Conference on Language, Literature, and Culture (UNCLLE)*, Vol. 3 No.1. <http://publikasi.dinus.ac.id/index.php/uncle>
- Siukstaite, G. (2022). The quality of culture-specific items’ translation in rob marshall’s film memoirs of a geisha. *transLogos.A Translation Studies Journal*. <https://dx.doi.org/10.29228/transLogos.50>
- Tabiati, S.E., Manipuspika, Y.S., & Rozin, M. (2017). *Translation: Theory and practice*. Malang: UMM Press.

Research Article

Received: 13/11/2023; Accepted: 30/11/2023; Published: 04/12/2023

**Charlotte's language style in *Queen Charlotte: A Bridgerton Story*
series (2023)**

Hana Nabilah^a, Mytha Candria^b

^aEnglish Literature Study Program, Faculty of Humanities, Universitas Diponegoro, Jl. Prof. Sudarto No.13,
Semarang, 50275, Indonesia

^bEnglish Literature Study Program, Faculty of Humanities, Universitas Diponegoro, Jl. Prof. Sudarto No.13,
Semarang, 50275, Indonesia

hananabilahhh@gmail.com

Abstract

Queen Charlotte: A Bridgerton Story is one of the popular Netflix series in 2023. This series is famous for being the aftermath of the two Bridgerton series that were released previously. The story, which is set in the British Empire at the end of the 18th century, attracts the attention of audiences. It is prominent to apply into the theory used because the various social factors and dimensions in the series can provide the samples of the five types of language styles according to Joos (1967), from frozen styles to intimate styles. The data used in this study are Charlotte's utterances to the three main supporting characters. Data collection uses the observation method by analyzing the dialogues in the series. There are 373 data found with the style that appears most often is the casual style. This type of language style is usually used in informal situations, with intimate relationships between participants.

Keywords: language style; social factors and dimensions; Netflix series.

1. Introduction

Queen Charlotte: A Bridgerton Story is a Netflix series inspired by Queen Charlotte, the wife of King George III from the British Empire. This series became the most watched in 91 countries in its first week of release. Moreover, the series can survive being in Netflix Global Weekly Top 10 for three weeks. *Queen Charlotte: A Bridgerton Story* focuses on the life of Charlotte of Mecklenburg-Strelitz, the Queen of England, in the late 18th century. Although the background and the characters are inspired by historical facts, the story in the series is a fiction. This series has two timelines, scilicet Young Charlotte and Old Charlotte. The young Charlotte is looked down upon as a queen, for she is considered to be as a queen who can be commanded around and does not stand a chance. This is because she is not fully aware of her position and responsibilities. Charlotte, however, does not give up and decides to work hard to prove to herself that she deserves to be the Queen of England. Meanwhile, the old Charlotte doubts her position as the queen's mother, who is responsible for the royal heirs. None of her fifteen children she can rely upon: the boys have a number of illegitimate babies, while none of the girls want to get married.

Queen Charlotte: A Bridgerton Story was chosen because the series portrays the diversity of language styles used by Charlotte as the main character, depending on social factors and dimensions. Charlotte uses various language styles because she converses with numerous people with

various topics and purposes in different settings. However, the study would be focus on the dialogue of Charlotte as the main character towards three main supporting characters, namely George, Brimsley, and Agatha, because only those three characters appear at two different times in Charlotte's life.

The diversity of Charlotte's languages makes the research interesting, since it provides the five language styles, as are proposed by Joos (1967). In classifying Charlotte's language, the main considerations would be word choice, sentence structure, pronouns, tone and register, proper addressing, and the length and complexity of utterances. Additionally, social factors and dimensions, as are proposed by Holmes (2013), are used to facilitate the contextual explanation in the data analysis. Therefore, the analysis will remain focused on the linguistic factors mentioned above to ensure accurate classification without any mistakes.

To support the possibility of the research, there are ten previous studies reviewed. Aprilia (2021), Jamil et al (2018), Purba et al (2021), Ramdhani et al (2020), Rosyda (2021), and Sapriyani et al (2013) use social factors as the main basis why certain language style is used, while Daniela (2022), Dewi et al (202), Silta et al (2023), Simamora et al (2022) investigate the linguistic features of language styles. After reviewing and assessing the previous studies, this research will consider linguistic and non-linguistic aspects, social factors and dimensions, to classify the data into five types of language style and get appropriate result.

1.1. Language Style

1.1.1. Frozen Style

Frozen style is a form of hyper-formal style that encourages solemn situations, such as those in the church or the palace. The language structure used in this style is unchanged, with strict appropriate grammar. In other words, frozen style is used in formal situations, during which particular languages are used repeatedly (Seligson, 2017:12); this style is used, for instance, in marriage ceremonies, the lord's Prayer, the preamble of the constitution, judicial sentencing, and the national pledge.

1.1.2. Formal Style

Formal style is a type of style usually used among strangers in a big scale conversation. Among the participants, there is a master of the conversation who will refers to the speakers that provide the information. The role is often assumed by an individual, such as the head principal that gives a speech during the Monday ceremony. The master of conversation role may also be held by a co-worker leading a meeting, and s/he will refer to the speaker with such an expression as "May I present Mr. Smith?" (Joos, 1967, p. 36).

1.1.3. Consultative Style

Consultative is the easiest style to use and identify in English. The grammar is not excessively concerned, although some things should be marked (Joss, 1967). This is because the style is the standard language used for daily conversation in semi-formal situations. The participants are strangers—not intimate relations—who actively participate, though just a short response. They provide the background information in the conversation by using simple sentences spontaneously that are easy to understand. For instance, "Can I help you?" (Joos, 1967, p. 25).

1.1.4. Casual Style

Casual style has similarities with the consultative because they include colloquial language. The difference is the context that is described by the social factors and dimension. Casual style is used by the participants who are the insiders, such as family and friends, or strangers who are deliberately treated as insiders. This style does not always provide background information, and the participants do not have to give a response. In addition, the language that is used in this style does not pay too much attention to grammar rules, as long as what is conveyed can be accepted by the other participant in

conversation. Another linguistic feature, this style has ellipsis and slang in its use. For example, “C’n I help you?” (Joos, 1967, p. 25).

1.1.5. Intimate Style

This style is used among individuals having an intimate relation. The language used may not be informative for the outsider because the intimate style of language is commonly used by participants that share background knowledge and have an equal state. Extraction and jargon are frequently exchanged as a means to express intimate style, for instance, the word “engh” or “cold” uttered at the family supper table (Joos, 1967, p. 31). The expression communicates the speaker’s complaint concerning the coffee, which is already cold. The speaker simply says ‘engh’ or ‘cold’, but other family members understand what s/he intends to communicate. In other words, the meaning of the expression can be understood only by those who are intimate with the speaker.

1.2. *Social Factors and Dimensions*

1.2.1. Participants

In any conversation, the relation between the participants is one aspect that influences code choices. There are two scales that Holmes (2013) uses to measure the relations between the participants, i.e. solidarity and status scale. The solidarity scale measures the so-called horizontal relations between participants of a conversation, i.e. whether they have a close or a distant relationship (Holmes, 2013). An intimate relation indicates a high the level of solidarity. Thus, the language used in the conversation will be more casual, and the terms used are sometimes only known by the participants. Vice versa, a distant relations decreases the level of solidarity. The more distant the relation between the participants is, the more formal the language will be.

The status scale is depicted by Holmes (2013) as the vertical line of an axe that measures the power a participant has. The higher an individual’s social status is, the more powerful s/he is in the society, and vice versa. This means that a speaker having lower social status will likely use polite and formal language to speak to a hearer having higher social status, and, in return, s/he will receive less polite language from the interlocutor due to her/his subordinate status.

1.2.2. Setting

Setting is a social situation that influences the language choice in the conversation. According to Holmes (2013), the formality of the situation affects the conversation. High formality setting leads to the use of formal language. This is most likely to be found in professional circumstances, such as in the law courts, offices, and the church.

In opposition to high formality setting, low formality setting is widely used in the society. Low formality or informal situation is marked by the uses of colloquial language. Colloquial language indicates friendliness among participants. Conversations among neighbors, friends, and family are instances of informal settings.

1.2.3. Function

Holmes (2013) argues that there are two types of functions, which are referential and affective. Referential function concerns information delivery, while the affective one relates to emotional expressions. The higher the information content in a conversation is, the lower the affective content is, and vice versa. Thus, conversations in which the referential functions dominates tend to be more formal. This is because the conversations aim to provide information, such as group discussions in classes. On the other hand, conversations having higher affective functions will likely be more informal, and the relations among the participants are more intimate.

1.2.4. Topic

Another factor that influences language choice is the topic of the conversation. For instance, two close friends talk about their holiday activities using informal language. In the middle of the conversation, they remember some assignments they should do during the break, so they begin to exchange information about their assignments. The change of topic changes their language too; they use more formal language when discussing their assignments because they need to use a lot of scientific terms in the discussions.

2. Methods

This research utilized sociolinguistic perspective with qualitative descriptive method to produce detailed findings and analysis (Tashakkori & Creswell, 2007). The data are the dialogues in *Queen Charlotte: A Bridgerton Story* Netflix series (2023). To facilitate the research process, the script of *Queen Charlotte: A Bridgerton Story* Netflix series (2023) was used as the supporting source of the data. The sample of this research were Charlotte's dialogues with three supporting characters. Hence, the purposive sampling technique was used to get appropriate samples (Tashakkori & Creswell, 2007).

The observation method was used to collect the data because the observation was conducted by analyzing the dialogue in the series (Creswell & Creswell, 2018). The data collection was done by tabulating Charlotte's dialogues with the three aforementioned characters. The data were analyzed based on the social factors and dimensions (Holmes, 2013) and were classified into five types of language styles (Joos, 1967).

3. Results

After collecting Charlotte's utterance on the three main supporting characters, 373 data were discovered in the series of *Queen Charlotte: A Bridgerton Story*. These data were classified in accordance with Joos's classification of language styles (1967), and they are frozen, formal, consultative, casual, and intimate style. The data obtained from the observations of the series script are provided below:

Table 1. Charlotte's Language Styles Classification

No	Types of Language Style	Frequency	Percentage
1	Casual Style	215	57,6%
2	Consultative Style	121	32,4%
3	Intimate Style	20	5,4%
4	Formal Style	15	4,1%
5	Frozen Style	2	0,5%
	Total	373	100%

Table 2. Charlotte's Language Styles toward Three Main Characters

No.	Types of Language Style	George		Brimsley		Agatha		Total	
		Freq	(%)	Freq	(%)	Freq	(%)	Freq	(%)
1	Casual Style	152	40,7%	29	7,8%	34	9,1%	215	57,6%
2	Consultative Style	30	8,1%	78	20,9%	13	3,5%	121	32,4%
3	Intimate Style	20	5,4%	-	-	-	-	20	5,4%
4	Formal Style	8	2,1%	1	0,3%	6	1,6%	15	4,1%
5	Frozen Style	2	0,5%	-	-	-	-	2	0,5%
	Total	212	56,8%	108	29%	53	14,2%	373	100%

Table 1. suggests that Charlotte uses casual style most frequently. She uses casual style most frequently to George, her husband. She uses casual style 152 times out of 215 occurrences of casual styles (Table 2.). Also, table 2. displays that Charlotte uses five different language styles when speaking to his husband, but she never uses intimate and frozen styles when she speaks to either Brimsley or Agatha.

4. Discussion

The following is an explanation of Charlotte's dialogue on each type of style, as well as the factors and social dimensions that influence her choice of language styles.

4.1. Language Style

4.1.1. Casual Style

- King George : Are you demanding I perform my marital duty to you?
I... I am not demanding. I... I'm not even sure what marital duty
Queen Charlotte : **is. I just know... Do we not spend this night together? My**
governess said that is what happens on our wedding night.
King George : Fine. I shall stay.
Queen Charlotte : **George.**
King George : I said I shall stay. Are you coming?
Queen Charlotte : **George! George! George, I cannot keep up. Slow down.**

Queen Charlotte: A Bridgerton Story Series
Episode 1 (45:03 – 45:41)

In the conversation above, Charlotte and George have just attended their wedding ceremony and are at the Buckingham Palace to rest. George, however, suddenly says that he will not live there with her because he decides to stay at the Kew Palace. This makes Charlotte confused and questions the reasons of George's decision.

Charlotte's choice of casual style is signalled by the use of the addressing term 'George', instead of 'King George', when speaking to the husband. This indicates their intimacy. Charlotte's repeated callings of her husband's first name strengthens her preference to casual style over other language styles. The use of high intonation, marked by exclamation points in her last utterance "**George! George!....**" is another sign of casualty.

Finally, the use of ellipsis (...) in the above conversation characterizes Charlotte's casual style (Joos, 1967). Ellipsis is used to signs her uncertainty about what she is trying to say. This is further supported by her asking George a question "**Do we not spend this night together?**", which is her request for certainty or clarity. Her utterance "My governess said that is what happens on our wedding night" also supports Charlotte's lack of certainty in the conversation.

4.1.2. Consultative Style

- Queen Charlotte : **Brimsley, I am the queen. I have duties, official duties, do I**
not?
Brimsley : You do, Your Majesty. Many duties.
Queen Charlotte : **Then how can there be nothing in the queen's diary?**
Brimsley : You are currently enjoying the privacy of the first days of marriage,
Your Majesty.

Queen Charlotte: A Bridgerton Story Series
Episode 2 (01:55 – 02:07)

The preceding dialogue occurs on the first day of Charlotte's life as the Queen of England. A few days after her wedding are supposed to be a honeymoon period, in which she should enjoy some privacy with her husband George. However, the argument they had on the previous night has made George left Charlotte alone in the Buckingham Palace. This makes Charlotte feel lonely, so she asks Brimsley, her confidant, whether there are responsibilities she needs to do as a queen. Unfortunately, there are no official duties assigned to her within that period.

Charlotte's utterances in the dialogue are consultative. She gives some background information before asking Brimsley a question. The provision of background information, according to Joos (1967), is an indication of consultative style. Moreover, Charlotte uses words commonly spoken in everyday conversation. However, she does not at all utter special words to Brimsley, meaning that she does not have an intimate relation with Brimsley.

4.1.3. Intimate Style

King George : Fancy meeting you here. **You did not go over the wall.**
Queen Charlotte : **No, George. I did not go over the wall.**

Queen Charlotte: A Bridgerton Story Series
Episode 6 (1:22:15 – 1:22:40)

The conversation takes place between George and Charlotte in their old age, after Charlotte has resolved the problem of the monarchy to the monarchy. She goes to meet George to share him the happy news. When they are discussing the matter, they become overwhelmed with happiness. They are also a bit emotional when they reminisce about their marriage journey. Suddenly, George says, "You did not go over the wall."

The phrase "did not go over the wall" means that Charlotte had eventually made a decision to get married to George. Before their marriage, Charlotte wanted to escape by climbing the wall of the royal back garden. It was then that George saw her, and this was also the first time they met. At that time, George gave Charlotte an option whether she was to marry him or not. In the end, Charlotte opted to marry him, and she would not escape through the back garden wall again.

The phrase signified not only her decision to marry him but also her commitment to stand by and understand George in any condition and situation, despite everything that happened in their marriage. George and Charlotte's utterances in the conversation is categorized as intimate style because the phrase holds a personal significance known only by the two of them.

4.1.4. Formal Style

Queen Charlotte : **We are one Crown. His weight is mine, and mine is his. One Crown. We rule for the welfare of all our subjects. New and old. Rival and foe. Titled or not. You tell me my castle walls are too high. I tell you they must be. High as the sky, if necessary, to protect you. To protect all our worthy subjects. I suggest you shift your fear into faith and come to us with your concerns directly. To do otherwise would suggest we are incapable of addressing them. Unless that is what you believe. Lady Danbury. You may go. I shall send for you soon.**

Lady Agatha Danbury : Your Majesty.

Queen Charlotte: A Bridgerton Story Series
Episode 6 (1:14:20 – 1:15:36)

In this scene, Charlotte just throws a ball at Buckingham Palace to celebrate the birth of her first child. After the ball, Charlotte greets Agatha and at the same time talks about Agatha's rejection of

Charlotte's brother's proposal. Apart from that, Charlotte also wants to criticize Agatha's purpose of approaching her brother in order to secure Agatha's peerage after her the death of Agatha's husband.

The style of language Charlotte uses is formal. This is why Charlotte addresses Agatha using her title "Lady Danbury." The use of addressing name with that title shows a high level of formality in their conversation at that time. Judging from the relationship between both of them, they are quite close and usually Charlotte only uses "Agatha" to call her. The use of address with that title showed that Charlotte creates a gap between them.

In addition, Charlotte uses formal words accompanied with good grammar and fostering precision. Detailed background information and explicitly linked sentences are characteristics of formal language style (Joos, 1967). Behind her long message, Charlotte wants to communicate one core meaning: she emphasizes her status as the Queen, and as a queen, she will treat her people fairly; the people can thus openly share their problems, because she will resolve all their problems wisely.

However, because it is conveyed in a formal language style, she conveys it in detail and uses assertive statements delivered with intonation full of confidence. Her straightforward intonation also shows that what she is saying is a firm statement as a Queen. This is what makes Charlotte's style above included in the formal style because there is no hesitation in her delivery.

4.1.5. Frozen Style

King George	:	Hi, Charlotte. I'm George.
Queen Charlotte	:	I am deeply s... Your Majesty.
King George	:	Not Your Majesty. George. I mean, yes, Your Majesty, but to you, just George.

Queen Charlotte: A Bridgerton Story Series
Episode 1 (31:25 – 31:52)

The dialogue above depicts the conversation between Charlotte and George in the back garden of Chapel Royal, St. James Palace, before their wedding ceremony. Charlotte, who is trying to escape from her marriage, meets George, her future husband and the King of England. Upon knowing that the person she is talking to is the King, Charlotte immediately says "Your Majesty".

"Your Majesty" in the conversation is not only used as a greeting, but more in respect when meeting with the King. The use of "Your Majesty" is not just a function call to George as it is used in the formal style example. In this conversation, the use of "Your Majesty" serves to respect the King. The phrase cannot be changed to other phrases because it is included in the rules of royal etiquette that must be adhered to.

4.2. Social Factors and Dimensions

4.2.1. Participants

Participant is one of the social factors that influence the use of language style in Charlotte's dialogue. In this study, only three participants were examined during dialogues with Charlotte, namely George, Agatha, and Brimsley. When talking to the three people, Charlotte used a different language style depending on who she was talking to. Even when talking to the same person, Charlotte can use a different type of language style. According to participant factors, this is influenced by the development of the relationship between Charlotte and the three characters.

When talking George, Charlotte the most frequently used casual style because the relationship between them is a married couple which is categorized in intimate relationship. As written in page 3, the relationship between Charlotte and George is as a husband and wife who are talking about their marriage relationship. Likewise in intimate style (page 4), they show closeness in their relationship by using the language that has special meaning that only known by Charlotte and George in the conversation. In addition, Charlotte and George also showed some high distance in their relationship

in several scenes. Examples are in frozen styles (page 5). During the conversation, Charlotte indicates that there is an estrangement in her relationship with George. This was because she spoke to George not as his wife but as a queen who had a lower status than George.

Not only with George, when talking to Agatha and Brimsley, Charlotte also uses more than one type of language style. This is because of the diversity of relationships between Charlotte and these characters. When talking to Agatha, Charlotte often uses a casual style when she speaks as a friend of Agatha. However, when Charlotte spoke to Agatha as a Queen, she used a more formal style in page 4. For Brimsley, Charlotte the most frequently used consultative style (page 3) because their relationship more often reveals a fairly close professional relationship between the Queen and her confidants.

4.2.2. Setting

In using language style, the setting factor does not only refer to the setting of the place but also the atmosphere of the conversation. The data in the conversation in the analysis took place at Buckingham Palace, but the style used was different because of the different situation. In the casual style (page 3), the situation is informal because at that time, Charlotte only chatted with George, her husband, to discuss problems in their marriage. Likewise with the example of intimate style (page 4), even though it takes place in the same place and situation, the style used is more intimate than the casual style because there are different linguistic elements due to different atmosphere and topic

As for the consultative style, the formal setting is in the middle or categorized as semi-formal. This is because the topic being discussed is quite serious, namely the issue of Charlotte's responsibilities as Queen, but the situation of the conversation is not too formal because Charlotte is only talking to Brimsley and there are no indicators of formality used by Charlotte in her conversation. In contrast to the use of formal style and frozen style, Charlotte is in a formal situation and uses language that indicates formality and politeness.

4.2.3. Function

According to Holmes (2013), there are two types of function in the conversation which are referential and affective. Referential is a function used to describe conversations that aim to provide information while affective is used to describe conversations that contain the expression of feelings between participants. In the use of intimate style, Charlotte's speech aims to express emotional feelings (page 4). This is because Charlotte is happy with her decision to still marry George and live a married life with him. However, in consultative style (page 3), Charlotte's utterance serves to ask Brimsley for information about her responsibilities as queen. Thus, the function in conversation cannot be a determinant in the use of language style. It requires consideration of other social factors such as participants and also the setting. However, functional factors still have an important role in determining the language style that should be used.

This can be seen in formal style (page 4) and frozen style (page 5). In these two conversations, Charlotte called used other character using their noble title in the dialogue. However, the classification of these utterances is different because of the function of the use of the phrase. In the formal style, "Lady Danbury" functions as an address to Agatha by using her social status as a noble. It has function to show the serious matters in their conversation. Whereas in the frozen style, the phrase "Your Majesty" has a more unchanged function, which is to pay respects to the king. This form of respect is regulated in royal etiquette rules which cannot be changed in other words and must be carried out by everyone who meets the king.

4.2.4. Topic

The last social factor that determines the use of language style is topic. For example, when discussing personal matters, Charlotte uses less formal language styles, such as intimate and casual styles. Intimate style is used when she talks about marriage life with her husband George. They use intimate style because the topic of the conversation is very private, things intimately related to their life. Similarly, when conversing with others regarding her marriage, Charlotte uses such informal style as casual style. This is because the topic of the conversation concerns private or personal matters, rather than formal or official issues.

Meanwhile, consultative style is used when Charlotte discusses non-personal matters, such as her duties as the Queen of England. However, when discussing more serious topics, such as royal issues, Charlotte uses a formal style.

5. Conclusion

The language style most frequently used by Charlotte is casual. Casual style is used in informal settings with intimate relationships between participants. The second language type Charlotte often uses in the series is consultative. Consultative is used when she speaks to a person with whom she does not have a close connection. The conversation setting in this type of style is neither formal nor informal, which can be categorized as semi-formal. The third is the intimate style, which Charlotte uses when talking to her husband. This is in line with Joos's argument that intimate style is used to communicate by people having a very special or close relation, and one character of intimate style is the use of codes rich in personal or private meanings.

The fourth most common type of language style is the formal one. This style is used when Charlotte discusses serious topics in formal settings. The relationship between participants is not given much attention. Charlotte uses this style the most when conversing with George in situations that require they speak as the King and Queen of England.

The least used style, the frozen one, is a hyper-formal language style. In this type of style, the speakers are not to use utterances other than the prescribed ones. An example of a frozen style is that of a wedding vow.

Finally, this study suggests that social factors are the causes Charlotte uses five different styles in her utterances. Holmes's four factors and social dimensions (2013) have an equally important influence on Charlotte's uses of language style. Differences in social factors and dimensions create the diversity of language features Charlotte uses in her conversations with other characters.

References

- Aprilia. (2021). *An Analysis of Language Style in The Ron Clark Movie*. Lampung: Thesis.
- Berk-Seligson, S. (2017). *The Bilingual Courtroom Court Interpreters in the Judicial Process Second Edition*. Chicago: The University of Chicago Press .
- Creswell, & Creswell. (2018). *Research Design Qualitative, Quantitative, and Mixed Methods Approaches Fifth Edition*. Los Angeles: Sage Publications.
- Daniela. (2022). *An Analysis on the Language Style Used by the Main Characters of A Star is Born Movie*. Yogyakarta: Thesis.
- Dewi, Ediwan, & Suastra. (2020). Language Style in Romantic Movies. *Humanis: Journal of Arts and Humanities*, 24.2, 109-116.
- Holmes, J. (2013). *An Introduction to SocioLinguistics 4th Edition*. New York: Routledge .
- Hornby. (2015). *Oxford Advanced Learner's Dictionary: New 9th Edition*. Oxford: Oxford University Press.

- Jamil, N. (2018). Language Style Used in J. K. Rowling's Harry Potter and The Cursed Children. *Elite Journal, 5(2)*, 190-200.
- Joss, M. (1967). *The Five Clocks: A Linguistic Excursion Into the Five Styles of English Usage*. New York: Harcourt, Brace & World.
- Purba, Sulistia, Manurung, & Herman. (2021). Sociolinguistics Analysis on Language Style Form at the Movie Script of Papillon. *Universal Journal of Social Sciences and Humanities, 1*, 37-45.
- Ramdhani, S. A. (2020). Language Style in "What A Girl Wants" Movie. *IJER, 5 (2)*, 75-79.
- Rosyda. (2021). *An Analysis of Language Style Used by The Main Character on "Wonder" Movie*. Ponorogo: Thesis.
- Sapriyani, S. A. (2013). Analysis of Language Style Found in Novel The Last Tycoon Written by F. Scoot Fitzgerald. *English Language and Literature E-Journal*.
- Silta, G. P. (2023). An Analysis Language Style Based on The Level of Formality According To Martin Joos Theory. *Inquest Journal, 163-174*.
- Simamora, S. (2022). An Analysis of Language Styles Used by the Main Characters in the Dialogues in the "Business Proposal" series. *Jurnal Keilmuan Pendidikan Bahasa dan Sastra Indonesia, 4 (2)*, 79-87.
- Tashakkori, A., & Creswell, J. (2007). 'The New Era of Mixed Methods. *Journal of Mixed Methods, 1(1)*, 3-8.

Research Article

Received: 31/10/2023; Accepted: 24/11/2023; Published: 04/12/2023

Foreign language anxiety and academic achievement: Is there any relationship in between?

Zulfa Ghefira Azzahra^a, Fatimah Fatimah^b

^{a,b}English Literature Study Program, Faculty of Cultural Studies, Universitas Brawijaya, Jl. Veteran No.1, Malang, 65145, Indonesia

fatimah@ub.ac.id

Abstract

Psychological factors can contribute to the devitalization or acceleration of foreign language learning. Foreign Language Anxiety (FLA) is widely discussed in various studies, namely on Second Language Acquisition (SLA). This research aims to explore one of the psychological effects of learning a foreign language, specifically Foreign Language Anxiety (FLA), and its effect and correlation on academic achievement. 43 undergraduate students from the Department of English were chosen as the participants of the study. To conduct the findings, this study adopts a quantitative approach with descriptive analysis and Pearson correlation. The findings of the study presented that the students encounter a moderately low level of foreign language anxiety ($M = 2.75$, $SD = .86$). The findings also reveal that the relationship between the students' foreign language anxiety level and academic achievement shows no correlation between one another ($r = -0.9$). The implication of this study is that language teachers should continuously encourage students to be more self-assured in their second language learning as well as alleviate their language anxiety level.

Keywords: Foreign language anxiety, academic achievement; psychological factors; language learning

1. Introduction

Second language learning expands and enhances the learners' perspectives on various customs of diverse groups of people and the way they perceive the world (Liu, 2021). The process of learning other languages, besides the native language, also escalates and broadens the learners' understanding and compassion regarding other cultures (Liu, 2021). Nevertheless, it must be noted that learning and acquiring new languages has its own set of challenges due to the sensation of unfamiliarity with the target language. Customarily, two factors that plausibly constrain the learner's proceeding in learning a new language consist of internal factors and external factors. Factors related to the learners' interactional situations while learning also contribute to the hindrance of language learning (Rubio, 2021).

The absence of time for learning and practice, the surroundings in which people are immersed, the effectiveness of the teacher's instruction, and the classroom dynamics learned are examples of external factors. Major factors that contribute to foreign language anxiety include the learner's personality, the target language being learned, the environment (primarily the classroom), and the foreign language learning process (Luo, 2013). Self-esteem, self-confidence, self-motivation, and self-consistency are a few examples of internal factors that potentially hinder a learner's learning process. It is argued that picking up new languages other than one's mother tongue or native language has a strong correlation with emotional factors (Toyama & Yamazaki, 2021).

In line with this statement, psychological factors can contribute to the devitalization or acceleration of foreign language learning. Regarding the internal factors involved in learning a foreign language, anxiety is frequently mentioned in numerous studies as one of the factors that frequently arises as a hindrance to a learner. The inability to perform or communicate in a foreign language is significantly impacted by anxiety (Barlow, 2002). Anxiety is an individual's reaction to a stressful situation that causes them to feel afraid or uneasy (Spielberger, 1983). One of the most common medical disorders is anxiety, which is characterized by an involuntary, unpleasant, and persistent state of negative affect, heightened alertness, and tension in addition to a fear of the unknown (Horwitz, et al., 1986). Scovel (1978) in Horwitz (2001) argued that students who frequently experience foreign language anxiety (FLA) are thought to be experiencing situation-specific anxiety, which could result in negative emotional reactions in relation to their language learning process.

Foreign language anxiety has been the subject of numerous studies; one such study, (Liu, 2021), examined the negative effects that anxiety has on one's academic performance as well as cognitive, social, affective, and personal spheres. As demonstrated in Scovel (1978), anxiety related to learning a foreign language has a detrimental impact on the learning process and may also have an impact on academic performance. Academic achievement and a moderate level of foreign language anxiety were found to be significantly correlated in an earlier study such as Horwitz, et al., (1986) in university students. According to Horwitz et al. (1986), students who are more anxious about learning and performing a foreign language tend to receive worse grades than those who are less anxious. Language anxiety also has the effect of making one reluctant to practice speaking a foreign language outside of the classroom (Horwitz, 2010). People who experience anxiety when learning or acquiring a foreign language may experience psychological reactions like nausea and helplessness, as well as physiological reactions like sweating and an increase in heart rate (Oteir & Al-Otaibi, 2019).

1.1 Foreign Language Anxiety

A psychological connection exists in learning a second or foreign language, for it involves both cognitive and emotional components. One of the side effects of learning a second language is frequently linked to the feeling of anxiety (Abu-Rabia, 2004). Despite their relative similarity to the anxiety component of uneasiness, anxiety related to foreign languages is distinct from anxiety in general (Al-Shboul, et al., 2013). The sensation of tension, unease, and nervousness when acquiring foreign language skills is known as "Foreign Language Anxiety" (Arnold, 2007). Language anxiety is a complex form of feeling that arises from the language learning process and is comprised of self-perception, self-assured, feelings, and classroom behaviors related to language learning (Horwitz, et al., 1986).

Language anxiety, according to MacIntyre & Gardner (1994), is characterized by tenseness and fear when speaking or listening, as well as unpleasant emotional reactions that occur while picking up or utilizing a foreign language. Language anxiety is also the feeling of unease and the incitement of unfavorable emotional reactions when learning and employing a second language (Mac Intyre & Gardner, 1989). When compared to second language learners, foreign language learners exhibit noticeably higher levels of anxiety (Spielberger, 1983). Academic anxiety is different from anxiety related to learning a foreign language, for it involves different modes of self-concepts and self-expression (Arnold, 2007). Anxiousness in a foreign language was discovered in Western countries in the early 1970s, and numerous studies were carried out by Razak et al. (2017) as shown in Chastain (1975) and Bailey (1983). As recent studies also carried out further concerning foreign language anxiety namely in Dewaele & Li (2022), Zhao (2022), and Oflaz (2019).

1.2 Foreign Language Anxiety and Academic Achievement

Numerous academics have looked into this account and found that students' performance was affected when they experienced anxiety related to learning a foreign language (MacIntyre & Gardner, 1991), (Horwitz, et al., 1986), (Phillips, 1992), and (Kamarulzaman, et al., 2013) in Razak et al.,

(2017). Anxiety is a prevalent occurrence among EFL learners that frequently affects their academic performance (Aida, 1994). According to Horwitz (2001), anxiety is one of the affective factors that plausibly influence how well students learn a foreign language. Previous studies on the effect or impact of foreign language anxiety on performance, as indicated by the studies (Kleinmann, 1977), (Chastain, 1975), and (Young, 1986) cited in Razak et al., (2017), revealed a variety of findings.

A study conducted by Li (2020) revealed a small to medium correlation between academic achievement and anxiety among Chinese students learning EFL, contrasting to the study examined by Botes et al., (2020) which showed a negative correlation between the two variables being tested. Anxiety levels among Indonesian students were discovered to have a strong positive correlation with academic achievement, particularly with regard to reading achievement (Nurul, et al., 2022). This indicates something quite different from other research findings that ideally the relationship between anxiety and academic achievement should be negative. Another study showed that people's performance is impacted by anxiety, leading them to develop coping mechanisms (Marwan, 2016). A systematic review that concentrated on the relationship between academic achievement and the FLA was also observed. Al-Shboul et al., (2013) present the research on the relationship between anxiety in learning a foreign language and academic success. The study provides a systematic review of the literature that takes into account various factors, including the academic disciplines being taught, the learners' stages, the settings, and the languages being learned (Al-Shboul, et al., 2013).

Numerous studies have been conducted by researchers regarding foreign language anxiety and academic performance. However, a study that is focused on third-year students, specifically students who had gone online learning process during the COVID-19 pandemic, needs to be done. As the main objective of this study is to investigate the relationship between foreign language anxiety with academic achievement in a closer look, the purpose of this study is also to enhance and expand the research perspectives focusing on anxiety in foreign language learning among Indonesian undergraduate students.

Previous studies revealed mixed results that sometimes language anxiety has positive and negative effects on language learning. Further studies are needed to explore this issue in an Indonesian EFL setting as this study proposes. This study serves as a fruitful reference for educators or researchers in exploring anxiety in the foreign language learning process in an Indonesian higher education setting. In more detail, this study addresses several research questions such as: (1) What is the level of language anxiety in English speaking skills?, (2) What is the level of language anxiety in English listening skills?, (3) What is the level of language anxiety in English reading skills?, (4) What is the level of language anxiety in English writing skills?, and (5) What is the relationship between language anxiety levels and academic performance between and across second language skills?

2. Methods

2.1 Research Design

A quantitative survey design was used in this study so the survey numeric responses can be objectively quantified and measured (Sahiruddin, et al., 2021). A quantitative study was chosen to reveal the participants' anxiety levels in a numerical format and to support the results' findings. To analyze the data, descriptive statistics were used to quantify, summarize, and describe the findings obtained, as well as focusing on the summary values and graphs (Sahiruddin, et al., 2021). Pearson correlation was utilized to analyze the relationship between foreign language anxiety and academic achievement.

2.2 Sample and Participants

Undergraduate students from the Department of English (third year) were chosen as the participants of this study. For three years, the participants have been learning and studying English as a foreign language and actively performing EFL in the classroom. The English Department has 161

enrolled third-year students, including 38 male students and 123 female students. This study's sample size is 27% of the population, or 43 individuals in total (19 male students and 24 female students), with ages ranging from 20 to 22. The questionnaire given as the data collection tool was filled out voluntarily by the participants.

2.3 Instruments

The data was obtained by using a questionnaire and was distributed online through Google Forms. This questionnaire that was adopted by Yassin (2017) consists of 48 questions which include the three scales used to discover the anxiety level in 4 basic skills namely reading, listening, writing, and speaking. The Foreign Language Anxiety Scale (FLAS) used in this study scored .087 in Cronbach Alpha reliability, meaning that this questionnaire has been approved with good consistency (Yassin, 2017). Three scales from Horwitz, et al., (1986), Saito, et al., (1999), and Cheng (2004) were combined into this FLAS adopted questionnaire. The participants of this study filled out 48 questions with 1 to 5 scales; strongly disagree (SD), disagree (D), neutral (N), agree (A), and strongly agree (SA). This study has employed Nunnally & Bernstein's (1994) interpretation value for the mean score level. It states that a low-level interpretation is associated with a mean score between 1.00 and 2.00, a medium-low interpretation is with a mean score between 2.01 and 3.00, a medium-high interpretation is with a mean score between 3.01 and 4.00, and a high interpretation is with a mean score between 4.01 and 5.00.

The participants were requested for their consent in filling out the form and required to state their GPA as an indicator of academic achievement. The results of the questionnaire were used to gauge the level of foreign language anxiety among the participants and serve as the study's data source. The data for language skill performance including speaking, listening, reading, and writing were taken from the archive of their final scores for language skill subjects offered in the English program enrolled.

3. Results

This study scrutinizes the level of foreign language anxiety involving speaking anxiety, reading anxiety, listening anxiety, and writing anxiety, and how they are correlated with L2 academic performance in an Indonesian EFL tertiary education setting. The results of the study are presented from the perspective of overall language anxiety, followed by language skills more specifically, and finally the correlation study between foreign language anxiety and academic achievement.

3.1 Overall Language Anxiety

Based on Table 1 illustrates the descriptive statistics for mean scores of foreign language anxiety and the standard deviation and mean interpretation of the student's response ($M = 2.75$, $SD = .86$). This result indicates that the student's foreign language anxiety was at a moderately low level. Table 1 also provides the detail of the four basic English skills anxiety including speaking ($M = 2.74$, $SD = .63$), listening ($M = 2.94$, $SD = 1.19$), reading ($M = 2.52$, $SD = 1.01$), and writing ($M = 2.83$, $SD = .65$).

Table 1. Descriptive statistics for mean scores of foreign language anxiety

	N	Minimum	Maximum	Mean	SD	Interpretation
Speaking anxiety	43	2.00	4.00	2.74	.62	Moderately low
Listening anxiety	43	1.00	4.00	2.94	1.19	Moderately low
Reading anxiety	43	2.00	3.00	2.52	1.01	Moderately low
Writing anxiety	43	1.00	4.00	2.83	.65	Moderately low
Overall language anxiety	43	1.75	3.50	2.75	.86	Moderately low

The results of the study that discusses anxiety in each language skill such as speaking, listening, reading, and writing are also provided in descriptive statistics. Mean scores are presented in each section to convey a thorough view of the participants' attitudes toward foreign language anxiety.

3.1.1 Speaking Anxiety

From Table 2, it can be seen that the highest mean obtained for speaking anxiety was 3.25 (SD = 1.04) on the aspect of unpreparedness when the students were asked to speak in a foreign language without any preparation. The lowest mean obtained was 2.25 (SD = 1.09) in which the students are not afraid of being laughed at by their classmates while they are speaking in a foreign language. It suggested that, in general, the students have moderately low levels of speaking foreign language anxiety.

Table 2. Descriptive statistics for mean scores of speaking anxiety.

Items	Mean	SD	Level
It embarrasses me to volunteer answers in my language class.	2.86	1.01	Moderately low
I start to panic when I have to speak without preparation in a foreign language.	3.25	1.04	Moderately high
It embarrasses me to volunteer answers in my language class.	2.62	1.25	Moderately low
I would not be nervous speaking the foreign language with native speaker.	2.79	1.05	Moderately low
I feel confident when I speak in foreign language.	2.83	.94	Moderately low
I am afraid that my language teacher is ready to correct every mistake I make.	2.30	1.30	Moderately low
I feel very self-conscious about speaking the foreign language in front of others.	3.09	.92	Moderately high
I get nervous and confused when I am speaking in English.	2.60	1.00	Moderately low
I feel overwhelmed by the number of rules I have to learn to speak a foreign language.	2.97	1.12	Moderately low
I am afraid that the other students will laugh at me when I speak the foreign language.	2.25	1.09	Moderately low

3.1.2 Listening Anxiety

The highest mean obtained in listening anxiety was 3.13 (SD = 1.33) on the aspect of the worries when the students do not get what the teacher is trying to correct their mistakes. The lowest mean obtained was 2.67 (SD = 1.04) that is when students are unable to understand what the teacher is saying in a foreign language, they become fearful and anxious. Overall, the students are moderately anxious about listening to a foreign language.

Table 3. Descriptive statistics for mean scores of listening anxiety

	Mean	SD	
It frightens me when I don't understand what the teacher is saying in the foreign language.	2.67	1.04	Moderately low
I get upset when I don't understand what the teacher is correcting.	3.13	1.33	Moderately high
I get nervous when I don't understand every word the other person says in English.	3.02	1.22	Moderately high

3.1.3 Reading Anxiety

Through Table 4, the highest mean obtained for reading anxiety was 3.44 (SD = 1.05) regarding the students' confusedness in comprehending what the author is trying to deliver while they

understand the words they read. The lowest mean obtained was 1.44 (SD = .58) in which the students have a positive attitude towards reading. It would not be difficult once an individual gets used to reading in English. Through Table 4, a moderately low level of speaking foreign language anxiety is seen among English students.

Table 4. Descriptive statistics for mean scores of reading anxiety

Items	Mean	SD	
I get upset when I am not sure whether I understand what I am reading in English.	3.04	1.29	Moderately high
When reading English, I often understand the words but still can't quite understand what the author is saying.	3.44	1.05	Moderately high
I feel intimidated whenever I see a whole page of English in front of me.	1.69	.98	Moderately low
I am nervous when I am reading a passage in English when I am not familiar with the topic.	2.86	1.03	Moderately low
I get upset whenever I encounter unknown grammar when reading English.	2.79	.98	Moderately low
When reading English, I get nervous and confused when I don't understand every word.	2.72	1.11	Moderately low
It bothers me to encounter words I can't pronounce while reading English.	3.25	1.32	Moderately high
By the time you get past the funny letters and symbols in English, it's hard to remember what you're reading about.	2.72	.88	Moderately low
I usually end up translating word by word when I'm reading English.	2.23	1.30	Moderately low
I am worried about all the new symbols I have to learn in order to read English.	2.30	.80	Moderately low
English culture and ideas seem very foreign to me.	2.16	.94	Moderately low
You have to know so much about English history and culture in order to read English.	1.86	1.08	Moderately low
When I'm reading English, I get so confused I can't remember what I'm reading.	2.18	1.07	Moderately low
I enjoy reading English.	1.55	.58	Moderately low
I feel confident when I am reading in English.	1.90	.78	Moderately low
Once you get used to it, reading English is not so difficult.	1.44	.58	Moderately low
The hardest part of learning English is learning to read.	2.02	.93	Moderately low
I would be happy just to learn to speak English rather than having to learn to read as well.	2.51	1.29	Moderately low
I don't mind reading to myself, but I feel very uncomfortable when I have to read English aloud.	2.34	1.13	Moderately low
I am satisfied with the level of reading ability in English that I have achieved so far.	2.69	1.24	Moderately low

3.1.4 Writing Anxiety

Table 5 presented that the highest mean obtained for writing anxiety was 3.23 (SD = 1.19) which the students experienced some pressure having to write English compositions in a given time. The lowest mean obtained was 2.27 (SD = 1.16) regarding the rise of the students' heartbeat while writing English compositions. In general, it is exhibited that the students experience moderately low levels of writing anxiety.

Table 5. Descriptive statistics for mean scores of writing anxiety

Items	Mean	SD	
I feel my heart pounding when I write English.	2.27	1.16	Moderately low
My mind often goes blank when I start to work on an English composition.	2.76	1.06	Moderately low
I tremble or perspire when I write English compositions under time pressure.	2.97	1.31	Moderately low
My thoughts become jumbled when I write English compositions under time constraint.	3.23	1.19	Moderately high
I often feel panic when I write English compositions under time constraint.	3.09	1.23	Moderately high
I freeze up when unexpectedly asked to write English compositions.	3.00	1.21	Moderately high
I usually feel my whole body rigid and tense when I write English compositions.	2.39	.95	Moderately low
I often choose to write down my thoughts in English.	2.93	1.33	Moderately low
I usually seek every possible chance to write English compositions outside of class.	2.58	1.13	Moderately low
Whenever possible, I would use English to write compositions.	2.44	1.18	Moderately low
I don't worry that my English compositions are a lot worse than others'.	2.88	1.11	Moderately low
I'm afraid that the other students would deride my English composition if they read it.	2.62	.95	Moderately low
I don't worry at all about what other people would think of my English compositions.	3.04	1.13	Moderately high
I'm afraid of my English composition being chosen as a sample for discussion in class.	3.13	1.22	Moderately high
I'm not afraid at all that my English compositions would be rated as very poor.	3.16	1.27	Moderately high

3.2 The Relationship Between Foreign Language Anxiety and Academic Achievement

The relationship between the student's foreign language anxiety and their academic achievement was calculated using Pearson's product moment correlation as provided in Table 6. The study revealed that the relationship between overall foreign language anxiety was very low, while the relationship between speaking anxiety and speaking performance was also at $r=.00$, listening anxiety and listening performance with $r=-.24$, reading anxiety and reading performance at $r=.06$, as well as writing anxiety level and writing performance at $r=-.02$.

Table 6. The relationship between language anxiety and academic performance

	Speaking performance	Listening performance	Reading performance	Writing performance	Academic performance
Speaking anxiety	.00				
Listening anxiety	.99				
Listening anxiety		-.24			
Reading anxiety		.11			
Reading anxiety			.06		
Writing anxiety			.67		
Writing anxiety				-.02	
Writing anxiety				.86	

Overall	
language	-.09
anxiety	.55

4. Discussion

The findings of the study presented that the level of the participants' anxiety level in overall foreign language anxiety reached a moderately low level ($M = 2.75$, $SD = .86$). The lack of correlation between foreign language anxiety and L2 academic achievement across language skills may be due to the fact that the students are at their last year (third year) of the undergraduate program where they have been fully engaged theoretically and practically in English learning so that they did not really worry about English. It is also depicted that the majority of the students' GPAs are nearly 4.00 value in a scale of 1.00 to 4.00.

The students' listening anxiety levels reached the highest score compared to other language skills, with ($M = 2.94$, $SD = 1.19$) that shows a moderately low level of anxiety, followed by writing ($M = 2.83$, $SD = .65$), speaking ($M = 2.74$, $SD = .63$), then reading ($M = 2.52$, $SD = 1.01$). The listening anxiety that the students are experiencing is specifically addressed in the aspect of the anxiousness when the students do not get what the teacher is trying to correct the mistakes they made. This is similar to Ismail et al. (2023) who discussed the participants' listening anxiety towards Arabic speech from a speaker at a rapid rate and his or her inability to comprehend it. Moreover, Tahsildar & Yusoff (2014) in Ismail et al. (2023) also found similar findings that mispronunciations and speed of delivering the speech can cause listening anxiety. Moreover, internal factors from the students themselves such as their background knowledge, poor self-confidence, and the ineffective use of listening strategies can also support listening anxiety (Ismail et al., 2023). The value of correlation is also similar to Weda & Sakti (2018) with the value score ($r = -.23$) although they have much more participants compared to the recent study.

The study reveals that the relationship between the students' foreign language anxiety level and academic achievement shows no correlation ($r = -0.9$). This can be inferred that the students' academic achievements were not influenced by their anxiety levels, as it can be seen that the students are experiencing moderately low levels of foreign-level anxiety. Besides the sense of familiarity in engaging and performing English as a foreign language in the classroom, the courses offered are also available in Indonesian, which is the mother tongue of the students, and this surely makes the L2 learning more relaxed. The language skills of students studying English as a foreign language may be facilitated by the significant similarities between Indonesian and English. According to Lewis, et. al., (2012) in Conteh (2018), translanguaging is the use of two languages in a single lesson as a cross-curricular learning and teaching strategy. In addition to acknowledging, validating, and performing Bahasa Indonesia—the official language of Indonesia—for the learning process, translanguaging classes enable students to perform in English, the official language of the department in which they are enrolled (Moghaddam, 2017). There is also a negative correlation between FLA and the students' accomplishments because several disciplines are offered in fully Bahasa Indonesia, which can support the student's final GPA. This study is in line with Dryden et al., (2021) that the use of translanguaging may function as an emotionally safe space to lessen these adverse FLA reactions.

There are also several disciplines offered in fully Bahasa Indonesia that can support the students' final GPA, making a negative correlation between FLA and the students' achievements. A similar study such as Alpert & Harper (1960) argued that students in the mother tongue classrooms tend to feel relaxed, contrasting in foreign language classrooms that conceivably cause foreign language anxiety. This fact is also discussed in (Liu, 2021) that the target language is one of the major causes of FLA. Studies conducted such as Horwitz (2001), Razak, et al., (2017), and Batumlu & Erden (2007) also reported a moderate negative correlation between FLA with academic achievement. The implication of this study is that language teachers should continuously encourage students to be more confident in their second language learning or to decrease their language anxiety level. For example, the classroom environment to establish a more enjoyable learning process.

5. Conclusions

As the purpose of the current study is to investigate one of the psychological effects of learning a foreign language, specifically Foreign Language Anxiety (FLA), the study's findings show that the students have a moderately low level of foreign language anxiety. To break it down, the findings of the study presented that students experience a moderately low level of anxiety in speaking, a moderately high level of anxiety in listening, a moderately low level of anxiety in reading, and a moderately low level of anxiety in writing. Through this study, it is also pronounced that the anxiety that the students experience in learning English as a foreign language does not influence their academic achievement resulting in no correlation between the two variables. This study may be used to enhance and expand the research perspectives focusing on anxiety in foreign language learning among Indonesian undergraduate students. Further study could involve freshmen or first-year English students, for the participants of this study were bounded by involving the third-year students from the Department of English. Complementary studies on foreign language anxiety and academic accomplishment are required to complement the current findings.

References

- Abu-Rabia, S. (2004). Teachers' role, learners' gender differences, and FL anxiety among seventh-grade students studying English as a FL. *Educational Psychology*, 24(5), 711–721. <https://doi.org/10.1080/0144341042000263006>
- Aida, Y. (1994). Examination of Horwitz, Horwitz, and Cope's construct of foreign language anxiety: The case of students of Japanese. *The Modern Language Journal*, 78(2), 155–168. <https://doi.org/10.1111/j.1540-4781.1994.tb02026.x>
- Al-Shboul, M. M., Ahmad, I. S., Nordin, M. S., & Rahman, Z. A. (2013). Foreign language anxiety and achievement: Systematic review. *International Journal of English Linguistics*, 3(2), 32. <https://doi.org/10.5539/ijel.v3n2p32>
- Alpert, R., & Haber, R. N. (1960). Anxiety in academic achievement situations. *The Journal of Abnormal and Social Psychology*, 61(2), 207–215. <https://doi.org/10.1037/h0045464>
- Bailey, K. (1983). Physiological factors affecting drug toxicity. *Regulatory Toxicology and Pharmacology*, 3(4), 389–398. [https://doi.org/10.1016/0273-2300\(83\)90009-0](https://doi.org/10.1016/0273-2300(83)90009-0)
- Barlow, D. H. (2002). *Anxiety and its disorder: The nature and treatment of anxiety and panic* (2nd ed.). Guilford Press.
- Batumlu, D., & Erden, M. (2007). The relationship between foreign language anxiety and English achievement of Yıldız Technical University school of foreign languages preparatory students. *Journal of Theory and Practice in Education*, 3.
- Botes, E., Dewaele, J.-M., & Greiff, S. (2020). The foreign language classroom anxiety scale and academic achievement: An overview of the prevailing literature and a meta-analysis. *Journal for the Psychology of Language Learning*, 2(1), 26–56. <https://www.jppll.org/index.php/journal/article/view/botesetal>
- Chastain, K. (1975). Affective and ability factors in second-language acquisition. *Language Learning*, 25(1), 153–161. <https://doi.org/10.1111/j.1467-1770.1975.tb00115.x>
- Cheng, Y. S. (2004). A measure of second language writing anxiety: Scale development and preliminary validation. *Journal of Second Language Writing*, 13(4), 313–335. <https://doi.org/10.1016/j.jslw.2004.07.001>
- Conteh, J. (2018). Translanguaging. *ELT Journal*, 72(4), 445–447. <https://doi.org/10.1093/elt/ccy034>
- Horwitz, E. (2001). Language anxiety and achievement. *Annual Review of Applied Linguistics*, 21(2), 112–126. <https://doi.org/10.1017/S0267190501000071>
- Horwitz, E. K., Horwitz, M. B., & Cope, J. (1986). Foreign language classroom anxiety. *The Modern Language Journal*, 70(2), 125–132.
- Ismail, Z., Rasit, N., & Supriyatno, T. (2023). Relationship between oral language anxiety and students' Arabic language learning outcomes in Malaysian secondary schools. *International Journal of Language Education*, 1(1), 143. <https://doi.org/10.26858/ijole.v1i1.37368>
- Kamarulzaman, M. H., Ibrahim, N., Yunus, M. M., & Ishak, N. M. (2013). Language anxiety among gifted learners in Malaysia. *English Language Teaching*, 6(3), 20–29. <https://doi.org/10.5539/elt.v6n3p20>
- Kleinmann, H. H. (1977). Avoidance behavior in adult in adult second language acquisition. *Language Learning*, 27(1), 93–107. <https://doi.org/10.1111/j.1467-1770.1977.tb00294.x>

- Lewis, G., Jones, B., & Baker, C. (2012). Translanguaging: Origins and development from school to street and beyond. *Educational Research and Evaluation*, 18(7), 641–654. <https://doi.org/10.1080/13803611.2012.718488>
- Li, C. (2019). A positive psychology perspective on Chinese EFL students' trait emotional intelligence, foreign language enjoyment and EFL learning achievement. *Journal of Multilingual and Multicultural Development*, 41(3), 246–263. <https://doi.org/10.1080/01434632.2019.1614187>
- Liu, M. (2021). Foreign language classroom anxiety, gender, discipline, and English test performance: A cross-lagged regression study. *The Asia-Pacific Education Researcher*, 31(3). <https://doi.org/10.1007/s40299-020-00550-w>
- Luo, H. (2013). Foreign language anxiety: Past and future. *Chinese Journal of Applied Linguistics*, 36(4). <https://doi.org/10.1515/cjal-2013-0030>
- MacIntyre, P. D., & Gardner, R. C. (1989). Anxiety and second-language learning: Toward a theoretical clarification. *Language Learning*, 39(2), 251–275.
- MacIntyre, P. D., & Gardner, R. C. (1991). Methods and results in the study of anxiety and language learning: A review of the literature. *Language Learning*, 41(1), 85–117. <https://doi.org/10.1111/j.1467-1770.1991.tb00677.x>
- MacIntyre, P. D., & Gardner, R. C. (1994). The subtle effects of language anxiety on cognitive processing in the second language. *Language Learning*, 44(2), 283–305. <https://doi.org/10.1111/j.1467-1770.1994.tb01103.x>
- Marwan, A. (2016). Investigating students' foreign language anxiety. *Malaysian Journal of ELT Research*, 3(1), 19.
- Moghaddam, M. H. (2017). The translanguaging classroom: Leveraging student bilingualism for learning. In Ofelia García, Susana Ibarra Johnson, and Kate Seltzer. Philadelphia, PA: Caslon, 2017. pp. xix + 196. translanguaging with multilingual students: Learning from classroom moments. *TESOL Quarterly*, 51(4), 985–988. <https://doi.org/10.1002/tesq.401>
- Nunnally, J., & Bernstein, I. H. (1994). *Psychometric theory*. McGraw-Hill Humanities/Social Sciences/Languages.
- Nurul, A., Ismail, M. S., & Safar Wadi, A. (2022). FLRA and its influence on EFL students' reading achievement amid the pandemic COVID19. *International Journal of English and Applied Linguistics (IJEAL)*, 2(1), 34–40. <https://doi.org/10.47709/ijeal.v2i1.1422>
- Oteir, I. N., & Al-Otaibi, A. N. (2019). Foreign language anxiety: A systematic review. *Arab World English Journal*, 10(3), 309–317. <https://doi.org/10.2139/ssrn.3466022>
- Phillips, E. M. (1992). The effects of language anxiety on students' oral test performance and attitudes. *The Modern Language Journal*, 76(1), 14–26.
- Razak, N. A., Yassin, A. A., & Maasum, T. N. R. B. T. M. (2017). Effect of foreign language anxiety on gender and academic achievement among Yemeni University EFL students. *English Language Teaching*, 10(2), 73. <https://doi.org/10.5539/elt.v10n2p73>
- Rubio, F. (2021). *Self-esteem and foreign language learning*. Cambridge Scholars Publishers.
- Sahiruddin, Indhiarti, T. R., & Emy Sudarwati. (2021). *An introduction to research methods in applied linguistics*. Universitas Brawijaya Press.
- Saito, Y., Garza, T. J., & Horwitz, E. K. (1999). Foreign language reading anxiety. *The Modern Language Journal*, 83(2), 202–218. <https://doi.org/10.1111/0026-7902.00016>
- Scovel, T. (1978). The effect of affect on foreign language learning: A review of the anxiety research. *Language Learning*, 28(1), 129–142.
- Spielberger, C. D. (1983). *State-trait anxiety inventory for adults (STAI-AD)*. APA PsycTests.
- Tahsildar, M. N., & Yusoff, Z. S. (2014). Investigating L2 students' listening anxiety: A survey at a Malaysian University. *International Journal of Language Education and Applied Linguistics*, 1. <https://doi.org/10.15282/ijeal.v1.418>
- Toyama, M., & Yamazaki, Y. (2021). Classroom interventions and foreign language anxiety: A systematic review with narrative approach. *Frontiers in Psychology*, 12. <https://doi.org/10.3389/fpsyg.2021.614184>
- Yassin, A. A., & Razak, N. A. (2017). Investigating the relationship between foreign language anxiety in the four skills and year of study among Yemeni University EFL learners. *3L the Southeast Asian Journal of English Language Studies*, 23(3), 145–157. <https://doi.org/10.17576/3l-2017-2303-11>
- Young, D. J. (1986). The relationship between anxiety and foreign language oral proficiency ratings. *Foreign Language Annals*, 19(5), 439–445. <https://doi.org/10.1111/j.1944-9720.1986.tb01032.x>

Research Article

Received: 06/11/2023; Accepted: 01/12/2023; Published: 04/12/2023

The construction of women as the loving subject in Curtis
Sittenfeld's *Eligible*

Abstract

Zietha Arlamanda Asri^a

^aMidwifery Department, Faculty of Health, Sehati Indonesia University, Jl. Raya Kosambi, Klari, Karawang,
41371, Indonesia

zietha.arlamanda.asri@gmail.com

Women's presence as the dominant figure in the construction of patriarchal society is an emerging issue presented by Curtis Sittenfeld in her Novels. Liz is one of the female characters Curtis Sittenfeld displays in her novel *Eligible*. This figure of women who appear in her novel is very complex with many various dynamics. This study aims to examine the female main character as a loving subject in a male-dominated society. Applying Giddens's theory of loving subjects, the study's results revealed that Liz is described as the loving subject who seeks to build an intimate relationship with the man who became her choice. Through her behaviour and appearance, she was described as a loving subject who has a smooth character, sensitive and romantic. Liz is also shown as a private autonomous and has humanist and psychological dimensions, which are very complex inside. Curtis Sittenfeld as a writer presents the presence of women as the loving subject in a relationship of intimacy that is liquid and unrestricted. In this research, women are presented as an autonomous entity that has the same rights in a male-dominated society.

Keywords: Loving subject; Anthony Giddens; *Eligible*; Curtis Sittenfeld

1. Introduction

Culture is an integral part of society. Naturally, societies in different parts of the world construct themselves in a patriarchal culture where men are highly distinguished and superior in their masculinity. At the same time, the role of women in their femininity is merely complementary to men or subordinates (Fachrani, 2015). The gender differences between masculinity and femininity in patriarchal cultures are very pronounced and can be found in societies in different parts of the world. In this case, women do not have independence because the humility, dependence, and self-righteousness of women towards men symbolize the glory of a woman's heart. From the various cultural terms, it can be concluded that women are indirectly placed as objects.

In contrast, men in subjective positions can give concepts of how the roles, duties, and positions of women should be. In this case, all aspects of women's lives are governed by men; the most fundamental thing is when the father with power in the family deceives his daughters with men according to his wishes. This is an overt demonstration of patriarchy since it is centered upon controlling women's sexual and reproductive powers by claiming the female body as man's territory (Sev'er A & Yurdakul G, 2001). Forced marriages have significantly increased over the last two decades (Idriss, 2022). Even in the modern era and entering this twenty-first century, it is still preserved. No wonder many female writers raise the theme of patriarchal culture with the topic of adultery in today's context.

Curtis Sittenfield, a renowned American author, is among the writers who have explored the topic of arranged marriage. Among the numerous novels authored by Curtis Satterfield, her novel “Eligible” stands out as one of the most renowned. The novel’s distinctiveness is readily apparent through its collection of stories, which encompass language, subject matter, storyline, and related concerns. American society vividly portrays a multitude of issues and difficulties that are present within it. The portrayal of societal socialisation is depicted mostly through female figures, with Lizzy as the key figure illustrating how society engages and interacts. This may be observed through the socialisation and interactions within the depicted society.

The primary focus of the work is centered around the character Elizabeth, commonly referred to as Liz. In this particular instance, Sittenfield offers a feminist analysis wherein the character of Liz is seen as a resilient individual who defies traditional gender roles by exhibiting strength rather than vulnerability. Liz's subject was characterized as a woman possessing a very robust personality in contrast to the average woman of that era. The character of Liz is depicted as exhibiting behaviors and thought patterns that align with those commonly observed among American women. It is crucial to keep in mind that the restrictions imposed by a patriarchal culture, which is still deeply ingrained within her familial context, have an impact on these traits. The novel in question is a literary composition that offers a comprehensive and profound exploration of societal dynamics, particularly within the contemporary context. It specifically delves into the everyday experiences of the British populace, shedding light on the prevailing state of society. The distinguishing characteristic of Curtis Sittenfield's works often resides in the narratives centered around the female subjects that he portrays. The depicted subjects in the exhibition are comprised of everyday individuals; however, their distinct personalities are effectively conveyed with meticulous attention to detail, resulting in a genuine sense of individuality that permeates the narrative.

Furthermore, Sittenfield’s literary works revolve around the issue of romance, namely exploring the dynamics of relationships between individuals of different genders. However, it is evident in *Eligible* that the author, Sittenfield, aims to illustrate the complexities of Liz’s character when confronted with the challenge of an arranged marriage. The plot depicts a conflict in which Liz rejects her father's offer to arrange marriages for her and her sisters. The emotional closeness that the protagonist experiences during her interactions with Mr. Jasper Wick, on the other hand, traps her. The female protagonist finds herself caught in a dilemma, torn between her resistance to entering into an arranged marriage and the emotional connection she starts to develop with the male lead.

In this particular case, the role of a woman as the only recipient of affection, devoid of choices within the context of love and intimacy, maintains the unchallenged privilege traditionally associated with men. In the contemporary American society of the twenty-first century, women must be liberated from the oppressive influence of patriarchy. Nevertheless, Sittenfield’s story demonstrates the enduring presence of this phenomenon within the context of modernity. Women are situated as individuals with agency in making choices but within the confines established by the prevailing discourse. The present inquiry pertains to how female characters within the literary work understand the intricate dynamics of love and intimacy regarding individuals of the opposite gender.

According to Anthony Giddens (1992), the conceptualization of love has changed along with the development of modern civilization, moving from romantic love to a subtype known as confluent love. This phenomenon diverges from the concept of romantic love, as it necessitates the establishment of a monogamous partnership. Confluent love encompasses relationships that encompass both heterosexual and gay orientations. Confluent love transforms, giving rise to the concept of a pure connection. A pure relationship entails a dynamic characterized by sexual and emotional parity, challenging established structures of gender-based authority (Giddens, 1992).

Additionally, the notion of loving a subject within a conventional relationship is readily apparent in a romantic relationship. In this case, the subject, typically the woman, actively engages in

the pursuit and selection of a partner in order to establish and partake in intimate romantic connections with her beloved individual. In this approach, women are positioned as affectionate individuals within a framework that facilitates self-actualization. In the context of women, each endeavors to obtain acknowledgment or validation from external entities, particularly their romantic partners. Dynamic phenomena manifest when an individual's subjectivity, specifically in the context of women denoted as the loving subject, persists in a perpetual flux, undergoing an ongoing and ever-evolving alteration. In this case, Giddens (1992) argues that a person will reveal a narrative about himself, which will become a dynamic reflexive project where each individual will always maintain, improve, and change the narrative and biography of himself. A person's self-confidence will emerge, cohere, and integrate with his narrative.

Individuals will appear autonomous in their choices. Likewise, women, as the loving subject, can independently accept, reject, or continue a relationship that happens to them. It is what Giddens calls self-esteem and pride. In this condition, women will become active parties by giving space and building a more comfortable relationship by freely organizing and controlling their relationship. Thus, the ideal intimacy that women crave in their position as loving subjects will be achieved. The built intimacy must be based on pure relationships, as Giddens conveyed in the concept of pure relationships (Giddens, 1991).

In Curtis Sittenfield's novel was chosen as a corpus on the assumption that it is one of the many novels that depict the development of an American female subject in a metropolitan city but is educated like a girl confined by patriarchal culture. This novel also discusses the theme of love with various problems. This novel is also assumed to offer a construction of female subjectivity that tends to differ from the construction of roles in a thick patriarchal environment. In this novel, *Eligible* shows the gaps that occur in women's relationships and interactions in the social environment where they live. The female subjects portrayed in the story in the novel have different complexities. However, they are based on creating a social structure where men play a dominant, solid role because they are the dominant group in a partialist hierarchical order. In the social order, every individual has the same rights to conduct interactions and socialization.

In the plot, women are constructed to be independent individuals who should determine what their goals in life will be, and women should not be pressured by what surrounds them. As Giddens (1992) said, a person has the right to have choices and can negotiate with existing constructions that always place the position of women as an individual who can only choose. Women should be the loving subject who is independent and has the power to build the relationship of love and intimacy she wants. *Eligible* is assumed to be the initial foundation of thought that discusses women as loving subjects free and not bound by existing patterns or rules. Therefore, it is exciting to examine how women are constructed in this novel and the author's purpose in constructing them as such.

2. Methods

This research uses a qualitative research methodology with a primary emphasis on descriptive analysis. The theoretical framework of qualitative methodology is rooted in the positivist paradigm espoused by influential thinkers like as Max Weber, Immanuel Kant, and Wilhelm Dilthey (Maleong, 1989). Qualitative research refers to a type of research that employs interpretive approaches, providing findings in the form of descriptive accounts (Ratna, 2011). Faruk (2020) defines material objects as the primary focus of investigation. In the present study, the material object under examination was the novel titled "*Eligible*" authored by Curtis Sittenfield and released in 2016. In this study, the formal object is approached from the perspective of the loving subject, as proposed by Anthony Giddens.

3. Results and Discussion

3.1 *The Construction of Women as The Loving Subjects in Eligible*

In Sittenfeld's book, "Eligible," the character of Liz is depicted as an autonomous individual, exhibiting independence within a dynamic storyline. Liz is characterized by her privileged status and is presented as the central figure in the narrative. The active representation of the character is evident throughout the several chapters in this novel. In Sittenfeld's portrayal, Liz serves as a deliberate representation of contemporary women.

Liz had spent her entire professional life working at magazines, having been hired out of college as a fact-checker at a weekly publication known for its incisive coverage of politics and culture. From there, she had jumped to *Mascara*, a monthly women's magazine she had subscribed to since the age of fourteen, drawn equally to its feminist stances and its unapologetic embrace of shoes and cosmetics. First she was an assistant editor, then an associate editor, then a features editor; but at the age of thirty-one, realizing that her passion was telling stories rather than editing them, Liz had become *Mascara's* writer-at-large, a position she still occupied. Though writing tended to pay less than editing, Liz believed she had a dream job: She traveled regularly and interviewed accomplished and sometimes famous individuals (Sittenfeld, 2016, p.19)

The quotation exemplifies how the author of this literary work develops the portrayal of Liz as a woman representative of the contemporary era. The female subject is characterized as being refreshing and highly vivacious, possessing a successful professional trajectory, and displaying intellectual prowess. Furthermore, Liz also exhibits physical beauty, as exemplified in "the attendance of the beautiful Bennet girls and their parents at the barbecue that the Lucases were hosting for several recent arrivals to Christ Hospital, where Dr. Lucas was both a physician and a high-ranking executive" [44]. This indicates that Liz possesses a comprehensive range of attributes, encompassing both physical and non-physical qualities, indicative of her feminine identity. The character is depicted as a young woman who possesses an ideal physical appearance, exhibits intelligence, hails from a prosperous background, and additionally boasts a successful professional trajectory, encountering minimal noteworthy obstacles throughout her life. The aforementioned elements collectively indicate that Liz embodies a compassionate individual who exhibits a multifaceted nature within the realm of feminine subjectivity. According to Giddens' conceptualization of the loving subject, the novel's portrayal of Liz in the early chapters suggests that she is a woman engaged in the process of self-actualization. This might demonstrate the role and status of women inside a patriarchal society.

The door swung into the kitchen, and Mrs. Bennet appeared, flushed and bustling.
"Lizzy, what on earth were you thinking? Why, you probably hurt his feelings terribly."
"Mom, please don't tell me you think I should date Cousin Willie."
"He's smart, he's successful, and it's late in the game for you to be picky."
"He's my—"
"He's your step-cousin, Elizabeth. Don't try to tell me you're related, because you aren't."
"It's not legal in Ohio to marry your first cousin," Liz said. During her pedicure, she had checked this information on her phone, hoping to bolster her dismay with facts; she didn't mention that such a marriage actually was legal in California.
"So let's say we fell madly in love, which would never happen. If we wanted to make it official, we'd need to hire a lawyer." (Sittenfeld, 2016, p. 139)

The quote mentioned earlier by Sittenfeld presents an additional manifestation of Liz's subjective experience as a woman. In this context, Giddens elucidates that the loving subject must possess a sense of autonomy within the ongoing process or trajectory, in order to avoid becoming stagnant or repetitive in a singular form. The author of this story portrays Liz as exhibiting a greater degree of

freedom in articulating her viewpoints and presenting her arguments pertaining to a specific issue or subject matter. Liz is portrayed as an assertive individual who actively resists societal constraints in order to garner acknowledgment from others. This portrayal suggests that women possess their own subjectivity as autonomous individuals and should not be limited in their ability to articulate their perspectives and viewpoints. In this particular instance, Sittenfeld assumes the role of narrator, portraying Liz as an affectionate protagonist who has contrasting perspectives in comparison to her maternal figure. The protagonist expresses her dissatisfaction with the arranged marriage that has been proposed between herself and her cousin. The practice of planned marriages in the contemporary era appears antiquated since it is perceived as redundant by individuals who believe they possess the agency to independently choose a suitable partner, without the need for parental involvement in the matchmaking process. The mother expresses disapproval due to the belief that it is preferable for parents to take the initiative in selecting potential partners and that the current circumstances do not warrant being selective. In this case, Liz is shown as resolute in her position by categorically rejecting and deeming it unlawful to marry a cousin despite the absence of any consanguineous relationship. This aligns with Giddens' thesis, which posits that if the loving subject is an independent and self-governing human, such a stance is expected. The portrayal of Liz exhibits a high level of confidence, as evidenced by her use of direct and assertive arguments. She contends that the planned marriage between herself and Willie is illegal "It's not legal in Ohio to marry your first cousin," Liz said (Sittenfeld, 2016, p.139). This particular subject is characterized by the presence of diverse perspectives on key issues. This demonstrates Liz's astute ability to address these difficulties as a subject matter expert.

"Mom, please don't tell me you think I should date Cousin Willie."

"He's smart, he's successful, and it's late in the game for you to be picky."

"He's my—" (Sittenfeld, 2016, p. 139)

This quotation is derived from a dialogue between the protagonist and her mother, Mrs. Bennet, whereby a divergence of viewpoints arises concerning the practice of arranged weddings and the societal perception of women as commodities selected by men. The mother asserts and underscores that women will ultimately find themselves in a position where they must select a partner rather than having the agency to actively pick. They lack the authority to determine their own marital preferences, "it's late in the game for you to be picky." (Sittenfeld, 2016). Nevertheless, Liz holds a contrasting viewpoint, asserting that in contemporary times, women possess the agency to select their life partners, as exemplified by the subsequent quotation "So let's say we fell madly in love, which would never happen. If we wanted to make it official, we'd need to hire a lawyer." (Sittenfeld, 2016). In contemporary society, the practice of matchmaking is increasingly perceived as impractical, particularly when individuals are constrained by familial obligations. The underlying premise is that every person possesses the autonomy to use their own agency in matters of personal relationships. In the context of arranged marriage, women are definitely perceived as entities subject to selection by males. Nevertheless, in this particular instance, Liz presents a perspective on freedom that centers around the autonomy to make personal choices without coercion or imposition. Instead, the aim is to cultivate a dynamic connection and create avenues for individuals to enhance their independence, free from any constraints. According to Giddens, an ideal relationship of intimacy must be based on a pure relationship. Liz is portrayed as somebody who possesses a proactive and detail-oriented mindset. She is opposed to immediate companionship and rather follows a distinct procedure to establish and cultivate relationships. This elucidates that Liz is the loving subject that Sittenfeld crafts to possess greater autonomy and agency in discerning her desires and aspirations. Liz demonstrates a notable preoccupation with women within her chosen field of study. She exhibits a comprehensive perspective and offers unique problem-solving approaches to address issues about women.

Moreover, women, being the loving subjects, exhibit robust perspectives regarding their arguments, as evidenced by the following quotation:

He shook his head. "It isn't that. It's a sincere question."
"No," she said. "I don't want children." The ambivalence she usually feigned during such conversations seemed in this instance unnecessary; she was not, after all, trying to endear herself to him.

"Believe it or not, I do understand why people have kids. For most of my life, I assumed I'd be a mother, and I'm sure it is rewarding, when they're not having tantrums. But the older I've gotten, the less I've wanted it for myself. Watching Jane go through her insemination process was the clincher. I like my life now, there's stuff I want to do in the future that isn't compatible with having kids, and it's not even a big, tortured decision. It's a relief" (Sittenfeld, 2016, p. 254-255)

The aforementioned lines underscore Liz's depiction as an autonomous entity who exercises agency over several aspects, including her own identity. A compelling argument may be made suggesting that Liz holds a stance against the exertion of control over her own body, particularly in light of the circumstances affecting both her and her siblings. By choosing not to engage in procreation, she exercises her complete autonomy and control over her own body. Liz desires that the progression of her romantic relationship be rooted in a conventional framework characterized by love and mutual consent, particularly with regard to the decision to start a family. Liz demonstrates a resolute commitment to her beliefs, refraining from employing persuasive tactics to cultivate her partner's attraction through agreeable words. In this instance, Sittenfeld portrays her as very engaged in the process of self-actualization. According to Giddens, individuals engage in a process of dynamic reflection wherein they construct and offer a narrative about themselves. The novel portrays Liz's affirmation as a character who effectively sustains and controls the narrative surrounding her own identity by actively creating opportunities for connection and fostering intimacy with others. Liz achieves this by presenting logical arguments to support her decision to remain child-free, thereby solidifying her unwavering conviction in her rightful autonomy over her own body.

She grinned. "Fitzwilliam Cornelius Darcy, I admire you so much. The work you do, the way you literally save lives, how principled you are—you're the most principled person I know. Even if it means you're insulting sometimes, you're the only person I know, me included, who never lies. And you're amazingly smart, and when you're not telling harsh truths, you're incredibly gracious and kind and decent. I love you, Darcy—I ardently love you. And I want to know—". (Sittenfeld, 2016, p. 446)

Inside this quotation, the character of Liz is portrayed as both a loving subject and as someone who engages in a romantic connection inside the story. The emotions experienced by Liz are stimulated and influenced by the deliberate establishment and development of the interpersonal context. Liz develops a strong emotional attachment to Mr. Darcy. Throughout its progression, Liz exhibits increased levels of engagement and endeavors to foster intimacy and a heightened sense of ease within the established relationship, thereby assuming a greater degree of control. The aforementioned dynamics are developed within a flexible and non-traditional partnership, affording many opportunities for personal growth and diversity of experiences for all those involved. Furthermore, it is evident that women, as subjects of affection, possess their own set of criteria pertaining to the objects of their affection or preference. In addition to the observable attributes and actions, it is necessary to consider the holistic characteristics pertaining to individuals of the opposite gender.

Giddens (1992) also states that the loving subject in a loving relationship should possess the capacity to exercise control over all occurrences inside the relationship that pertain to them. This also demonstrates the impact on persons who develop strong emotional attachments, as the consequences of such attractions persistently influence their psychological well-being. Similarly, Liz experienced

the same phenomenon, exhibiting signs of happiness, excitement, and confidence. These emotions are commonly observed in those with an innate inclination toward affection. The subject of Liz is highly prominent in regard to the function posited by Giddens, wherein each individual's unique emotional investment contributes to the dynamic and active nature of the relationship.

3.2 The Construction of Women as The Loving Subject by Curtis Sittenfield

In this study, it is found that the author, in this case, Satterfield, is very concerned and focused on the role of women who are not just tools, devices, or objects that are rigid and positioned statically in the construction of a patriarchal society in the novel. However, she describes the construction of a different female person. In contrast, Satterfield also describes women as loving subjects who have the freedom to build relationships and the right to love. Sittenfield depicts women through the subject of Liz as autonomous, unattached, and an active party to seek and choose in order to experience relationships within a framework of romance and intimacy with the object of her love. Sittenfield portrays Liz as a complex, loving female subject trying to gain legitimacy by showing herself to gain position and recognition from others. Through the subject of Liz, Sittenfield explains that, as the loving subject, women are depicted as dynamic and seemingly independent individuals. This is illustrated by the dynamics of Liz's subject in the novel, which looks pretty accessible in terms of accepting, rejecting, or continuing the relationship that occurs with her. As the loving subject, Liz is also described by Sittenfield as being able to take an active part in providing space to organize and control her relationship freely. In an interview, Curtiz explained that there are similarities that still occur today, namely regarding social constructions that are felt to oppress women in terms of marriage:

Well, one of the things that I thought about as I was writing is - which of the pressures, or which of the issues that exist in "Pride And Prejudice" still exist today. And I think that, you know, obviously a woman's financial well-being does not hinge on getting married anymore, as it did then. But, at the same time, there's certainly still social pressure to marry, especially if you get to the age of, say, 40.

People might wonder why. They might think - are you not married because you don't want to be? Are you not married because you couldn't meet the right person? Did you want children? And so I think that Mrs. Bennet has a pretty unattractively old-fashioned view of the world. And she has five daughters who go from being in their early 20s to almost 40. And she's astonished that she - none of them have married. And she has such a sort of conventional retro view that she thinks that life is not complete unless you have found your husband. (Rachel, 2016)

The mentioned interview suggests that the literary text has effectively depicted the presence of societal norms that exert pressure on women to hastily enter into marriage while also highlighting the persistent objectification of women in contemporary times. This novel depicts women as entities that are objectified rather than being portrayed as autonomous individuals. Women are often not regarded as autonomous individuals who possess humanistic and psychological dimensions. In this analysis, it is evident that Sittenfield not only advocates for women as empowered individuals, but also highlights the notion that women, like men, possess an inherent awareness and sensitivity to the fact that they exist in relation to men within a patriarchal framework, and thus deserve equal rights. Women possess complete autonomy over their bodies, enabling them to make decisions regarding the timing of marriage or childbirth.

The interview above implies that the literary text has subtly illustrated that the social construction of a society that tends to pressure women to get married immediately is happening in the modern era,

with women constantly being objectified. In this novel, women are positioned as objects rather than subjects. Women are not considered independent entities that have humanist and psychological sides. From this explanation, Sittenfield not only fights for women as the loving subject but also shows and gives the perception that as a woman, she is a human being who is aware and sensitive that women are created in opposition to men, paired with men and have the same rights in patriarchal construction. Women also have total power over their bodies, where they will get married at a certain age or have a child.

The author also finds that by raising the issue of women, it is indicated that Sittenfield is not only fighting for women but there is also another reason, namely to present the figure of women in the construction of patriarchy. Because it is still early days, Sittenfield is very subtle and not frontal. Her gentle and non-extreme way of speaking and not deconstructing anything is very illustrative of a humanist person. The perspective of women who are free from the hegemony of patriarchal construction is very clear from the description of the female subject she presents through the subject of Liz.

5. Conclusions

The issue of women assuming major roles in the development of a male-dominated culture throughout the contemporary age frequently emerges and remains prevalent in the novels authored by Curtis Sittenfield. One of the characters in Sittenfield's novel *Eligible* is Liz. The female subject exhibits a multifaceted nature characterized by a range of dynamics. Liz is characterized as "the loving subject" who endeavors to establish a bond of closeness with the man she chooses. Liz is depicted as a kind individual with a self-reliant, empathetic, and vibrant personality, as evidenced by her conduct and physical presentation. Additionally, she is shown as an individual possessing intricate humanistic and psychological aspects. This further elucidates Sittenfield's desire as an author to depict women as the cherished focal point inside a dynamic and unencumbered bond of closeness. It emphasizes Curtis Sittenfield's rhetoric in support of the position of women as a loving subject. In this instance, Sittenfield portrays women as independent individuals who possess equitable rights within the framework of societal norms.

References

- Fachrani, J.I.A. (2015). *Manifestasi Wanita dalam Budaya Patriarki: Ideologi dalam Serat Candraning Wanita dan Refleksi pada Iklan Era Modern*. JLT: Jurnal Linguistik Terapan. Volume 5 No.1,1. <https://jurnal.polinema.ac.id/index.php/jlt/article/view/220>.
- Giddens, A. (1992). *The Transformation of Intimacy: Sexuality, Love, and Eroticism in Modern Society*. Stanford University Press.
- Giddens, A. (1991). *Modernity and Self Identity: Self and Society in the Late Modern Age*. Stanford University Press.
- Faruk. (2020). *Metode Penelitian Sastra Sebuah Penjelajahan Awal*. Pustaka Pelajar.

- Idriss, M. M. (2022). Abused by the Patriarchy: Male Victims, Masculinity, “Honor”-Based Abuse and Forced Marriages. *Journal of Interpersonal Violence*, 37(13-14). <https://doi.org/10.1177/0886260521997928>.
- Moleong, L. J. (1989). *Metodologi Penelitian Kualitatif*. Remaja Rosda Karya.
- Rachel, M. (2016, April) Author Interview: What If 'Pride And Prejudice' Were Set In Cincinnati? Interview Transcript [online]. Available: <https://www.npr.org/transcripts/474402056>.
- Ratna, N.K. (2011) *Teori, Metode, dan Teknik Penelitian Sastra dari Strukturalisme hingga Postrukturalisme Perspektif Wacana Naratif*. Pustaka Pelajar.
- Samekto, S.S. (1998). *Ikhtisar Sejarah kesusastraan Inggris*. Daya Widya.
- Sev'er, A. & Yurdakul G. (2001). Culture of honor, culture of change. *Violence Against Women*, 7(9), 964.
- Sittenfield, C. (2016). *Eligible*. Random House.

Research Article

Received: 26/10/2023; Accepted: 10/11/2023; Published: 04/12/2023

**Resistance Toward Subordination of Women in
The Breadwinner Novel by Deborah Ellis: A Feminist Study**

Firdha salsabila^a, Esterrria Romauli Panjaitan^b, Fitra Mandela^c

^aEnglish Literature Department, Stba JIA, Jl. Cut Mutia No.16A, Bekasi, 17113, Indonesia

^bEnglish Literature Department, Stba JIA, Jl. Cut Mutia No.16A, Bekasi, 17113, Indonesia

^cEnglish Literature Department, Stba JIA, Jl. Cut Mutia No.16A, Bekasi, 17113, Indonesia

firdhasalsabila08@gmail.com

Abstract

This research aimed to discover the resistance and the subordination forms. The method used is a descriptive qualitative research method and feminism approach applied specifically Simone de Beauvoir's notions of The Otherness in The Second Sex book. The data was gathered through attentive reading and observation of the narration, mono-dialogue, and characters' actions in *The Breadwinner* novel by Deborah Ellis. Furthermore, the writers determined that women have a difficult access to work as a result of discrimination and exploitation, married women are required to be completely subservient to their husbands, unequal education opportunities, parents expect a son over a daughter, and women unable to participate in social-political activities. Also, on Beauvoir ideas of resistance toward The Otherness such as women can work, become intellectuals, contribute to a socialist revolution, and women can transcend their limitations by refusing to internalize their otherness or to identify themselves through the dominant group's eyes. Yet, this finding can be concluded that women still faced severe discrimination, oppression, exploitation, and inequality to gain their freedom, yet women still resisted the oppression in society. Moreover, suggestion for further research the researchers can use this research to collect related information for further study, also expected able to develop feminist analysis.

Keywords: Resistance; subordination, feminism

1. Introduction

Modern division of labour has weakened some freedoms, notably for women. In patriarchal culture, women face discrimination by male domination, known as female inferiority. Women are working hard in today's world to break out from the shell of their submissive status. They tried to break stereotypes, speak up for themselves, and strive for equal rights. They have achieved their position via centuries of struggle and numerous waves of feminism. Still, sexual orientation and place of residence inequality and injustice must be seen as extending beyond gender if women are to oppose male subordination. Not just boasting, the Taliban agreed to the prior statement.

The Taliban, who has ruled Afghanistan since the 1970s, have succeeded in subduing women there. In Afghanistan, significant problems emerged after they dictated to the state, including gender inequality, lack of educational opportunities for girls, insufficient independence and mobility for girls, unwanted sexual attention in the workplace, lack of inheritance or property rights for women, and male ownership of a female body proven by (Roshan, 2019) Social

injustice—socioeconomic reliance on men, illiteracy, poverty, and being stoned to death—disempowered Afghan women during this time. Women were barred from working, educated, and required to wear hijab also banned from using cosmetics, laughing out loud in public, wearing high heels, and many more.

Afghanistan and Indonesia showed differences in the manner they treat their people. Afghanistan with Taliban regime rules, while Indonesia has Pancasila and Undang - Undang Dasar 1955, which guarantees equal rights by doing democracy for the Indonesian people. Haken et al (2022) in the Fund for Peace (FFP) Fragile States Index 2022 – Annual Report stating that Afghanistan, South Sudan, Yemen, and Nigeria are the most fragile and racist countries in danger of collapsing said that the country's massive protests were one factor that made the country collapse. According to (Hayeri, 2022) in Amnesty International news, five out of 12 women who objected after the Taliban took over were illegally arrested, detained, disappeared, tortured, and poorly treated. Although the movement for women's rights, Feminism has developed, inequality still exists and is accurate.

Yet there are still some discriminations that only change the form of the discrimination. For example, working women are labelled as people who avoid their obligations as housewives. One of

the best voices regarding the inequality of rights in Afghanistan is voicing it through writing and disseminating it to the general public. Deborah Ellis believes spreading information should be done in a literary work that anyone can read. Therefore, Ellis wrote the events in Afghanistan through the novel *The Breadwinner* and labelled it for all ages. She also seeks the best background to the story then she goes to the best conflict Afghanistan had, when the Taliban interfered with Afghanistan's political agenda.

The government's capture by the Taliban regime precipitated the outbreak of war and continues to haunt Afghanistan persistently. The war's death toll can also be measured as who fought back in response to what transpired. The story is wrapped around problems between women and the Taliban, where Nurullah (Parvana's father), the family's breadwinner, is suddenly detained by the Taliban. The family life becomes difficult because there is no male figure in the family, which means there is no supply to support their lives. After all, only men can leave the house to work or buy men's

necessities. Even if women leave their homes, they must be escorted by men. In light of this, the writers entitled, *Resistance Toward Subordination of Women in The Breadwinner Novel by Deborah*

Ellis: A Feminist Study, in order to assist other women in obtaining their own independence or learning about a “new” society.

2. Methods

This research aimed at identifying subordination and women's resistance towards men in Afghanistan, which is shown in *The Breadwinner* novel by Deborah Ellis. The research used qualitative methodology refers to research techniques that generate descriptive information, such as people's own spoken or written expressions and observable behavior (Taylor et al., 2015). Furthermore, Creswell's (2014) research procedure involves three steps: preparation, implementation, and finishing. The first step involves choosing a novel and understanding the topic, finding relevant theories, and creating a title. Once approved, the writers begin writing the paper with the help of an appointed advisor. The second step involves reading references to examine theoretical data collection, focusing on the central issue, scope, and research objective. The writers develop theories based on the

storyline, examining issues like feminism and subordination. The study is guided by advisors, and the final step involves applying relevant theories to examine data and presenting the research results.

Data analysis is a crucial aspect of qualitative research, as emphasized by (Creswell, 2014). It involves setting boundaries, collecting information through unstructured or semi-structured observations, interviews, documents, and visual materials, and establishing a protocol for recording information. In this study, the data collection technique involves thoroughly reading *The Breadwinner* novel, focusing on the subject matter of inferiorities and resistances of women. The writers then gather all relevant data, using Simone de Beauvoir's idea of Otherness in *The Second Sex Book* and references from other sources. The collected data is then sorted and reframed according to the required categories for the study.

The data analysis technique involves carefully reading the text, word by word and paragraph by paragraph, and segregating the data into two categories: forms of subordination and resistances that women exhibit due to injustices. The writers analyze each data using feminist principles of subordination and resistance, referencing other books that align with these concepts. The writers then provide a summary of the findings in the paragraph.

3. Results

This section discussed *The Breadwinner's* women's resistance and obedience. Information was taken from the novel's narrator and dialogue. After a thorough reading of the text, the writers must use the previously outlined themes to show that women's rights to live in the community have been brutally violated. Thus, the writers must determine if the analysis may address Afghan women's difficulties in the novel. In other words, it will affect research credibility. The writers had collected data for the study and found many talks, narrations, monologues, and dialogues within a datum to analyze.

The data compiled supported by Simone de Beauvoir's theories regarding existentialism and women's subordination identifies the most prevalent problems women encountered with subordination forms in the narrative and the manner, in which women resisted it.

3.1. Subordination Forms

Subordination itself adopted form the word of 'subordinate' as cited in Longman Dictionary and Merriam Webster, highlights the concept of subordination as a less important position than someone else. Furthermore, (Simons, 2013) Beauvoir echoes this view, arguing that women's existence is accidental and fortunate, despite the oppression they face. Both sources emphasize the complex series of oppression, including sexism, racism, slavery, and class oppression, which contribute to the subordination of women in society.

3.1.1. Women were unable to labour due to discrimination and exploitation

Throughout the course of human history, women have faced a variety of obstacles, including discrimination and exploitation, that have made it more difficult for them to engage in the labour. As time went on, women found themselves increasingly limited to the traditional responsibilities that were expected of them within the house. As cited by (Beauvoir, 1989) which critique this discrimination, prejudice and exploitation included males forcing women to perform obligations at home, seeing women as weak, paying them less for equal labour, and monopolizing them inside workplaces. In addition, men forced women to perform domestic duties, and lack of provision women worker got

3.1.2. Married women must be completely subservient to their husbands

Women were seen as servants in work and motherhood rather than associates with objects, values, and beings this can be proven in the book which several times criticize by (Beauvoir, 1989) regarding further quotation “For the man is not of the woman; but the woman of the man. Married women were once considered subservient to their husbands, a sign of respect and powerlessness. This belief, based on Beauvoir (1989) ideas, denied women access to masculine positions and stripped them of civil rights. Beauvoir (1989) expresses concern about the rise of the wronged maternity concept in society, arguing that it enslaves women to men and the home. It forces them back into the interior of this system that feminists want to destroy. Unmarried women were placed under their fathers' guardianship, and their property and offspring were subject to their husband's authority. The spouse was entrusted with his wife's debts and behaviour, and she rarely interacted with public authorities or individuals outside her closest circle of relatives. In both work and maternity, women were frequently relegated to subservient roles, with the objects, values, and beings they created belonging to the family and ultimately to the male who ruled it.

3.1.3. Women were unable to get involved in any social-political activities

Women have historically been denied domestic liberties due to their lack of political influence, leading to a subordination form where they have no rights, whether public or private. These subordination forms have muddled distinctions between sovereignty, property, public and private rights, and have resulted in women's limited participation in political-social activities this type of characteristic is that women have no rights, whether public or private rights; women can get involved in a political movement, women can only play a social role when their husbands dead, and they had good positions in the past; women can replace him, and also, women have no right to vote.

3.1.4. Women did not receive an education on par with men

Anti-feminist create a distance between men and women in which females are prohibited from participating in sports such as scuffles and mountaineering and must rely on passive exercise. Women are subjected to harsh slavery, are denied equal educational chances, are frequently restricted women who are unable to gain an education in order to preserve their elegance, and women can have a small amount of education for the only goal of assisting their spouse; nevertheless; women did not have an education for the purpose of protecting themselves.

3.1.5. Patriarchy caused both parents to favour a son over a daughter

Women have faced significant subjugation and discrimination due to patriarchal control, which favors men over girls. Either individual parents or society as a whole has a preference towards having men rather than daughters in terms of the number of children they have. The obvious signs of social hierarchy, which enable boys to express their authority more than girls, and one other reason that boys are able to overcome patriarchal oppression with the assistance of society than girls.

Hence, the ‘other’ criticizes and concerns the potential of living as a woman in this patriarchy society where women are treated very inhumanely. This refers to women's rights lost due to oppression toward women in education, participation in politics and expressing opinions, the concept of maternity, work, and homework, as well as violence which is not the least in demanding their freedom. Indeed, the ideologies which soar across society and culture which places took a massive part in subordinating women and women's rights.

3.2. Resistances toward the subordination of women

A woman can construct her identity, according to Beauvoir, because there is no essence of enduring femininity that prescribes a predetermined identity (Tong, 2014). Nevertheless, (Beauvoir, 1989) society's waning patriarchy is the only thing preventing women from self-creation. A woman, like a man, is a subject and not an object; she, like a man, is not a being-in-itself. It is time for both women and men to recognize that a woman, like a man, is an independent being. There are no easy ways for a woman to escape what Beauvoir referred to repeatedly as woman's immanence — the limitations, definitions, and roles that society, etiquette, and men have imposed on themselves. To stop being the second sex, the other, a woman must overcome the forces of circumstance; woman must have the same amount of influence and control as a male.

3.2.1. Women can labour

Women who work on the patriarchal period was repressed and exploited, especially in women who worked in two places in one day, half a day in an office or factory and half at home. Like other men, women can regain their identity. Tong (2014) Beauvoir stated that women could get over the patriarchal rules in an unequal society by resisting them gallantly though there is no easy way for women to escape. Women must overcome the force of circumstances by going out publicly for work.

3.2.2. Women can become intellectuals, the vanguard of women's progress

Intellectual activity is an activity in someone who thinks, sees, and states as an active person. Thus is another way for women to resist the patriarchal values surrounding them: by educating themselves as much as possible. According to (Tong, 2014), intellectual activity involves thinking, observing, and defining rather than passively observing, thinking about, and defining. Beauvoir advocated that women read the works of female authors and philosophers, such as other female authors and intellectuals, who took their art seriously and investigated intricate topics to convey their ideas via their writing.

3.2.3. Women can contribute to a socialist revolution in society

Becoming revolutionary is one way that women may fight back against the inequality that is inherent in patriarchal societies (Tong, 2014). Women strive to break free from patriarchal societies, recognizing the unavoidable constraints on their identity. Economic autonomy is crucial for gender equality, and women must create a society that provides emotional and financial support to help them reach their full potential.

3.2.4. Women can transcend their limitations by refusing to internalize their otherness or to identify themselves through the dominant group's eyes

Beauvoir's final resistance against subordination involves rejecting the notion of being seen as the "Other." Women can resist these oppressive forces by actively participating as a subject in society. As cited in (Tong, 2014), Beauvoir suggests that for women to truly become a person in our society, they must break free from societal expectations surrounding their physical appearance, show people women can be leaders, take responsibility, and instead focus on engaging in creative or service-oriented projects rather than wasting time at the beauty salon.

The road to women's liberation is a convoluted one. Freedom is also a factor in the emergence of value justification. It is not justified for humans to have so much freedom that nothing is left for other people. Therefore, the act that must accomplish to spare other freedoms that to make sure every choice and consideration is divided equally and based on mindful review. According to Beauvoir's strategy to reject subordination above, freedom is the absence of physical coercion, lack of

deprivation of rights, mental or psychological pressure, moral strength, and non-authenticity and alienation.

4. Discussion

The writers come to the end of their analyses in terms of analyzing subordination form and the resistance approach which should be done by women themselves. The writers discovered 17 data on subordination forms and 15 data on women's resistances toward subordination in the novel. Further details can be seen, below:

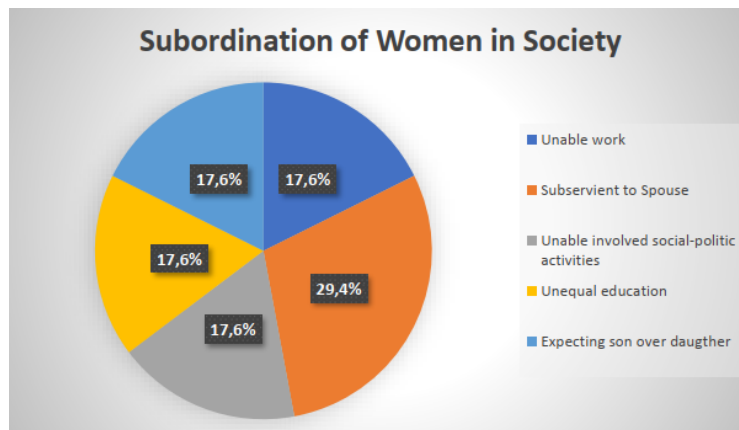


Figure 1. Pie Chart of Subordination Form of Women in Society

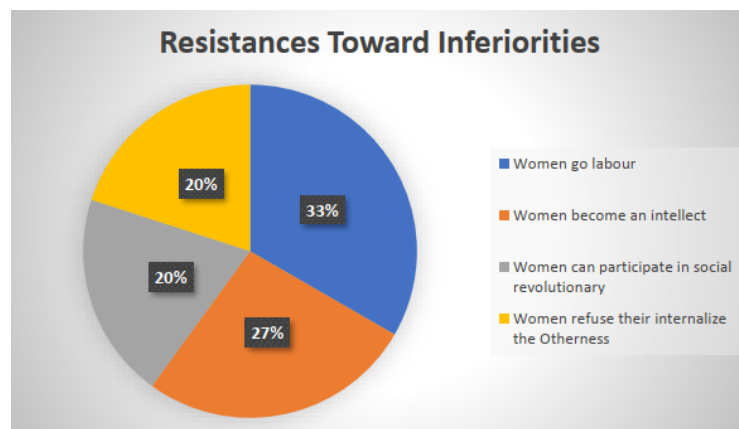


Figure 2. Pie Chart of Resistances Movement toward Subordination

Starting with all of the data analysis, the writers discovered 17 data regarding subordination forms. Women must be subservient to their husbands became the most data in this study with 5 (29,4%) data, followed by the same of total data with 3 (17,6%) of women were unable to work, patriarchy caused both parents to favor a son over a daughter, women did not receive an education on par with men, and women were unable to get involved in any social-political activities. The subordination form that occurs most frequently in *The Breadwinner* is that women must be subservient to their spouses. In addition, women's participation in social activities ranked among the lowest frequencies.

Furthermore, it can be seen that the writers discovered 15 data of women's resistance toward inferiorities in the novel. The highest data with 5 (33%) data were found on women going into labour, 4 (27%) data on women becoming intellectual, and the lowest data found in same total data with 3 (20%) data discovered in women can participate in social revolutionary in society and women can refuse their internalization as the otherness. It can indicate that women in the Breadwinner novel are resist to patriarch ideology of making women as part of nothing or the Other.

5. Conclusions

The writers discovered 17 data regarding subordination forms. Women must be subservient to their husbands became the most data in this study with 5 (29,4%) data, followed by the same of total data with 3 (17,6%) of women were unable to work, patriarchy caused both parents to favour a son over a daughter, women did not receive an education on par with men, and women were unable to get involved in any social-political activities. As a result, women characters in the novel are depicted as having been subjected still integrated with men dictation over their right, extreme violence, biases, oppression, and mistreatment at the hands of men or Taliban in the community proven with data prior.

The oppression and other types of subordination demonstrated that women frequently have to overcome substantial difficulties or their inferiorities. Women put up a resistance based on Beauvoir's Ideas, namely: women able to work, women can be an intellectual, women able to contribute as socialist revolution, and women able to transcend their limitations which can be identified themselves as subject or not as an object anymore for obtaining the freedom. The writers discovered 15 data of women's resistance toward inferiorities in the novel. The highest data with 5 (33%) data were found on women going into labour, 4 (27%) data on women becoming intellectual, and the lowest data found in the same total data with 3 (20%) data discovered in women can participate in social revolutionary in society and women can refuse their internalization as the otherness. By this fact, women who went guerilla warfare, which can be regarded as a kind of resistance in their effort to reclaim the rights that have been taken away from them and to resist the acceptance of their ideals, which are believed to be inferior to those of males in society.

Thus, based on the findings the writers' provided suggestion for the research based on the analysis that will be valuable in the future for other researcher and readers to gain enlightenment and ideas, which can be used as support and to collect related information for further research, and gain widen understanding about subordination and the resistances for women in a patriarchal society and surrounding

Acknowledgements

First and foremost, the writers would like to extend their gratitude to the supreme God, ALLAH SWT, for the blessings, health, strength, sanity, and guidance that they have received along this trip up until the point when they are able to complete this research. Indeed, the authors saw His will through to completion of this priceless paper all the way to the end.

This paper is to accomplish one of the requirements for taking an undergraduate program (S1) of The English Department of the School of Foreign Language JIA. The writers of this study provide further insight into Resistance Toward the Subordination of Women in The Breadwinner Novel by Deborah Ellis: A Feminist Study within the context of this work. Throughout the research, the writers went through a great deal of difficulty in determining the data and organizing it into a format acceptable for a scientific paper. As a result, the writers would like to take advantage of this opportunity to show their gratitude to persons who have contributed guidance and assistance as well as the data and information that was necessary to finish this study.

References

- Beauvoir, S.d. (1989). *The second sex* (Parshley. H.M, Trans.) Jonathan Cape. (Original work published 1949).
- Creswell, J. W. (2014). *Research design: qualitative, quantitative and mixed methods approaches-fourth editions*. Sage Publication Inc.
- Ellis, D. (2011). *The breadwinner*. Groundwood Books/House of Anansi Press Inc.
- Haken, N. et al. (July 2022) *Fragile states index 2022 – annual report*. Retrieved from <https://fragilestatesindex.org/2022/07/13/fragile-states-index-2022-annual-report>.
- Hayeri, K. (July 2022) *Death in slow motion: women and girls under taliban rules*. Retrieved from Amnesty International: <https://www.amnesty.org/en/latest/research/2022/07/women-and-girls-under-taliban-ruleafghanistan/>.
- Merriam-Webster. (September 2023). Retrieved from <https://www.merriam-webster.com/dictionary/>.
- Roshan, A. L. (2019). Women, peace and security in afghanistan. *IJRAR- International Journal of Research and Analytical Reviews*, 6 I(1).
- Simons, M. A. (2013). *Beauvoir and the second sex: feminism, race, and the origins of existentialism*. Rowman & Littlefield Publishers, Inc.
- Taylor, S. J., Bogdan, R., & DeVault, M. (2015). *Introduction to qualitative research methods: a guidebook and resource*. John Wiley & Sons.
- Tong, R. (2014). *Feminist thought a more comprehensive introduction: Fourth edition*. Westview Press.

Research Article

Received: 29/10/2023; Accepted: 25/11/2023; Published: 04/12/2023

**Aging Yet Independent Women in Elizabeth Gaskell's *Cranford* and
Charles Dicken's *David Copperfield***

Eta Farmacelia Nurulhady^a

^aEnglish Literature Study Program, Faculty of Humanities, Universitas Diponegoro, Jl. Prof. Sudarto No.13,
Semarang, 50275, Indonesia

efnurulhady@lecturer.undip.ac.id

Abstract

In the Victorian England whose ideal woman was the Angel in the House, a devoted and submissive wife and mother, it would generally be unfortunate for women to be still unmarried past their reproductive years. Using feminist approach, this study compares the Jenkyns sisters (Deborah and Matty) of Elizabeth Gaskell's *Cranford* (1853) and Betsy Trotwood of Charles Dicken's *David Copperfield* (1850). While aging and single, they are financially independent. Husbandless and childless, the Jenkyns sisters and Betsey could easily fall into the category of redundant women, but they skillfully manage the house and class relations the way the Angels in the House do.

Keywords: Angel in the House; redundant women; aging yet independent

1. Introduction

Elizabeth Gaskell's *Cranford* (1853) depicts the social mores of the small-town Cranford, mainly inhabited by middle-class single and widowed women. At the heart of this community of women are the former rector's daughters, Miss Deborah Jenkyn and Miss Matty Jenkyn. Charles Dickens's bildungsroman *David Copperfield* (1850) follows the life journey of David Copperfield from childhood to adulthood. Born to his young, widowed mother and losing her while still very young, David is sent to work in a factory. He runs away to find his aunt, Betsey Trotwood who becomes his guardian and provides for him to be a gentleman. Similar to the Jenkyns sisters, Betsey Trotwood also lives in her house without a husband, and the three of them are over forty years old, already aging for the nineteenth century's standard.

Aging or growing old is often associated with decline and lack of movement in opposition to the ideal of youth and vitality, but in fact *Cranford* and *David Copperfield* show that old people, particularly older women, actively promote necessary movements in the fictive lives of the novel. Through her study of Victorian novels, Kay Heath (2009) demonstrates the difference in chronological points where women and men are aged into midlife; women are depicted as middle aged in their thirties and forties while men some ten years later. Thus women, unlike men, are considered to have lost their "bloom" and no longer marriageable by the age of thirties. Heath also suggests that all Victorian women are defined with reference to motherhood and that the principal role of spinsters is as "desexualised servants to their families and community" (p. 9). The emphasis on the importance of

family and motherhood for women reflects Victorian ideology of gender that places women in the domestic or private sphere.

The general doctrine of the separation of the spheres defines the ideal woman as residing in domestic sphere, the so-called Angel in the House, described in Coventry Patmore's poem of the same title. It basically refers to a devoted wife and mother who is submissive, powerless, meek, charming, elegant, compassionate, selfless, virtuous, and pure. The Angel in the House stereotype, as Elizabeth Langland (1992) suggests, refers to middle-class women who "cooperated and participated with men in achieving middle-class control through the management of the lower class" (p. 294). Middle-class women who were not married fall into a different stereotype, the redundant women. Nan H. Dreher (1993) explains that redundancy, "the social and economic marginalization of middle-class single women" was considered as a social problem, and the British census in 1851 had revealed the existence of over 40,000 "surplus" women, the unmarried ones (p.4). In *Cranford* and *David Copperfield*, the Jenkyns sisters and Betsy Trotwood appear to conform to these debilitating stereotypes of redundant woman. They are over forty and not married; however, both texts depict them as strong, active, independent women, without whom the novel's plot would not exist.

The Jenkyns sisters and Betsy Trotwood may seem to be redundant women but in fact they are not; they are not excess, useless in their stories. On the contrary, they are independent, powerful, and active. Both *Cranford* and *David Copperfield* promote older women's productivity while still touching on the anxiety that they experience on the onset of middle age, showing how the old minds who are often considered to be static and unproductive in fact engender significant movements in the novels while also challenge Victorian gender stereotypes of Angel in the House and redundant woman.

2. Methods

This study approaches Gaskell's *Cranford* and Dickens's *David Copperfield* using feminist lens. Part of political feminist movement, the goals of feminist criticism, according to Vincent B. Leitch, et.al (2018), include "exposing masculinist stereotypes, distortions, and omissions in male-dominated literature; studying female creativity, genres, styles, themes, careers, and literary traditions" among many other things (p. 24). This study probes into the stereotypical characterizations of women, the relationships between male and female characters, and the images that represent patriarchal social forces to see how *Cranford* and *David Copperfield* both affirm and challenge traditional views of women.

3. Aging Yet Independent Women in Gaskell's *Cranford* and Dicken's *David Copperfield*

Victorian England's doctrine of separate spheres defines gender roles that place women in the domestic or private sphere and men in the public or social sphere. John Ruskin (2002), a Victorian thinker who is often considered as the proponent of the doctrine, believes that man and woman are essentially different, "The man's power is active, progressive, defensive. He is eminently the doer, the creator, the discoverer, the defender.... But the woman's power is for rule, not for battle, - and her intellect is not for invention or creation, but for sweet ordering, arrangement, and decision" (p. 77). Thus, the Victorian feminine ideal woman is the one residing in domestic sphere, the Angel in the House. While placing women in the domestic sphere, both *David Copperfield* and *Cranford* exemplify how such positioning can be problematic.

David Copperfield exemplifies the powerless, submissive, and meek women who lack the capabilities for ordering, arrangement, and decision in the character of Clara Copperfield (David's mother) and Dora Copperfield (David's first wife). At the opening of the novel, young Clara Copperfield is pregnant with David and is already widowed. Whenever asked about the household matters, she would reply with answers involving the mentioning of her late husband. For example, being asked whether she knows anything, "About keeping house, for instance," Clara replies, "Not so

much as I could wish. But Mr. Copperfield was teaching me— And I hope I should have improved, being very anxious to learn, and he very patient to teach me, if the great misfortune of his death” (Dickens, 1990, p. 17). Clara highlights her dependence on her husband while he was still alive and also after he died; in addition to inheriting her husband’s house, Clara lives on the reversion of annuity set up by her late husband. Her being feeble, subservient, and timid is more obvious in her relationship with her second husband, Mr. Murdstone. While her first husband taught her the house management skills, her second husband takes away her rights to managing her own house and give the authority to his sister, disregarding Clara’s protest.

‘It’s very hard,’ said my mother, ‘that in my own house—’

‘My own house?’ repeated Mr. Murdstone. ‘Clara!’

‘OUR own house, I mean,’ faltered my mother, evidently frightened—‘I hope you must know what I mean, Edward—it’s very hard that in YOUR own house I may not have a word to say about domestic matters (Dickens, 1990, p. 77).

The change of pronoun reference from ‘my’ to ‘OUR’ and eventually to ‘YOUR’ highlights the fact that, legally speaking, Clara loses her rights to her own properties when she imprudently decides to marry Mr. Murdstone. More unfortunately, she is powerless when her second husband does not even let her exercise her entitlements to being an Angel in the House. Later in the novel, a newlywed David is trying to teach his wife to manage the house. Unlike Clara who is willing to learn, the “child wife” Dora does not want to put more efforts in learning. Dora’s incapability to manage their house takes its toll on David, “Thus it was that I took upon myself the toils and cares of our life, and had no partner in them. We lived much as before, in reference to our scrambling household arrangements” (Dickens, 1990, p. 962]. David’s statement highlights the separation of spheres and the dear consequences when a wife does not perform her prescribed roles.

In contrast to the meek young wives, *David Copperfield* presents an aging yet strong and opinionated lady: Betsey Trotwood. In his first meeting with his aunt, David describes Betsey as “a tall, hard-featured lady” with “an inflexibility in her face, in her voice, in her gait and carriage, ... “her features were rather handsome than otherwise, though unbending and austere” (Dickens, 1990, p. 291). When confronting Mr. Murdstone, after Clara and her second son died, Betsey reproaches him: “you were a tyrant to the simple baby, and you broke her heart...and through the best part of her weakness you gave her the wounds she died of” (Dickens, 1990, p. 321). Betsey takes the responsibility to provide for David to become a gentleman. When the adult David requests her aunt to counsel and advise Dora on household matters, she refuses and instead tells David to love his wife “by the qualities she has, and not by the qualities she may not have” (Dickens, 1990, p. 950). Therefore, even though Betsey is not the major character in the novel – she disappears after her first appearance in chapter 1 and reappears in Chapter 13 – she is an important figure in *David Copperfield*.

The matriarch in *Cranford* is Deborah Jenkyns who is also an elderly, stout, and opinionated woman. She is described as “a strong-minded woman,” who “would have despised the modern idea of women being equal to men. Equal, indeed! she knew they were superior” (Gaskell, 2005, p. 120). Her feeling of superiority over men is evident in her argument with Captain Brown regarding literature. She criticizes Captain Brown’s delight in reading “The Pickwick Papers” which she considers to be so inferior to Dr. Johnson’s writing. When Captain Brown does not succumb, Miss Jenkyns concludes the conversation firmly: “She drew herself up with dignity, and only replied to Captain Brown's last remark by saying with marked emphasis on every syllable, 'I prefer Dr. Johnson to Mr. Boz.'” (Gaskell, 2005, p. 9]. However, even though she is still indifferent to Captain Brown’s literary preference, upon his sudden death, Miss Jenkyns steps in to become the masculine protector of Captain Brown’s two daughters, Miss Brown and Jessie Brown, making sure they are well taken care of and remain in their present social standing.

As a woman's social position is based on her father's while she is single and her husband after she gets married, marrying a man from the same or better social status is the norm for middle class women. Having lost her father, losing her only sister soon afterwards, and not possessing enough inheritance to support herself, Jessie in *Cranford* finds herself in a compromising situation. She is considering a number of possible jobs to take, to which Miss Jenkyns strongly opposes, saying to herself about "some people having no idea of their rank as a Captain's daughter" (Gaskell, 2005, p. 20). Thus, when Captain Gordon's friend, Major Gordon shows up, Miss Jenkyns encourages his courtship with Jessie Brown. Marrying Major Gordon secures Jessie her middle-class status. With the same reasoning, many years earlier Miss Jenkyns is against Matty's love towards Mr. Holbrook because he is not "enough of a gentleman" for her father and sister. When narrating the love story, Miss Pole explains the objection to a marriage between two people in love: "they did not like Miss Matty to marry below her rank. You know she was the rector's daughter, ... Miss Jenkyns thought a deal of that" (Gaskell, 2005, p. 29). The failed romance results in Matty being single the rest of her life, partly because "gentlemen were scarce, and almost unheard of in the 'genteel society' of Cranford" (Gaskell, 2005, p. 33). The scarcity may have led Lady Glenmire to marry a surgeon which results on her losing her title and becomes simply Mrs. Hoggins. Miss Jenkyns chooses to be single. Matty recalls Miss Jenkyns's words on the day of their mother's funeral, "that if she had a hundred offers, she never would marry and leave my father" (Gaskell, 2005, p. 58). Thus, if her sister is single by choice, Matty is single by circumstance. After her sister died, Matty is left with the responsibility of managing their properties. In *David Copperfield*, David's great aunt, Betsey is separated from her husband under mutual consent, and upon hearing the news of her husband's passing away in India after ten years of separation, she restores her maiden name and retains her social rank.

Being young with the prospect of having a husband and children opens up possibility to be the ideal angel in the house, so moving past youth without marriage and motherhood can create anxiety. Matty is apparently the most anxious about being old and husbandless. She finds it irritating when her maid warns her to be more careful considering her age: "Martha, I'm not yet fifty-two!" said Miss Matty, with grave emphasis; for probably the remembrance of her youth had come very vividly before her this day, and she was annoyed at finding that golden time so far away in the past (Gaskell, 2005, p. 36). Her anxiety takes its toll after her former suitor, Thomas Holbrook suddenly dies. She orders caps similar to those of Mrs Jamieson's, to which the milliner replies, "But she wears widows' caps, ma'am?" (Gaskell, 2005, p. 39). The loss of a second chance to be a wife also marks the beginning of Matty's suffering from tremor. Learning from her experience, Matty eventually lets her servant Martha have followers, "God forbid!" said she in a low voice, "that I should grieve any young hearts" (Gaskell, 2005, p. 40). Betsey separates from her husband because he mistreats her, and it explains her anger towards Clara's second marriage to Mr. Murdstone and her criticism of Clara's maid, Peggotty's decision to get married. Betsey manifests her anxiety in the distrust of men and promoting the abandonment of men.

Not the traditional angels in the house - not married and not having children - Betsey and Matty do manage the house and class relation in the way that Langland suggests Angels in the House do. Managing a house with a garden and maid-servants is part of the distinctive characteristic of the middle-class Angel in the House. Description of Cranford society includes the observation of the sufficiency of this community of old ladies and represents the life of middle-class women: "For keeping the trim gardens ... for frightening away little boys who look wistfully at the said flowers through the railings; for rushing out at the geese that occasionally venture into the gardens if the gates are left open.... for keeping their neat maidservants in admirable order; for kindness (somewhat dictatorial) to the poor, ... the ladies of Cranford are quite sufficient" (Gaskell, 2005, p. 1). Cranford ladies do not need men to perform their day to day lives. David's first meeting with Betsey is while she is taking care of her garden. Without looking, Betsey tells David to go away, the same action that Cranford ladies would do to keep boys and geese away – donkeys in Betsey's case – from their garden. Betsey's usual exclamation is "Janet! Donkeys!" to which Janet would drop whatever she is doing and immediately runs towards the garden to leap out the said animals. Betsey employs Janet, "a

pretty blooming girl, of about nineteen or twenty” (Dickens, 1990, p. 292] as her handmaid while Matty hires Martha, a twenty-two-year-old girl. Betsey’s management of her servants is exemplified in Janet who is “a perfect picture of neatness” (Dickens, 1990, p. 292]. While Martha is described as “a brisk, well-meaning, but very ignorant girl” (Gaskell, 2005, p. 28) on her first day being hired by Matty, but within weeks, she has improved and “attended very well to our directions” (Gaskell, 2005, p. 28). Martha’s improvement proves that Matty succeeds in managing her servant and her household.

Cranford ladies do not have to be wives to perform their responsibility to the poor. Miss Jenkyns’s philanthropy is also her chance to exercise her power upon the lower class. For example, she performs her ceremony of giving dinner and some money to the postman when he comes to deliver letters on Christmas day.

Miss Jenkyns standing over him like a bold dragoon, questioning him as to his children - what they were doing - what school they went to; upbraiding him if another was likely to make its appearance, but sending even the little babies the shilling and the mince-pie which was her gift to all the children was, with half-a-crown in addition for both father and mother (Gaskell, 2005, p. 119).

Miss Jenkyns performs her charity authoritatively – somewhat intimidating – but also kindly. Although Matty continues what Miss Jenkyns did after her sister died, Matty does not find it comfortable to follow the details of such ceremony, which Miss Jenkyns regards as “a glorious opportunity for giving advice and benefiting her fellow-creatures” (Gaskell, 2005, p. 119). Instead of giving “each individual coin separate, with a "There! that's for yourself; that's for Jenny," etc.” (Gaskell, 2005, p. 119), Matty gives the money all at once. She performs her duties to the poor, nonetheless.

In *David Copperfield*, Betsey’s philanthropy extends beyond her relatives. Betsey first appears in the novel when visiting Clara for the first and last time, and she is pictured as an eccentric and authoritative woman. Betsey disapproves her nephew’s marriage to Clara, and her inquiries on Clara agitates the young widow into labor. Disappointed by the fact that Clara’s newborn is a boy, Betsey leaves without a word, and she appears twelve years later to accommodate the boy, David. Not only does Betsey accommodate David, but she also provides him with education that advances him to be a gentleman. Before taking care of David, Betsey has already taken care of Mr. Dick, a man whose own relatives regarded him as a lunatic and confined him in an asylum. Betsey is determined, “to take care of him, and shall not ill-treat him as some people (besides the asylum folks) have done” (Dickens, 1990, p. 308). Acknowledging his eccentricity, Betsey considers Mr. Dick “the most friendly and amenable creature in existence” (Dickens, 1990, p. 308). Mr. Dick is also crucial in Betsey’s decision to take care of David. When asked by Betsey what to do with David when he first comes to her house, Mr. Dick’s advice turn out to be favorable for David: ‘I should wash him!’ (Dickens, 1990, p. 291); ‘I should put him to bed.’ (Dickens, 1990, p. 298); and ‘Have him measured for a suit of clothes directly’ (Dickens, 1990, p. 319). Betsey follows all of Mr. Dick’s suggestions to David’s advantage.

When confronting Mr. and Miss Murdstone, Betsey acts as a social critic who criticizes Mr. Murdstone on his ill-treatment of his wife and step-son. After his mother’s death, Mr. Murdstone robs all of David’s opportunities necessary to prepare him to be a gentleman. Betsey reproaches Mr. Murdstone for his ill conduct.

‘If he had been your own boy, you would have put him to it, just the same, I suppose?’ ... ‘Or if the poor child, his mother, had been alive, he would still have gone into the respectable business, would he?’ ... ‘The poor child’s annuity died with her?’ ... ‘And there was no settlement of the little property—the house and garden—...upon her boy?’ when she took that most disastrous step of marrying you, in short,’ said my aunt, ‘to be plain—did no one put in a word for the boy at that time?’ (Dickens, 1990, p. 316-7).

Betsey’s criticism summarizes the vulnerable position of women and children in Victorian household. David Copperfield Sr. left annual annuity of a hundred and five pounds for Clara, and she also inherits the house, all of which fall into the possession of her second husband, leaving David with no right to

whatever her mother used to own. While criticizing Mr. Murdstone, Betsey also can also be said as voicing public policies which do not acknowledge property rights for women.

By not providing David with proper education, Mr. Murdstone strips David's chances to better his life. A renowned Victorian writer, Edward Bulwer-Lytton, specifies that the one and mainly important criterion for an individual's success in social elevation in Victorian England is the acquisition of wealth, "everybody seemed to be aspiring to be on the move--upwards; and each stage of the advance was associated with the acquisition of money" (Newsome, 1999, p. 63]. In David's case, education is the first key before he can work on the acquisition of wealth. Therefore, he is so upset when his stepfather decides to make him work for Grinby and Murdstone's warehouse instead of sending him to school. The kind of work that he does at the warehouse puts him in a lower-class position, and lack of education is a great obstacle for him to climb up the ladder of class mobility. His great-aunt intervention assures his proper education that will secure him a middle-class profession.

While men can strive climbing up the ladder of class mobility by acquiring wealth, women can only do that through marriage, which unfortunately can also lead to downward movement of social mobility. Middle-class women are also prone to downward movement when they are involved in trade. The Cranford ladies challenges it when it comes to Matty. Although acknowledging the downward movement of Lady Glenmire to become Mrs Hoggins, they agree that such decline does not affect Matty when she opens a tea shop after being bankrupt. They maintain Matty's right to retain her status as a Cranford gentlewoman: "whereas a married woman takes her husband's rank by the strict laws of precedence, an unmarried woman retains the station her father occupied" (Gaskell, 2005, p. 143). In other words, not being married becomes an advantage for a woman to retain her social status in spite of the necessity to work to earn money. Matty is still entitled to keep her gentility as the daughter of the Rector of Cranford.

Both Dickens' *David Copperfield* and Gaskell's *Cranford* seem to suggest that despite their independence, Betsey and Matty would have chosen to be wives and mothers had circumstances allowed. Matty tries hard to conceal her feelings of loss that she never mentions Holbrook again but Mary notices that "the book he gave her lies with her Bible on the little table by her bedside" (Gaskell, 2005, p. 39). Despite the pain and trouble that her husband has given her, Betsey mourns his death. In spite of her masculine appearance and behavior, Betsey is feminine at heart. Not having a husband and children, both Betsey and Matty are not completely stripped of motherhood. Betsey becomes the mother for David. Miss Jenkyns, who promotes the marriage between Jessie and Mr. Gordon, becomes the godmother for their daughter, Flora Gordon. Matty becomes the godmother for Martha's daughter, whom Martha names Matilda so that Matty can achieve pseudo-motherhood.

The striking similarity between Betsey and Matty is their financial independence although in a slightly different term. Both earn from their investments though Matty is struggling in making both ends meet while Betsey has all the leisure to use her money as she wishes. Both experience bankruptcy and have to let their maids go even though Martha decides to stay with Matty. While Matty turns to trade, Betsey turns out to have enough savings that enables her to stay in her present position.

The world of *Cranford* is a feminine one. Although the ladies of Cranford manage to live their genteel lives independent of men, there are crucial moments where they turn to men as their last resort. As mentioned earlier, Major Gordon comes to rescue Jessie. One afternoon, Matty who has been out the whole morning is shocked seeing a gentleman put his arm around Jessie's waist in the drawing room. When she tells Miss Jenkyns, the reply astonishes her, "The most proper place in the world for his arm to be in" (Gaskell, 2005, p. 22]. Miss Jenkyns tells Matty not to mind it, leaving Matty dumbfounded: "This from her sister, who had hitherto been a model of feminine decorum, was a blow for poor Matty, and with a double shock she left the room" (Gaskell, 2005, p. 22). Later in the novel, although all is well with Matty running her teashop, she is also eventually saved from her "degrading" state by her brother, Peter Jenkyns who comes back from India to reunite with his sister.

David Copperfield on the other hand presents a masculine world where what men think and do matters the most, yet Betsey Trotwood remains independent throughout. A number of female

characters in the novel survive with the help of men. Once Clara remarries, she loses her rights and voices as the mistress of her own house to Mr. Murdstone. Emily ruins her life in the hands of Steerforth, and is saved only because of the love of Mr. Peggotty. Dora stays secured in her incapability of managing household because David agrees to accept her as a child-wife and bears the consequence of “the first mistaken impulse of my undisciplined heart” (Dickens, 1990, p. 988). Agnes, the perfect angel in the house finally finds her true happiness only after marrying David. However, it is Betsey Trotwood with her good intentions and deeds who provides the opportunities for David to be a real gentleman. Considering the other female characters in the novel, it seems justifiable that Betsey should depend on David for the rest of her life, yet she proves to be the superior independent woman. She is not totally ruined as she tells David. She has kept two thousand pounds, “to keep it secretly for a rainy day” (Dickens, 1990, p. 1156). Not only has she been capable of managing her finance well, she also has created a safety net that prevents her from being totally ruined. More importantly, she uses it as a device to test David and prove his worth as a gentleman.

4. Conclusions

The aging Betsey Trotwood and the Jenkyns sisters may not be the ideal Angel in the House for the lack of a husband and children, yet they possess the most important trait of the Victorian ideal woman: the ability to manage the middle-class household. They trigger movement in the novel with their management capability coupled with their financial independence. Interestingly, the feminine world of Cranford seems to be dubious to maintain the independent status of a middle-class woman, such as Matty who needs to be saved by her wealthy long lost brother. The masculine world of David Copperfield on the other hand presents Betsey as an independent from the very beginning to the end. Aging women do not necessarily fall into redundancy.

References

- Dickens, C. (1990). *David Copperfield*. New York: W. W. Norton & Company.
- Dreher, N. H. (1993). “Redundancy and emigration: the 'woman question' in Mid-Victorian Britain” *Victorian Periodicals Review*, 26(1), 3-7.
- Gaskell, E. (2005). *Cranford*. London: Penguin Books.
- Heath, K. (2009). *Aging by the book: the emergence of midlife in Victorian Britain*. New York: SUNY Press,
- Langland, E. (1992). “Nobody’s angel: domestic ideology and middle-class women in the Victorian novel.” *PMLA*, 107, 290-304.
- Leitch, V. B. et.al (2018). *The Norton anthology of theory and criticism third edition*. New York: W. W. Norton & Company.
- Newsome, D. (1999). *The Victorian world picture: perceptions and introspections in an Age of Change*. New Brunswick: Rutgers University Press.
- Ruskin, J. (2002). *Sesame and lilies*. Ed. Deborah Epstein Nord. New Haven: Yale University Press.

Research Article

Received: 09/11/2023; Accepted: 24/11/2023; Published: 04/12/2023

English language in the context of cultural diplomacy

Rifka Pratama^a

^aDepartment of English, American Cultural Studies, Faculty of Humanities, Universitas Diponegoro, Jl. Prof. Sudarto No.13, Semarang, 50275, Indonesia

pratamarifka@live.undip.ac.id

Abstract

In the context of inter-state diplomacy, the need for English language proficiency remains essential. This would likewise apply to the promotion of the nation's cultures in the interest of establishing and strengthening a diplomacy with other countries. The use of cultural aspects for diplomatic purposes here is referred to as cultural diplomacy. Culture becomes the main aspect to attract the attentions of the projected partnering countries. In this context, culture can take the form of drama and music performances, cultural seminars, painting exhibitions, and others. This article aims to explain the concept of cultural diplomacy and its relevance with the use of English as the medium of instruction. The data were collected through the library study. Meanwhile, the analysis is carried out within a qualitative research framework where the relevant theories and the data were interpreted and synthesized. The research is also characterized by the interdisciplinary approach covering the subjects of culture, linguistics, communication, and politics. The results of the analysis affirm that English plays a significant and strategic position in supporting the exercises of cultural diplomacy. This is also supported by the intensive as well as frequent use of the international language in various forms of cultural diplomacy.

Keywords: Culture; diplomacy; English; language; cross cultural; communication

1. Introduction

English has been continually playing a strategic role in the international relations. The language is a bridge of communication for people from different languages and cultures. As a lingua franca, it remains a politically influential language until today. The use of the language is undoubtedly massive. Most international interactions would require any relevant parties to be fluent in English. The language has been increasingly becoming nowadays' necessity of the wider community.

On the larger scale, the use of English language can be a determinant of a country's success in exercising diplomacies with prospective partners. The concept of diplomacy has been long and closely related to both spoken and written English for communication purposes. The diplomatic messages in which the English language is the medium would in turn take part in the establishment of mutually beneficial diplomatic relations. In the context of the inter-state diplomacy, the mastery of the English language skills is not only individual, but it should be institutional requirement as well.

Among the types of diplomacy is the so-called cultural diplomacy. The concept is basically a form of soft power diplomacy in which cultural aspects are the main subjects as well as the intermediaries. Culture, in this context, is an element that plays a role to attract the diplomatic subjects to explore a continuing stronger relation. The diplomacy can be in the form of music and dance performances, exhibitions of paintings or art installations, seminars on cultural themes, theater or drama, and others in which the exchange of knowledge and cultural backgrounds are occurring. All of the mentioned examples can be diplomatic intermediaries. In this case, the use of English can determine the effectiveness of the exercises of the cultural diplomacy. The clear reflection of cultural values of the

performance, for example, would depend on the articulations of the language skills demonstrated by the performers or any other relevant subjects of the diplomatic missions.

This article will examine the forms of cultural diplomacy and how the English language is one of the significant aspects to the exercises of the concept. There are three major questions that will be answered. First, how English becomes relevant in the exercises of cultural diplomacy. Second, how important is the mastery of English in the context of cultural diplomacy. Third, on what kind of diplomatic occasions English is used.

2. Methods

In collecting the data of the research, I used the library study method. I read and collected relevant sources related to the topic of cultural diplomacy and the use of English for international relations. Furthermore, I sorted the data and theories into a synthesis. The research analysis was carried out within the qualitative research framework. This article applies the interdisciplinary approach where the disciplines of linguistics, communication, and politics of international relations are intersecting.

3. Results and Discussions

3.1. *The Concept of Cultural Diplomacy*

According to Tomalin and Hurn (2013), cultural diplomacy deals with a country's deliberate efforts to increase its visibility in the international relations through the promotion of cultures, traditions, lifestyles, and exports. The experts believe that the exchange of ideas, art and other cultural aspects is involved in the process of the diplomacy with which cultural understanding between nations are fostered (Tomalin & Hurn, 2013). Unlike the political or economic diplomacy, the type of diplomacy puts culture a key element in building a stronger bilateral or multilateral relationship between the two countries or more. It is important to note that the conceptual basis of the type of diplomacy lies on the idea of what culture is. Sociologists point out that, "culture consists of the values, beliefs, systems of language, communication, and practices that people share in common and that can be used to define them as a collective. Culture also includes the material objects that are common to that group or society" (Cole, 2019). The term culture, at this point, may still seem too broad or unclearly defined. Despite of the unclarity that might arise, it has actually proposed such enlightening knowledge that it is not only limited to what has been long understood to be art or other traditional things.

Tomalin and Hurn propose that culture is generally understood to refer to "civilization," "education," and "art" in Western languages (2013). They both agree that it is a limited definition of culture. In line with the views, culture also functions as a type of "mental programming" (Tomalin & Hurn, 2013). For them, by using the analogy of a computer, these thoughts, feeling, and behavior patterns can be explained as a type of mental programming; this concept has been referred to as "mental software" (Tomalin & Hurn, 2013). The notion affirms the idea that culture does not always refer to physical existences. Culture reflects a source of non-materials. It inspires either physical or non-physical manifestations. The two experts point out that,

"A useful method is to divide culture into *implicit culture* – basic assumptions which produce norms and values which show in *the explicit culture* – observable reality which includes language, food, music, dress, literature, architecture, public emotion, work ethic, noise, physical contact and so on" (Tomalin & Hurn, 2013, p.5).

Cummings, further, formulates cultural diplomacy as “the exchange of ideas, information, art, language and other aspects of culture among nations and peoples in order to foster mutual understanding” (UNESCO, 2022). Within the notions he mentions the aspects of cultural diplomacy, namely “ideas”, “information”, “art”, and “language” (UNESCO, 2022). All of the mentioned ones are often inseparable parts of multicultural events in several diplomatic contexts. For example, art performances are typical instruments of cultural diplomacy. Through the events, the international communities learn each other's art performances along with the ideas. In fact, not only the dancing performance do they see, they might also internalize the historical backgrounds, philosophies, and other information about it. At this point, more comprehensive interpretations are possible to develop in which the exchange of cultures are also occurring. Lenczowski mentions several instruments of cultural diplomacy. These instruments are “the arts, exhibitions, exchanges, educational programs, literature, language teaching, broadcasting, gifts, promotion of ideas (like rule of law), promotion of social policy (like campaigns against HIV), history and religious diplomacy (like interfaith dialogue)” (UNESCO, 2022).

Cultural diplomacy is, in fact, not a brand-new concept in the context of the international relations. The Institute for Cultural Diplomacy (2023) provides evidence that the practice of the diplomacy has been around for a long time. It gives the idea that,

“explorers, travelers, traders, teachers and artists can be all considered living examples of “informal ambassadors” or early “cultural diplomats”. Indeed, any person who interacts with different cultures, (currently or in the past), facilitates a form of cultural exchange, which can take place in many fields such as art, sports, literature, music, science, business & economy and beyond”.

The above-mentioned practices imply the practices of cultural exchange. Those involved in the process are called the cultural diplomats. Diverse communities can play the role of cultural diplomats. The same source further describes the situation of the cultural diplomacy as “a course of actions, which are based on and utilize the exchange of ideas, values, traditions and other aspects of culture or identity, whether to strengthen relationships, enhance socio-cultural cooperation, promote national interests and beyond; Cultural diplomacy can be practiced by either the public sector, private sector or civil society” (The Institute for Cultural Diplomacy, 2023). Further, when the cultural diplomacy works well, it can establish a cultural presence in the receiving nation and ensure that it recognizes and comprehends the projecting nation more fully (Tomalin & Hurn, 2013). By itself, though, it can also promote exports and even draw in foreign investment (Tomalin & Hurn, 2013). As pointed out by Tomalin and Hurn, “cultural diplomacy can therefore be seen as the third pillar of foreign policy alongside political diplomacy and economic diplomacy” (2013, p.225).

3.2. The Position of English in Cultural Diplomacy

Tomalin and Hurn (2013) provide a readable elaboration of the instruments of cultural diplomacy. All of these instruments are useful in building a country's visibility in the international arena. There are ten cultural diplomacy instruments as mentioned by the two communication experts. All of them are grouped in the following box.

Cultural missions	Airlines
Language and education	Gastronomy
The arts	Sport
Science and technology (also described as science diplomacy)	National heroes and heroines
Tourist sites and national attractions	Diasporas

Figure 1. (Source: *Cross-Cultural Communication: Theory and Practice*)

Through the instruments, cultural diplomacy can be exercised in the scope of both individuals and groups, formal and informal sectors. In practice, these instruments do not exist in a vacuum. The carried out diplomatic missions require other elements whose position is very vital. It is the English language.

The process of cultural diplomacy presents cultural exchanges or at least provides an understanding of the cultures of partnering countries. The same language of instruction is substantial within the aforementioned condition. In this case, the United Nations (UN) legalizes six international official languages. These languages are Arabic, Chinese, English, French, Russian and Spanish (United Nations, 2023). Mehtiyev further notes that “among the diplomatic languages English is the most popular; it is the first choice amongst the masses and the elite alike”. He continued,

“With a great tolerance for linguistic variations, English as a global language has become the language of power and prestige and thereby an international gate-keeper to social and economic progress. The current dominance of English as a world language is undisputed. It plays an official or working role in most international organizations” (2010, p.1).

English is considered to have bridged many cultural and linguistic differences in the international arena. The positioning is consequently seen as dominant and strong.

Within the diverse situations language plays three roles, (1) cultural understanding, (2) preventing misunderstandings, and (3) public diplomacy (World Schoolbooks, 2023). In the context of the interstate diplomacy, language is an important instrument for a soft power approach. The approach is defined by Joseph S. Nye as “the ability to get what you want through attraction rather than coercion or payments. It arises from the attractiveness of a country's culture, political ideals, and policies” (World Schoolbooks, 2023). Language has a crucial role in promoting and branding the “attractiveness” of a country through cultural promotions. Therefore, it is now evident that the position of English in the context of the interstate cultural diplomacy is determining. It is in line with some conditions as mentioned below,

“English, particularly, has seen an unprecedented rise as a global *lingua franca* in diplomacy. This is not just a reflection of the historical influence of the British Empire, but also the post-war economic and cultural dominance of the United States” (World Schoolbooks, 2023).

The position of the English language for the international communication does not only indicate linguistic phenomena, but it also intersects with the role of global politics where the use of the language can determine and strengthen certain political hegemony. English, in fact, has long played a role as part of the soft power instrument of some English-speaking countries such as the United Kingdom and the United States. A study points out on this,

“...the UK's soft power assets: its values, democracy, economic and political freedom, freedom of speech, education, innovation, the English language, culture (particularly the BBC), the arts

(particularly literature, no doubt reflecting the then focus on the 400th anniversary of Shakespeare's death), heritage, and sport" (Singh, et. al. p.8).

Language is, theoretically, one of the cultural aspects. Along with the intensity of the use of a language in the global arena, it is very likely that it is commensurate with the visibility of the country. In this case, cultural diplomacy can take place in a soft but effective way.

3.3. *The Uses of English for Cultural Diplomacy Purposes*

Before explaining the technical uses of English in the context of cultural diplomacy, concrete examples of the forms are needed. The Institute for Cultural Diplomacy exemplifies cultural diplomacy with cultural exchanges, international delegations (such as: American Jazz Ambassadors), or sports competitions. The cultural exchange is usually organized in a large event. In the American context, for example, "President Eisenhower established an Emergency Fund for International Affairs in part to support cultural presentations abroad. The International Cultural Exchange and Trade Fair Participation Act of 1956 established a permanent place for cultural diplomacy" (Bernstein, p.1., 2010). Today, the U.S. Bureau of Educational and Cultural Affairs offers the programs projected to be part of the country's cultural diplomacy instruments. There are several excellent diplomacy programs designed, namely: (1) *American Arts Incubators*, (2) *American Film Showcase*, (3) *American Music Abroad*, (4) *Arts Envoy Program*, (5) *Biennales*, (6) *CenterStage*, (7) *Communities Connecting Heritage*, (8) *Global Media Makers*, (9) *International Writing Program (IWP)*, (10) *Next Level*, dan (11) *OneBeat* (Bureau of Educational and Cultural Affairs, 2023). All of the mentioned programs are professionally managed to carry out educational, artistic, and community missions in which the diplomacy also becomes the purpose. The aforementioned activities are attended by the ambassadors of the partnering countries or other international communities. That way, the missions of cultural exchange and promotion will be carried out. Additionally, the use of English in cultural diplomacy can be divided into two categories. The first category is based on the method. The second category lies on the medium. For the first category, it is divided into two sub-categories namely *spoken* and *written*. For the second category, it includes *electronic* and *non-electronic* sub-categories. All of the sub-categories are very likely to intersect or collaborate with each other. The following are the examples to illustrate the uses of English for cultural diplomacy.

3.3.1. *English as the Language of Instruction in the Events of Cultural Exchange*

A cultural event, say an art performance, involving cross-country performers and audiences certainly requires the same and understandable language of instructions. On various occasions, English becomes the medium of such international cultural events with which the audiences are expected to experience of cultural exchanges. The use of the language can be seen in various aspects of the event. The master of ceremony, for example, will use the spoken English in guiding the course of the event. They, additionally, would use the English texts when reading the agenda. Not only does the master of ceremony, the officials, performers, and audiences also use the English language to communicate. The government officials or representatives, similarly, speak English to deliver official speeches. The performers may use the language to explain the meanings of their art performances. The use of the language can be seen in an example of an international cultural event "Indonesia Cultural Night" which was held in Bangkok, Thailand in 2022. The recording can be accessed through the following YouTube link: <https://www.youtube.com/watch?v=GfDsE5JDKgY>.

3.3.2. *Written English as the Language of Intercultural and Inter-state Correspondences*

In carrying out the diplomatic missions, a strategic plan for bilateral or multilateral relations is a must. The well-planned strategy is, in turn, written, disseminated, and executed. The exercises of the

diplomatic missions require written communications. Institutions such as the Ministry of Foreign Affairs are often the main actors in the preparations of the diplomatic documents. The exchanges of cultural information can be delivered through the written correspondences. This will allow for the use of the common and understandable language of instruction between the two or more communicating countries. The English language, again, is often the first choice for such matters. In a specific term, the type of course is referred to as “diplomatic correspondence”. Written English, anyway, is unavoidably found everywhere nowadays. It can be in the form of written signs at the airports and tourist sites, manual book of electronic products, food menu, and many more.

3.3.3. *English as the Language of the Electronic Cultural Promotional Products*

In today's so-called electronic and internet era, promotional and cultural exchange are not merely carried out in person. The kind of practice is now very possible to find online on the internet. Various countries strive to promote and brand through interesting contents in the form of videos and electronic leaflets. Here, English is used as the language of instruction in delivering the cultural promotional content. In fact, it has been the language of the internet. It performs a crucial role in delivering and exchanging information online. The followings are some examples of a country's cultural promotional video content:

- New Zealand, There's No Place Like It on Earth
(https://www.youtube.com/watch?v=LGp_o_syKIU)
- We're on top of the world | Emirates Airline
(<https://www.youtube.com/watch?v=uQHhYRuaEtM>)
- Wonderful Indonesia 2022 “Jiwa Jagad Jawi”
(https://www.youtube.com/watch?v=_dlBUHhDOQU)

Additionally, promotions and cultural exchanges can be in the form of electronic leaflets. The similar phenomena are presented in the following examples:

- <https://amazingthailand.com.au/wp-content/uploads/2023/07/E-Brochure-BangkokEn.pdf>
- <https://www.visitfinland.com/en/>

All of the promotional media use English as the main language of instruction. The language itself is seen as the effective one in conveying the messages to the wider international community. Furthermore, in order to increase their visibility, the countries use the social media for their promotional purposes. Among the popular social media is *Instagram*. Through their respective cultural missions or agents, the countries carry out various advertisements, promotions, and brandings by using the *Instagram* where the English language is the medium of instructions.

3.3.4. *English as the Language of Diaspora*

The role of the countries' diaspora in exercising cultural diplomacy is undoubtedly influential as well. The term is defined as “a large group of people who share a cultural and regional origin but are living away from their traditional homeland. Diasporas come about through immigration and forced movements of people” (National Geographic, 2023). The diasporic community carry out any relevant activities where culture is one of the main elements. The community actualizes its cultural expression. Furthermore, the cultural events held by the community can be formal or informal. The English language is often the first language of the diaspora to be able to communicate in their destination countries. On this, Tomalin and Hurn (2013) state “a significant immigrant population can also

influence the image of a country abroad by virtue of its skills and culture, which add value to the host country and reflect well on their country of origin” (p.232). English, therefore, is pivotal in bridging the situations.

4. Conclusions

The English language plays a strategic role in the context of cultural diplomacy. The language is a politically powerful and popular medium of instruction for the exercises of cultural diplomacy. To increase a country’s visibility in the international arena, the designated institutions or cultural missions should optimally master the English language in the interest of exercising the cultural exchanges. The experts also recognize that English has long been part of the exercises of the diplomacy with a soft power approach. Last, the uses of English language in the context of cultural diplomacy are reflected in various methods and forms of communication.

References

- Amazing New Chapters: Bangkok. (n.d.). Amazing Thailand.
<https://amazingthailand.com.au/wp-content/uploads/2023/07/E-Brochure-BangkokEn.pdf>
- Bernstein, Leonard. *Cultural Diplomacy - Hope for America: Performers, Politics and Pop Culture | Exhibitions - Library of Congress*. 11 July 2010,
<https://www.loc.gov/exhibits/hope-for-america/cultural-diplomacy.html>.
- Cultural Diplomacy | Bureau of Educational and Cultural Affairs*.
<https://eca.state.gov/programs-and-initiatives/initiatives/cultural-diplomacy>. Accessed 7 Nov. 2023.
- Cutting Edge | From Standing out to Reaching out: Cultural Diplomacy for Sustainable Development | Articles*.
<https://www.unesco.org/en/articles/cutting-edge-standing-out-reaching-out-cultural-diplomacy-sustainable-development>. Accessed 7 Nov. 2023.
- Diaspora*. <https://education.nationalgeographic.org/resource/diaspora>. Accessed 7 Nov. 2023.
- Emirates. (2021, August 5). We're on top of the world | Emirates Airline. YouTube.
<https://www.youtube.com/watch?v=uQHhYRuaEtM>
- Institute for Cultural Diplomacy. https://www.culturaldiplomacy.org/index.php?en_culturaldiplomacy. Accessed 7 Nov. 2023.
- Mehtiyev, A. (2010). The language of diplomacy. *California Linguistic Note*, XXXV, 1-10. Retrieved from: <http://english.fullerton.edu>
- Nations, United. “Official Languages.” *United Nations*,
<https://www.un.org/en/our-work/official-languages>. Accessed 7 Nov. 2023.
- Schoolbooks, World. *The Role of Language in Diplomacy and International Relations - World Schoolbooks*. 26 Aug. 2023,
<https://worldschoolbooks.com/the-role-of-language-in-diplomacy-and-international-relations/>.

Nicki Lisa Cole, Ph. D. (2019, August 2). *Defining culture and why it matters to sociologists*. ThoughtCo. <https://www.thoughtco.com/culture-definition-4135409>

Singh, J.P. et al. *Soft Power Today: Measuring the Influences and Effects*. Edinburgh: the University of Edinburgh – British Council

Tomalin, B. & Hurn, B.J. (2013). *Cross Cultural Communication: Theory and Practice*. New York: Palgrave Macmillan

Visit Finland. (2023). Your official Finland travel guide | Visit Finland.
<https://www.visitfinland.com/en/>

Wonderful Indonesia. (2022, February 5). Wonderful Indonesia 2022 “Jiwa Jagad Jawi” [Video]. YouTube. https://www.youtube.com/watch?v=_dlBUHhDOQU

100% Pure New Zealand. (2023, October 3). New Zealand, There's No Place Like It On Earth. YouTube.
https://www.youtube.com/watch?v=LGP_o_syKIU

Research Article

Received: 23/08/2023; Accepted: 08/11/2023; Published: 04/12/2023

The role of culture in enhancing students' language acquisition: Teacher's strategy

Ayau Ummad Nasution^a, Christina Suriani Debatara^b, Fitri Randia Ningsih^c,
Umami Aisah Nasution^d, Sholihatul Hamidah Daulay^e

^aUniversitas Islam Negeri Sumatera Utara, Jl. William Iskandar Ps. V, Medan Estate, North Sumatera, Medan, 20371, Indonesia

^bUniversitas Islam Negeri Sumatera Utara, Jl. William Iskandar Ps. V, Medan Estate, North Sumatera, Medan, 20371, Indonesia

^cUniversitas Islam Negeri Sumatera Utara, Jl. William Iskandar Ps. V, Medan Estate, North Sumatera, Medan, 20371, Indonesia

^dUniversitas Islam Negeri Sumatera Utara, Jl. William Iskandar Ps. V, Medan Estate, North Sumatera, Medan, 20371, Indonesia

^eUniversitas Islam Negeri Sumatera Utara, Jl. William Iskandar Ps. V, Medan Estate, North Sumatera, Medan, 20371, Indonesia

ayauummad.nasution@uinsu.ac.id

Abstract

This study discussed the importance of integrating culture into language teaching strategies to enhance students' language acquisition. By fostering an environment that embraces cultural diversity and promotes cultural sensitivity, educators can engage students in a more holistic and immersive language learning experience. Culturally enriched language instruction can contribute significantly to students' language acquisition and promote intercultural competence, thus preparing them for a globalized world. The aim of this research is to understand the role of culture in enhancing students' foreign language acquisition. Therefore, this study wanted to examine whether the Ustadzah at the Darul Ihsan Islamic boarding school in the expanse of silver had implemented it in their classrooms properly. This research used a qualitative descriptive method. The research participants are two English teachers in Islamic boarding schools. The result of this study is that the teacher knows about the importance of understanding cultural literacy in a classroom then if a teacher wants to make students master the language well to speak and interact, a teacher should give an understanding to students about the role of culture in the use of cultural resources, literary culture and authentic ingredients. The researchers concluded that language and culture have a very close relationship.

Keywords: Acquisition; culture; English teacher; foreign; language

1. Introduction

In modern education, the introduction of foreign languages holds a paramount position. Language serves as a conduit not just for communication but also as a reflection of the multifaceted societal dimensions, norms, and cultural values that underpin its native speakers (Poonam, 2023). As we strive to refine language learning strategies, it is crucial to recognize the profound influence of culture in shaping our understanding of foreign languages. This complex interplay between language and culture prompts several significant inquiries. Educators find themselves confronted with questions such as: How can culture be adroitly harnessed to enhance language learning strategies? To what

extent does an awareness of culture infiltrate and influence students' motivation and their capacity to acquire foreign languages (Poonam, 2023)? The role of cultural values, such as collectivism or individualism, in shaping students' preferences for specific language learning methods also becomes a focal point of inquiry. Moreover, the manner in which cultural norms intertwined with education and achievement manifest in students' dedication, participation, and tenacity in language learning tasks (Johnson & Nguyen, 2019) is an area deserving of deeper exploration.

While prior research has provided valuable insights into the relationship between culture and language acquisition, a crucial gap persists. This research lacuna is particularly prominent within the realm of pesantren, religiously-affiliated educational institutions characterized by unique cultural attributes. Understanding the role of culture in enhancing language acquisition strategies within the distinctive context of pesantren is the essence of this study, aiming to illuminate educational dynamics, inform pedagogical practices, and broaden our comprehension of foreign language acquisition within culturally diverse environments.

A series of paramount inquiries surface in this context. How can educators judiciously employ culture as a catalyst to augment language learning strategies? To what extent does an understanding of culture permeate and influence students' motivation and their prowess in acquiring foreign languages (Poonam, 2023)? How do cultural tenets, epitomized by values like collectivism and individualism, mold students' proclivity for specific language learning methodologies? Moreover, how do cultural norms intertwined with education and achievement manifest in students' dedication, participation, and tenacity in language learning endeavors?

While antecedent research has delved into the intricate nexus between culture and language acquisition, an essential chasm remains, necessitating further exploration. This void predominantly exists within the sphere of pesantren, religiously-grounded educational institutions. Recognized for their distinctive cultural attributes, pesantren schools potentially exert a profound influence on the acquisition of language within their unique environments. Hence, a pressing research lacuna emerges—centered on the role of culture in enhancing language acquisition strategies within the distinctive ambience of pesantren (Wang & Wu, 2019).

In-depth exploration of the interplay between culture and language learning within the context of pesantren is anticipated to proffer invaluable insights into the educational dynamics that characterize these unique settings. Furthermore, it promises to furnish a comprehensive understanding of how culture pervades and influences language learning strategies. This research endeavor is poised to yield a substantial contribution towards the refinement of pedagogical methods, particularly in culturally diverse environments, such as pesantren. Furthermore, its implications extend to the broader realm of foreign language acquisition.

2. Methods

This research was conducted at the Darul Ihsan Islamic Boarding School at Hamparan Perak, Deli Serdang. The researchers examined two of the teachers who teach in Darul Ihsan Islamic Boarding School, the initial names are AS and SM. The researchers reason to choose the Darul Ihsan Islamic Boarding School as the research location because at the Darul Ihsan Islamic Boarding School all students were required to use English and Arabic as daily conversations. This research is a design that is systematically arranged as a framework made to find answers to research question (Adawiyah & Daulay, 2022). This research used qualitative descriptive method. In a sense, the qualitative descriptive method is an analytical mechanism that focuses on the purposeful and consistent definition of structured words and sentences, from data collection to research documentation and reporting. The qualitative approach is also descriptive where data is collected in the form of words or photos and not numbers (Bogdan & Biklen, 2007).

In accordance with the qualitative understanding above, the reason why researchers use qualitative descriptive method, because qualitative research methods are descriptive methods and tend to use analysis, making it easier for researchers to conduct research and find accurate and correct

research results related to the results of researchers' research of the culture role in enhancing student' foreign language acquisition. In qualitative research, researchers also use a theoretical basis that can be used as a guide, so that the focus of research carried out by researchers is in accordance with the facts in the field. The technique of collecting data carried out by researchers is interviews and documentation to obtain accurate and reliable data

3. Results

The results of interviews and observation data were taken from English teachers at the Darul Ihsan Islamic boarding school in Hamparan Perak, Deli Serdang. The researchers interviewed with teachers have revealed that one of the factors boosting students' success in learning languages, particularly English as a foreign language, is culture. When teachers include cultural literacy into the classroom, there are several benefits. Language learners can first become more conscious of the fact that greeting people, showing thanks, asking for something, and agreeing or disagreeing with someone from a different culture are not the same as each other. They are aware that members of the target language community may see proper conduct and intonation patterns in their own language community in a different way. Secondly, if someone develops cultural literacy, it will be simple for them to interact with and correctly comprehend individuals from that culture. Cultural blindness, on the other hand, will undoubtedly prevent someone from understanding the context of a conversation, including jokes, idioms, and name-calling. Thirdly, cultural literacy can spur pupils to learn more while also enabling them to recognize the parallels and discrepancies between distinct cultural groups.

The observations also suggest that teachers are enthusiastic about engaging pupils in the learning of English by incorporating cultural elements into the target language. You can incorporate certain cultural elements by boosting pupils' comprehension, perspective and foster tolerance when observing various civilizations. In this situation, students can get a deeper understanding of their own culture and that of others, as well as discover how cultures can be similar and dissimilar, by gradually developing an internal feeling of cultural equality. According to Frank (2013), raising pupils' cultural understanding can encourage open-mindedness, tolerance, empathy, and cultural sensitivity.

Additionally, the teachers mentioned that by enhancing students' cultural awareness, they can enhance cultural communicative competence in the students, i.e. knowledge, awareness, and understanding of the relationship (similarities and distinct differences) between the place of origin and the place of the target language community. It seems very valuable for the teacher to help pupils extend their personal language experiences from the source culture to the target culture and then to other languages and cultural backgrounds. The instructor also thinks that in order to increase the students' cultural literacy, it is important to examine and critically understand the cultural variety that is taught in the classroom.

In this interview, the teacher wants to be interviewed using Indonesian. Even though the interviewed teachers are English teachers, they are more comfortable using Indonesian as the national language of Indonesian culture. The data received by the researcher from the teacher who has been interviewed is the teacher's response or opinion about the importance of culture in learning English, and will be explained as follows:

1st Data (Teacher A: AS)

"In my opinion, there are many ways to introduce literacy culture in English language learning that teachers can use, one of which is the use of authentic materials, authentic materials can use pamphlets, website news broadcasts, magazine photos, newspapers, restaurant menus, travel brochures, and many more. Facilities that can be used in

cultural learning, for example teachers can provide films that have different cultural content.”

Based on the first teacher’s explanation above, the teacher explained the importance of introducing culture to children when learning English, and how to introduce culture to children. One of them is to provide films that contain different cultural content. In addition, teachers can also use pamphlets, news, magazine photos, brochures, and newspapers as facilities in learning culture and language in the classroom.

2nd Data (Teacher B: SM)

“In introducing culture and language in the classroom, I think as English teachers we can use role play, which means how to deal with different people in other cultures. For example, how to talk to others of the same age and older people then students can play a role in situations where inappropriate speech is used in a cultural context. For example, when Arabs want to say “stone” they say “hajar” which means stone in Arabic. However, when we say the same word “hajar” in Indonesian culture, Indonesian people will misunderstand the word, because “hajar” in Indonesian culture means “to hit.”

From the second teacher’s explanation, introducing culture and language in the classroom are namely by using “role play.” The meaning here is how someone talks to other people according to their age, how when we talk to people who are younger, the same age, or older old. Then, in the use of language it must be adjusted to each culture. The example has been explained by the participants above, that when we say “hajar” in Arabic it means “batu”. But, when we say the word “hajar” in Indonesian culture it means “memukul”. So, we have to adapt the context of the language to the culture of a place.

It is important for us to know the relationship between culture and language. Language is part of culture that cannot be separated according to the opinion of Koentjaraningrat (2005). Language as an element of culture has many very important roles, one of which is in the realm of education. Considering that Indonesia is a rich country on culture and language, Indonesia can be said to be a great country. Indonesia is quite good at putting aside cultural, ethnic, racial, and linguistic differences for the sake of unity. This is inseparable from the role of the realm of education. In Indonesia education that a foreign language such as English is one of the mandatory studies to date. This is an effort to avoid lagging developments in science and technology education. Not only that, not infrequently we also find schools or Islamic boarding schools that use bilingual languages such as Arabic and English, one of which is Darul Ihsan Islamic Boarding School, where this school was chosen to be the research site. The findings are the strategy views of two teachers in the school through interviews.

4. Discussion

4.1. Teachers’ Strategy about Culture Role in Foreign Language Acquisition

Teacher A:

In the realm of education, the fusion of culture and language plays a pivotal role. This essay explores Teacher A’s pioneering strategies for infusing culture into the learning process. Teacher A champions the use of modern technology and multimedia resources as valuable teaching tools. While Teacher A’s primary focus is on effective language learning methods, we aim to explore the broader implications of incorporating multimedia into education. By examining how websites, magazines, and

films can serve as gateways to diverse cultures and languages, we can appreciate the multifaceted advantages of multimedia integration.

Teacher A's commitment to enhancing education through multimedia integration is evident. In today's digital age, the traditional confines of teaching have expanded exponentially. Multimedia resources, such as websites, magazines, and films, now hold an indispensable place in the modern classroom. Teacher A's enthusiasm for employing these tools underscores their potential to transform the learning experience. While Teacher A emphasizes effective language learning, we should delve deeper into how multimedia resources can foster cultural awareness and language proficiency. Websites, for instance, offer a vast repository of information about diverse cultures and languages. By immersing students in these digital environments, they can gain firsthand knowledge of the rich tapestry of our world. Magazines and films, on the other hand, provide immersive cultural experiences, enabling learners to explore linguistic subtleties and cultural intricacies.

The integration of culture and language through multimedia is not just about language proficiency; it is about cultivating cultural understanding. Websites grant students access to a wealth of articles, videos, and interactive content that showcase different facets of global cultures. Magazines offer an in-depth exploration of cultural nuances, while films provide auditory and visual immersion in different linguistic and cultural landscapes. This exposure fosters not only language skills but also empathy, appreciation, and cross-cultural competence. The synergy between multimedia and language learning is undeniable. Authentic materials, such as films and articles, expose students to real-world language usage. These resources sharpen language skills, helping students grasp idiomatic expressions, colloquialisms, and nuanced language use. Furthermore, the engaging nature of multimedia makes learning enjoyable, which in turn bolsters motivation and retention.

It is crucial to recognize that multimedia's advantages extend far beyond language learning. These resources are versatile and can be harnessed across various subjects, enhancing overall educational outcomes. Fields like science, history, geography, and others can benefit from the immersive experiences provided by multimedia. As students engage with diverse content, they develop critical thinking skills, cross-cultural competence, and a global perspective that transcends disciplinary boundaries. Teacher A's advocacy for multimedia integration in education resonates strongly in today's interconnected world. As technology continues to evolve, educators and learners have access to an ever-expanding array of multimedia tools. Embracing these resources is not merely an option; it is a necessity for fostering culturally enriched and effective education. Teacher A's pioneering approach reminds us of the transformative power of multimedia in shaping the future of education.

Teacher B:

Teacher B's approach to incorporating culture and language is founded on the belief that educators should provide real examples that illustrate the interplay between language and culture. Teacher B employs a method known as "Role Play" to achieve this objective. Role Play is a form of stimulation commonly used in social education and human relations, as noted (Daulay, 2011) who defines it as a method for students to master subject matter through the development of imagination and empathy. In addition to the Role Play method, Teacher B emphasizes the importance of teaching ethics, which is an integral component of culture, often referred to as ethical language. Teacher B asserts that teachers must instill in students an appreciation for cultural and linguistic diversity. Students should learn how to pragmatically apply language in interactions with individuals of varying ages and cultural backgrounds. Based on these insights, it is evident that Teacher B incorporates the Role Play method into language learning in the classroom to stimulate students' imagination and facilitate a deeper understanding of the subject matter.

The respondents share a perspective on the concept of culture in language that revolves around fostering good behavior through the use of English. While culture is a multifaceted concept, it consistently aligns with positive and ethical principles. Culture is rooted in knowledge and human

civilization, representing the collective wisdom of particular human groups passed down through generations. In the context discussed here, cultivating good ethical practices in language usage involves understanding interlocutors based on factors such as age, language type, dialect, and situational context, all of which must be mastered pragmatically. The respondents' perspectives highlight their awareness of the significance of culture in the educational process, not solely within the realm of language but across all academic disciplines. The cultural aspect holds paramount importance because it encompasses patterns of behavior and values that are deemed virtuous and are, therefore, preserved over time. Culture constitutes an inseparable component of the foundational principles of human existence, encompassing language, dialects, and societal norms.

Teacher B's strategies for integrating culture and language in education center around the use of the Role Play method to provide real-life examples and promote students' understanding of the intricate relationship between language and culture. Additionally, Teacher B emphasizes the teaching of ethics as an integral aspect of culture, aiming to foster good behavior and ethical language usage among students. The respondents' perspectives underscore the importance of preserving cultural values in the educational process, as culture serves as the bedrock of human society, influencing language, dialects, and ethical norms across various domains of knowledge.

Cultural Literacy in Language Learning

The integration of cultural literacy into language education is a fundamental and enriching component, offering a multitude of advantages to students as they embark on their language learning journey. Beyond the mere acquisition of language structures and vocabulary, cultural literacy delves into the intricate intricacies of communication within diverse cultural contexts. It encompasses the subtle nuances in greetings, expressions of gratitude, requests, and the art of agreeing or disagreeing. This profound understanding empowers language learners to not only navigate but excel in intercultural communication (Daulay, 2019). Cultural literacy, in essence, equips learners with the tools to interpret and appropriately respond to the unspoken rules and cues that vary across cultures. It goes beyond grammar textbooks and language lessons, immersing students in the rich tapestry of human interaction. When language learners delve into these cultural subtleties, they cultivate an acute awareness that members of the target language community may perceive proper conduct and intonation patterns differently from their own cultural norms.

Imagine a scenario where a student encounters a native speaker from a different cultural background. Without cultural literacy, they might struggle to understand why their attempts at politeness are perceived as overly formal or why their expressions of gratitude fall flat. However, armed with cultural literacy, they recognize the divergence in cultural norms and can adjust their communication style accordingly. Furthermore, cultural literacy cultivates a profound sense of empathy and respect for diverse cultural practices and language variations. It goes beyond the realm of language; it is a gateway to understanding the deeper layers of a culture's history, values, traditions, and customs. This understanding extends far beyond the linguistic aspect, fostering an appreciation for the rich tapestry of human diversity.

In the globalized world we live in today, the ability to effectively engage in cross-cultural communication is more valuable than ever. Cultural literacy is the bridge that allows individuals to traverse the cultural divide with grace and sensitivity. It promotes effective cross-cultural communication by equipping language learners with the knowledge and understanding necessary to navigate the complexities of multicultural interactions (Faradilla & Daulay, 2023). Moreover, cultural literacy serves as a catalyst for breaking down stereotypes and dispelling biases. It challenges preconceived notions and fosters a genuine curiosity to learn about other cultures. When language learners gain insights into the different ways people express themselves, they are less likely to resort to stereotypes or misconceptions. The incorporation of cultural literacy into language education is a

transformative journey that enhances students' linguistic abilities and equips them with invaluable skills for intercultural communication. It empowers learners to navigate the intricate web of cultural nuances, fostering empathy, respect, and an appreciation for the rich diversity of human cultures. In our interconnected world, cultural literacy is not just an educational asset; it is a key to unlocking meaningful cross-cultural connections and bridging divides. It is a lifelong skill that enriches not only language but also the human experience itself.

Teaching Methods for Cultural Integration

The effectiveness of teaching methods plays a pivotal role in the seamless integration of culture into language education. Teacher B's utilization of role play is a prime example of a method that immerses students in diverse cultural scenarios, encouraging them to adapt their language usage to factors such as age, cultural background, and context. This active participation in cultural scenarios not only enhances language proficiency but also cultivates cultural sensitivity, a critical skill in today's globalized world (Frank, 2013). In addition, Teacher A's emphasis on authentic materials, such as films, brochures, news articles, and restaurant menus, is invaluable. These materials provide students with real-world exposure to various cultures, offering insights into daily practices and customs. Such experiential learning is known to enhance language acquisition by making it engaging and relevant (Harahap, 2020). It's worth noting that the incorporation of culture into language education requires careful consideration to strike the right balance. Educators must ensure that cultural elements are presented in a manner that fosters understanding and respect, avoiding stereotypes or biases. This calls for meticulous selection and adaptation of cultural materials to suit the educational context (Nabila & Daulay, 2023).

Challenges in Language and Culture Integration

While the integration of culture into language learning offers a plethora of benefits, educators must grapple with certain challenges that can arise in this endeavor. These challenges are significant and demand thoughtful consideration. One prominent challenge faced by educators is the potential for the misinterpretation of cultural context, which can result in misunderstandings or misapplications of language. Language learners may struggle to grasp the subtleties of cultural practices, leading to inadvertent missteps in communication. In such instances, educators play a pivotal role in providing guidance and explanations to help students navigate these cultural differences effectively (Niswa & Daulay, 2022). Their expertise and insights are essential in aiding students to comprehend the intricacies of cultural context.

Cultural sensitivity represents another challenge in the integration of culture into language education. Educators must create an inclusive classroom environment where students feel not only safe but also encouraged to engage in discussions on cultural topics. Students should be able to pose questions without fearing judgment, and an atmosphere of mutual respect should prevail. Fostering open dialogue is paramount in addressing this challenge (Saddhono, 2014). When students feel valued and heard, they are more likely to actively participate in cross-cultural conversations and enrich their understanding. Additionally, educators must remain vigilant about preventing cultural blindness, a scenario where students remain oblivious to or dismissive of cultural differences. To counteract this phenomenon, educators should actively encourage critical thinking and reflection on cultural topics. Empowering students to analyze and interpret cultural diversity is essential for developing a nuanced understanding of different cultures and their practices (Sanjaya, 2014).

In conclusion, the integration of culture into language learning significantly enhances students' cultural literacy, deepening their understanding of language and cultural nuances. Effective teaching methods, such as role play and the use of authentic materials, are instrumental in promoting this integration. Nevertheless, educators face challenges related to cultural context, sensitivity, and

awareness that require proactive measures. By addressing these challenges head-on, educators can ensure that cultural integration remains a valuable and enriching aspect of language education, fostering well-rounded, culturally aware individuals (Ningsih & Daulay, 2023).

5. Conclusion

Based on the findings in this paper, the writer concludes that there are two different respondent's answers to apply a cultural aspect in language or language lessons. The first way is to use the media in the teaching and learning process, learning media is very important to provide in language learning. This is due to the limited knowledge of humans to know what languages exist in this world. In this era we can find out about anything in this world with the the internet network aid which contains various sources of knowledge such as articles, books, videos, pictures etc. The use of the role play method is very popular in today's era. This method approach relies on the imagination of students to act according to the requested role. This way will stimulate the actions that should be done if we get the requested role. For example, if we act as a teacher, how do we act to perform the role of a teacher. This method will help students learn in a fun way. Finally there are many methods in introducing the culture role in enhancing a language.

References

- Adawiyah, R. & Daulay, S. H. (2022). Using a Cognitive Therapy to Enhance Slow Learners' Competence: Teacher's Strategy. *ENGLISH FRANCA: Academic Journal of English Language and Education*, 6(1), 19-36.
- Bogdan, R. C., & Biklen, S. K. (2007). *Qualitative Research for Education: An Introduction to Theories and Methods*. United States: Pearson Education.
- Daulay, SH. (2011). *Introduction to General Linguistics*. Medan: La-Tansa Press.
- Daulay, SH. (2019). *Language and Society*. Medan: Lembaga Peduli Pengembangan Pendidikan Indonesia (LPPPI).
- Faradilla, A., & Daulay, S. H. (2023). Language Acquisition Process in Children Aged 4 Years: Syntactic Development Stage. *ELITE JOURNAL*, 5(1), 149-154.
- Frank, J. (2013). Raising Cultural Awareness in the English Language Classroom. *English Teaching Forum*, 4.
- Harahap, N. (2020). *Penelitian Kualitatif*. Wal ashri Publishing.
- Johnson, M. L. & Nguyen, T. H. (2019). Cultural Intelligence and English Language Learning: A Cross-Cultural Study. *Journal of Multilingual and Multicultural Development*, 39(6), 484-500.
- Nabila, A. & Daulay, SH. (2023). Cross-Cultural Pragmatics Failure in ESL Classroom. *CELT: Conference on English Language Teaching*. 308-317.
- Ningsih, F. R., & Daulay, S. H. (2023). Language Acquisition on 2 Years Old Child: Taqiyya Mahiroh Case. *ELITE JOURNAL*, 5(1), 195-202. Retrieved from <https://elitejournal.org/index.php/ELITE/article/view/113>
- Niswa, K. & Daulay, SH. (2022). *Introduction to Linguistics*. UMSU Press.
- Poonam, et al. (2023). Investigating the Relationship between Culture and English Language Learning. *Eur. Chem. Bull*, 12(Special Issue 8), 3478-3489.
- Saddhono, K. (2014). *Pengantar Sosiolinguistik: Teori dan Konsep Dasar*. Sebelas Maret University Press.
- Sanjaya, W. (2014). *Media Komunikasi Pembelajaran*. Kencana Prenada Media Group.

- Smith, J. K., & Chen, L. (2019). Cultural Factors Influencing English Language Learning: A Meta-Analysis of Empirical Studies. *Language Learning*, 66(2), 315-348.
- Wang, Y., & Wu, X. (2019). The Role of Cultural Awareness in English Language Learning: A Case Study of Chinese Learners. *Applied Linguistics Review*, 10(1), 89-110.