

e-ISSN 2747-2957



ELSA JOURNAL

*English Language Studies and
Applied Linguistics Journal*

Volume 1, No. 2, May 2021



Diterbitkan oleh
Unit Penelitian dan Pengabdian kepada Masyarakat
POLITEKNIK TONGGAK EQUATOR



ELSA JOURNAL

*English Language Studies and
Applied Linguistics Journal*

e-ISSN: 2747-2957

Volume 1 No. 2

May 2021

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English Language Studies and Applied Linguistics Journal (ELSA) is a publication from Politeknik Tonggak Equator (POLTEQ). It publishes original researches in the fields of English Language Studies and Applied Linguistics issued biannually, i.e. in May and November.

Articles may span the full spectrum of the fields accommodated by this journal and go through the reviewing and editing processes before publication with no changes in the substances of the original manuscripts.

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THE STUDENTS' PERCEPTION OF GAME IN VOCABULARY LEARNING

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Abstract

This research was aimed to find out the students' perception of game in vocabulary learning. This is a descriptive research that was conducted in Polytechnic of Tonggak Equator in August-October 2020. Ten students of the third semester students of English for Business and Professional Communication are the subjects of this research. Based on the interview, the students' perception about game are positive. It can be a media to make situation in class become fun, can be an ice-breaking in class, reduce stress and can be a mood booster. Game is a media that can be used to play and learn and it increase creativity, it makes mind relax and happy. Game is good and can be done by many people. All of the informants said that they like learning vocabulary by using game because it is more fun and it makes the brain fresh to get new vocabularies, it is fun and can be remembered, it makes the students easier to understand, more exciting, drill people in solving problem, it less stress so the informant can understand the learning material easily and because it happier and the learning situation become not monotonous. Game motivated all informants in learning vocabulary. Then, game is useful tool to be applied in vocabulary classes. Learning vocabulary by using game is effective. Game makes learning vocabulary become more interesting and enjoyable, reduce anxiety, increase positive feeling, self-confidence and number of vocabulary. It creates challenging atmosphere in the classroom.

Keywords: *students' perception, game, vocabulary learning*

Introduction

Vocabulary has an important role in all language skills. Vocabulary helps people to express their idea. Vocabulary helps people read and listen with more understanding. Vocabulary helps people to convey meaning. The linguist Wilkins (1972, p.111) states that "without grammar little can be conveyed, without vocabulary nothing can be conveyed." So that vocabulary plays more important role than grammar. Indeed, people need to use words in order to express themselves in any language, as well as students. In addition, "successful people usually have large vocabularies and a good word recognition skill that enable them to use the right word in the right place at the right time." (Hancock, 1987, p.1).

In doing communication to others, there are two basic ways of communication, they are speaking and writing such Hancock (1987, p.1) states that there are two basic ways of communication to others, they are speaking and writing. Vocabulary development is essential for both. If the students fail to understand what the instructor or lecturer say, one of the reasons could be because of the failure to understand the words that were used. In researcher experience as a lecturer, she noticed the fact that students usually find it really hard to speak English fluently and accurately. They usually consider that speaking activities are boring and exhausting because they keep on using the same expressions and words and immediately, their conversation is

interrupted due to missing words. And the main reason for such communication problems is the lack of vocabulary. That is why, vocabulary plays essential role in learning a language.

In a classroom, lecturer meets many characters of students. There are students who have high motivation to learn but there are also students who have low motivation to learn. In explaining the learning materials in the classroom, lecturer will deal with various reaction of students. There are students who respond the lecturers' explanation positively such as listen to the lecturer carefully, take note while the lecturer is explaining the learning material, discuss the learning materials to their friends but there also students who react or respond negatively such as do not pay attention to the lecturer's explanation, talk with friend beside him, busy with their smartphone or fall asleep. These situations require the lecturer to find out the best way to teach the students effectively and increase their motivation in learning.

There are various approaches, methods and techniques in teaching English. According to Bambang Setiadi, et al. (2008), there are some approaches in teaching a language, there are natural approach, communicative approach, content-based approach, literature-based approach, etc. In teaching method, there are audio-lingual method, direct method, total physical response method and grammar translation method. The various kinds of teaching approach, method, and technique make the teacher able to use it in their class but the teacher must be able to choose the most appropriate approach, method and technique that suit with the characteristics of their students.

Game is one the technique that can be used in language learning. Based on the researcher's observation in reading and speaking class, she found that game can increase the students' motivation in language learning. Game can create good atmosphere in language learning. That is why, the researcher would like to

investigate the students' perception about game in language learning with research entitled *The Students' Perception of Game in Vocabulary Learning (A Descriptive Qualitative Research in the Third Semester Students of English for Business and Professional Communication in the Academic Year of 2020-2021)*.

The problem formulation of this research is: What is the students' perception of game in vocabulary learning? Based on the problem formulated, the objective of this research is: To find out the students' perception of game in vocabulary learning.

Literature Review

Vocabulary plays an important role in language skill. It is the basis for the development of other language skills, they are reading comprehension, listening comprehension, speaking, writing, spelling and pronunciation such Harmer (2001, p. 4) stated that vocabulary is one of the most obvious components of language and one of the first things applied linguistics turned their attention. Moreover, Richard and Renandya (2002, p. 255) stated that vocabulary is a core component of language proficiency and provides much of the basis for how well learners speak, listen, read and write. It means that the role of vocabulary is really important in language learning since it is the basis of students to speak, listen, read and write well.

Vocabulary is very important because it is the starting point that people have to possess when they dealing with languages such Al-Hinnawi (2012, p. 62) stated "vocabulary is the starting point that people should possess when dealing with languages." Moreover, vocabulary is dominant in improving a person's communication skill like Beena Anil (2011, p.46) states that "vocabulary is predominant in improving one's communicative skill. Language is more powerful when it is being used perfectly".

Vocabulary is a set of words in oral and written and in productive and receptive which has meaning such Fran et al (2005, p.

2-3) define that vocabulary as knowledge of words and word meaning in both oral and written language and in productive and receptive forms. In other words, vocabulary is a combination of words which produce meaning.

Vocabulary is the focus of language with its sounds and intended meanings that interlock to allow students to communicate with one another (Nation, 2000; Pyles, 1970). In classroom implementation, vocabulary becomes the guidance that leads students to comprehend every piece of information both oral and written and to produce ideas.

Thornbury (2002, p. 24-25) and Nation (2001, p. 24) classified the types of vocabulary into two types, they are receptive and productive vocabulary. According to them, there are two types of vocabulary related to the language skills of reading, listening, speaking and writing they are receptive or passive vocabulary which refers to the words that native speakers and foreign learners recognize and understand but it hardly ever used, it is used passively in reading and listening, and productive vocabulary which is utilized actively either in speaking or writing. Productive vocabulary refers to the words which learners use when they speak or write and it called active vocabulary.

Approach, method and techniques are three terms which are important in teaching. According to Anthony (cited in Richards and Rogers, 2001, p.19), "approach, method, and technique have hierarchical arrangement. Approach is the level of theories, method is the plan of language teaching which is consistent with the theories, and techniques carry out a method. In other words, the arrangement of the three is that-approach is axiomatic, method is procedural and technique is implementation".

Game is one of the methods in teaching and learning a language. The use of game in teaching and learning is quite popular. Based on the researcher interview with the English lecturers and the

researcher observation in Polytechnic of Tonggak Equator, some lecturers use game to maintain the students' motivation in learning and create fun atmosphere in the classroom. Game is a well-organized activity that has objective, rules, competition and communication between players such as stated in The Longman Dictionary of Language Teaching and Applied Linguistics in Richards, Platt, & Platt, (1995, p.89), games are defined as "an organized activity that usually has the following properties: a particular task or objective, a set of rules, competition between players, and communication between players by spoken or written language".

Game is activity that has rules and a goal but it creates fun as well such as Hadfield (1984) said, "game is an activity with rules, a goal and an element of fun". Game gives many advantages when it is used in the classroom, one of them is motivate learners to learn a language such as Ramadhaniarti (2016, p.383) states that "games provide language teachers with many advantages when they are used in classroom. One of these advantages is that learners are motivated to learn the language when they are in a game". Ramadhaniarti (2016, p.383) also states that "games are useful and effective tools that should be applied in vocabulary classes". The use of game is a way to make the lessons more interesting, enjoyable and effective but the teachers have to consider the best game for students".

Game if it is introduced properly, it can be one of the highest motivation techniques. It stimulates the students' interest such as McCallum (1980, p. ix) states that "games stimulate student interest, a properly introduced game can be one of the highest motivating techniques". Games are advantageous because it can reduce the students' anxiety. It can increase the students' positive feeling as well. It also can increase the students' self-confidence because the students do not afraid of punishment and criticism while they were

practicing the target language freely. This statements in line with Crookal (1990, p.112) states that “games are advantageous because they reduce anxiety, increase positive feeling and improve self-confidence because learners do not afraid of punishment or criticism while practicing the target language freely. In addition, game is a useful tool in improving children’s vocabulary acquisition in natural way as would be normally achieved through play (Angelova & Lekova, 1995; Atake, 2003; Deng, 2006).

Method

This research is a descriptive research which is conducted in Polytechnic of Tonggak Equator. This research was done in August-October 2020. The researcher chose third semester students of English for Business and Professional Communication as the subject of the research because these students had attended vocabulary subject and had experience of playing game in vocabulary learning in the classroom. The subject of the research consists of 10 students for interview with the criteria of willing of being informant of this research, have ever attended and finished vocabulary subject, have experienced learning vocabulary through game at least twice and elaborative in spoken.

In this research, the researcher used interview guideline as the instruments of data collection. Then, in this research, the researcher used unstructured interview to collect the data and the interviews were done by using video call.

In this research, the result of the interview was analyzed qualitatively.

Findings and Discussion

In this research, the researcher did interview with 10 informants and described the result of interview by the order of interview questions. Based on the interview, it can be known the informants think about game are it can be a media to

make situation in class become fun and can be an ice-breaking in class, game is fun thing to do in spare time, it can reduce stress and be a mood booster, game is strategy to make learning activity become fun, it is a media that can be used to play and learn and it increases creativity. So, game makes the informants not saturated in learning, it makes mind relax and happy. It can be done by many people. But game is something that can be good and can be bad, and the good and the bad of the game will be depend on us. From the positive side, game can increase intelligence and the negative one is it makes people addicted and forget about the time. What the students think about game is in line with what Hadfield (1984) said that, “game is an activity with rules, a goal and an element of fun”.

For the second question about whether the students like learning vocabulary by using game or no, all of the informants said that they like learning vocabulary by using game. Then, the reason they like learning vocabulary by using game are varied, they are because it is more fun and it makes the brain become fresher to get new vocabularies, it is fun and can be remembered, it makes the students easier to understand, more exciting, more curious, and drills people in solving problem. It less stress so students can understand the learning material easily and because it happier so the learning situation become more fresh and not monotonous. The reasons the students like learning vocabulary by using game are in line with what Hadfield (1984) said that, “game is an activity with rules, a goal and an element of fun”. The element of fun that consists in a game makes the students like learning vocabulary by using game. Then the third question about the name of the game that the students have ever played while learning vocabulary is the informant said hot seat and guessing words.

For the fourth question about “does game motivate you in learning vocabulary?”, all of the informants said yes, game motivated them in learning

vocabulary. So, it is in line with Ramadhaniarti (2016, p.383) states that “games provide language teachers with many advantages when they are used in classroom. One of these advantages is that learners are motivated to learn the language when they are in a game”. The reason game motivated informants in learning vocabulary are because the game has a point to increase the score, it makes the informant become more excited and even it does not feel like studying if the informant learn by using game but the informant still can understand the learning materials, it is challenging and the vocabulary gotten by the informant can be remember for a long time. The other reasons are because if the students can guess the word so they will get a point so it made them must learn more vocabulary, because there are some vocabularies that they do not know the meaning when they were playing game so playing game motivated them to know the meaning of the words, it less stress, and because the informants feel that they have to answer more questions and have to get more points and because by playing game, the informants get new vocabulary and become often searching meaning of vocabulary.

For the fifth question about according to the informants, “is it useful tools to be applied in vocabulary classes?”, nine from ten informants said that game is useful tool to be applied in vocabulary classes. So, it was suitable with Ramadhaniarti (2016, p.383) states that “games are useful and effective tools that should be applied in vocabulary classes”. The reasons are because it increases learning motivation and students’ score, makes the students enjoy to study in class, feels equal with other friends. None student who cleverer or dull even they help each other in a team. The students who were not really clever were helped by the clever one. The clever students were not patronizing as well. So, the students helped each other. It also strengthens relationship among students and lecturer so the lecturer did not only give

assignments, the words will be remembered for a long time if learning while playing game instead of just remembered and doing assignments. It would be tedious. Vocabulary is easier for students to learn if they enjoy it, people will understand the learning materials when they feel relax instead of being pressed. But, game would not really useful if it applies continually. Game can be useful if it applies once in a while or once in two weeks is enough to play a game.

For the sixth question about “based on your experience, is it effective learning vocabulary by using game?”, nine from ten informants said that learning vocabulary by using game is effective and the informants’ perceptions were in line with Ramadhaniarti (2016, p.383) states that “games are useful and effective tools that should be applied in vocabulary classes”. The reasons are because it makes the learning situation become fun and relax, the vocabularies that was gotten by playing can be remembered for a long time. It was not easy to forget. Game is challenging and make learning become not monotonous, feel of tired was disappear. It increases curiosity because there are some vocabularies that students rarely hears so it curious them to find out the meaning of the vocabularies and the words can be remembered for a long time. But game would be ineffective it plays continuously because there would be some learning materials that will be left if the class always plays a game but it will be effective if it is played once in a while in order to make the students relax.

For the seventh question that about “does game make learning vocabulary become more interesting?”, all informants said yes, that game make learning vocabulary become more interesting. The reasons are because it does not feel like learning but the informant still can achieve the learning materials, it makes learning materials become easy to understand, challenging, many vocabularies will be kept in our mind by playing game, if the

lesson is only learned monotonously so it would be stress. Vocabulary is easier for students to learn if they enjoy it. By playing game, learning become more fun. Those reasons also in line with what Hadfield (1984) said that, "game is an activity with rules, a goal and an element of fun". The fun element in game makes learning vocabulary become more interesting.

For the eighth question that about "does game make vocabulary learning become more enjoyable?" All the informants said yes that game make vocabulary learning become more enjoyable. The reasons are because it makes the students not stress and can forget assignments from other subjects for a while, it does not feel like learning and feel challenging to win the game, it is more relax but still can get the learning materials, instead of learning from the whiteboard and read the learning materials one by one, it get rid of boredom, it dare the students to answer the questions, the students can share and compete with friends so it is not only compete to get score but also compete in our intelligence, an then because vocabulary is easier for students to learn if they enjoy it, because the situation become happier and it can build togetherness with team and because there is no pressure in game. Students were only taught to make them more understand by playing game.

For the ninth question that about "does game reduce your anxiety?", nine from ten informants said yes that game reduce anxiety. With game, people can create competitive learning in the classroom so it can reduce anxiety because it is more fun to do. It can reduce the students' stress. The game encourages students to memorize what they have learned before. Then, when learning in the classroom, maybe there were some killer lecturers but when playing game, it can change the students' perspective about the lecturer. They will think that killer lecturer can be fun as well. Playing game makes students more relax. But there is also student who think that it depends on the

subject. If the subject and the learning materials are difficult, the lecturer is killer as well so it will make the student more worry if playing game because she will afraid if she cannot answer the questions and get mad by her lecturer.

For the tenth question about "does game increase your positive feeling while learning vocabulary?", all of informants said yes that game increase their positive feeling while learning vocabulary. The reasons are because the game was played with friends so it is fun, it is a mood booster, the game will not make the informant boring in learning vocabulary, it can change his perspective of killer lecturer. When the killer lecturer was playing game in class, it can make him think that the lecturer can be fun as well. Then, it is encouraging, game makes her not really stress, because the informant feel challenged to solve the problem, game is fun and enjoyable, game make him more interest in learning vocabulary. If lecturer only gives assignment, it will be boring but if the lecturer gives game, it will be fun.

For the eleventh question about "according to you, does game improve your self-confidence?" Eight from ten informants said yes that game improve their self-confidence because game makes the informant want to answer more questions so the informant can win the game, the students must memorize what they have learnt before, the equal rate of students, none students were smart and none students were stupid makes learning become more fun and students become confident. Then, because in the game that was played in vocabulary subject, the students have to come in front of the class. They have to be fast. The faster the student, the more opportunity for him/her to answer and to get a point. So, it makes her be more confident and competitive. Moreover, the game requires one of the members of the team to come in front of the class and her friends in her team have trust her to guess the words so her self-confidence was increased and because in this game, the members of the

team have to give clues by using gesture so she need to be expressive and that is why she must be confident with herself. But there is informant said it depends on the team. If he gets higher intelligent competitor so it can make him down but can share each other as well. According to him, mental will be upgraded because of playing game. There is also one informant said no because he thinks that he has already good with his self-confidence. He said that he has already confident with himself.

For the twelfth question about “does game increase your number of vocabularies in natural way?” All of informants said yes that game increase their number of vocabulary because by playing game, the informant got new vocabulary from friends and lecturer, and understood the words without looking dictionary, no longer need to memorize but with playing game he can remember the words for a long time. Then, when the informant heard the other team answered the question so she got new vocabularies. The number of informant’s vocabulary was increased also because the informant can learn from the words gotten by the other team that make the informant wanted to know the meaning of the vocabulary. The informant was directly open dictionary or searching the meaning of the words.

For the thirteenth question that about “What do you think about the class atmosphere when you learn vocabulary by playing a game?”, the informant said that it was fun and relax, the atmosphere of the class was noisy but more alive, on fire, more exciting and fun. Other informant said that the class atmosphere was more fun, interesting and enjoyable because the game can challenge the students and it was fun. The class become competitive, the situation of class became fun, not boring, more comfortable and not stress, not monotonous, exciting because everybody was enjoyed when they were playing game, more relax, students can show their own ability, noisy because they were excited. So noisy in positive way. Other informant also

said that the class became loud and noisy like in an amusement park but it was positive because the students talking about the lesson, happier, more fun. Students became less stress and excited.

For the fourteenth question that about “Do you think that learning vocabulary by playing game is recommended?”, nine from ten informants said that it was recommended. The reasons are because it is easier to understand, it is not burdensome the students and the lecturer not only give learning materials, it can reduce stress, it is fun, it makes the class not monotonous and practice speed so it makes the informant become more responsive. It is quite recommended because vocabulary must be understood not remembered. If we play a game so the vocabularies will be understood by us, it is fun, enjoyable and people are easier to understand the learning material by playing game instead of learn monotonously. But there is also informant who said so because game is time consuming so it is better if it is played when students feel bored. According to her, from 14 meeting for 1 semester, 4 times playing game is enough. Other 10 meetings can be used for studying seriously in order to get more vocabulary. The 10th informant said that game is recommended because it is fun, enjoyable and people are easier to understand the learning material by playing game instead of learn monotonously.

For the fifteenth question that about “What’s your expectation for your vocabulary lecturer when you learn vocabulary in the classroom?”, the informant expects to the vocabulary lecturer to play game by turns. He thinks that twice in a month is ideal to play a game. Then, the class must be more enjoyable, must apply games. The games that ever applied were not enough. The other informant expects that the vocabulary lesson to do more game to collect point. The other informants said that the lecturer was okay and has good already. She played game in the classroom so made the students enjoy, she did not make the students afraid

or nervous. The frequency of playing game was enough, it was not too often and not to seldom, the questions or words given on the game were challenging and she made the learning become more relax. The learning materials have completed and clear. The 10th informant expect that the vocabulary lecturer can compensate the time for studying seriously and time for learning with more relax and expect that the game that has ever played can be applied for the new semester students.

Conclusion

Based on the finding and discussion, the researcher could draw the conclusions as follow: Based on the interview, it can be known the students' perception about game are positive. The students' perception about game are game can be a media to make situation in class become fun, can be an ice-breaking in class, it can reduce stress and be a mood booster, game is a media that can be used to play and learn and it increase creativity, it makes mind relax and happy, game can increase intelligence but it makes people addicted and forget about the time as well. Game is good, it reduces stress and can be done by many people. All of the informants said that they like learning vocabulary by using game. Then, the reason they like learning vocabulary by using game are varied, they are because it is more fun and it makes the brain become fresher to get new vocabularies, it is fun and can be remembered, it makes the students more excited and easier to understand, game drill people in solving problem, it less stress so the informant can understand the learning materials easily and because it happier and the learning situation become more fresh and not monotonous. Game motivated all informants in learning vocabulary. Then, game is useful tool to be applied in vocabulary classes. Learning vocabulary by using game is effective. All informants said that game make learning vocabulary become more interesting. Moreover, all the informants said that game make vocabulary learning become more enjoyable. Game

reduce anxiety. All of informants said that game increase their positive feeling while learning vocabulary. Game improves their self-confidence and game increase the informants' number of vocabulary. Game create fun, relax, enjoyable and challenging atmosphere in the classroom. The informants said that game is recommended. The informants expect to the vocabulary lecturer to play game by turns. The informant thinks that twice in a month is ideal to play a game. Then, the class must be more enjoyable, must apply games. The games that ever applied were not enough. The other informant expects that the vocabulary lesson to do more game to collect point.

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ENGLISH USAGE IN BUSINESS SLOGANS: PERSPECTIVES FROM THE BUSINESS OWNERS AND THE CUSTOMERS

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Abstract

Despite having a mediocre number of literate people, many business owners in Indonesia, especially in Pontianak, maintain to apply this common foreign language into their business features. Some of which are incorporated in the business or product slogan. As a slogan mostly containing a short, engaging, and easy-to-remember phrase, countless companies, including small businesses, promote their products or services through English. Such promotion was supposed to attract readers' attention and prove the business's existence in prospective customers' eyes that they are professional, exclusive, and millennial. One of the businesses that use this strategy can be found in food courts in Pontianak, where some of the vendors used English as their slogan language. This research aims to find out the cause of some entrepreneurs chooses English as their slogan language. In this regard, the writer wants to know the customers' opinions of the English language slogan. This research is descriptive qualitative research through observation and interview. The result shows that English usage in slogans makes the marketed product are more engaging in advertising. Moreover, the use of English in the slogan is a way for business owners to show the marketed product's quality.

Keywords: *slogan, English usage, business*

Introduction

As a social being, communication is needed and happens in living daily basis of human life. Communication has been used in many different ways for many different purposes, like in the business world. In communication, language has become an essential tool for people to communicate. According to Lane (2019), English was the third most spoken language with 379 million-odd native speakers and 753 million people who speak English as a second language.

Companies realized that communication in business is essential for society to get to know their company. There are many ways for companies to introduce themselves to society, such as the slogan advertisement. According to Khan (2006), the slogan is a short, interesting statement

that may rhyme and make the product popular.

This research was conducted at a small food court located in Pontianak. This food court is a place where food and lifestyle needs are in one place at a time. After the writer observed the food court, the writers noticed five food vendors and one accessory shop that use English as their slogan language. As a place that provides food and lifestyle where many of all age groups of customers come to this food court, certain business owners' decision to use English as their slogan language is undoubtedly a question.

From the description above, the research problems that can be summarized are as follows:

1. Why do the owners of vendors use the English language in their slogan?
2. What do the customers think of the English usage in the vendors' slogan?

This research is expected to give useful information for readers who acknowledge this issue and evaluate the slogan in the food court or any other similar places, and contributed to language development, especially in Pontianak, as well as to be a reference to other readers who interest in this issue and do more in-depth research in the future.

Literature Review

For a long time, English has become one of the most dominant languages that connect people worldwide. English was used in many parts of life, especially when it comes to business. The effect of English usage has triggered many sides, such as business (Riadi, 2019). Androustopoulos (2007) stated that English had attributed symbolic values such as novelty, modernity, internationalism, technological excellence, hedonism, and fun. Ustinova (2008) believes that the proportion of the English language in commercials is parallel with gender and modernity.

There are various tribes in Indonesia; however, none of these tribes using English as the primary language. First Education (2020) shows that Indonesia has a low English proficiency, especially in West Borneo, which readers can see from the provided charts indicated as low proficiency. However, some companies or business markets still use English in their slogans, like the selected vendors.

A slogan is one communication form that the companies use to identify themselves to the public, especially potential customers. A slogan can be described as a short, interesting statement which has become a standard form of advertising that is readily accepted in consumers' mind both audio and visual media ads. An effective slogan helps the advertiser giving allure to consumers' curiosity about the marketed product.

However, if the slogan were not created and translated effectively-or, simply using Indonesian construct instead of English pattern-it will send the wrong message and slowly drives the customers away (Riadi et al., 2020). For example, larger companies usually use English in their slogan to promote or advertise their brand, like Coca Cola with the slogan "Open Happiness", or Nike with the Slogan "Just Do It.", and Apple with Slogan "Think different."

According to Pandey (2020), there are seven types of slogans:

1. Business slogans
This slogan emphasizes the features that set the company business apart from competitors and the language informal. It also exposes the business's different value propositions to deliver people to the company brand's stance.
2. Advertising slogans
This kind of slogan emphasizes a particular product or service that has been part of an ad campaign rather than focusing on the whole business. It aims to create associations between the product's usage experiences and the advantage that the customer may obtain after purchase.
3. Descriptive slogans
This kind of slogan aims to create an image of the work the company business does. This type of slogan is a perfect choice for the company to contrast their business from other competitors. This type of slogan more suitable for brands with non-descriptive names and recommended not to create a generic and dull slogan.
4. Commanding slogans
This kind of slogans was very brief yet powerful. Commanding slogans can carry enough weightage to persuade any consumer to take action. If it has been successfully crafted, these slogans can reassure consumers to make a purchase.
5. Persuading slogans
This kind of slogan emphasizes consumer excuse to opt for the company

product or service. The company has to convince the customers why their company is trustworthy and able to fix their problem. This type of slogan must create a hits the head right on the nail, such as a selling statement.

6. Creative slogans

The company that will use this type of slogan essentially needs to raise the bar to a new level since it requires a creative and fresh idea. It is harder to create a creative slogan since the company needs to think outside the box and avoid overwhelming the consumers with something that might deviate from consumers' expectations.

7. Emotive slogans

This kind of slogan is made to awaken an emotion. Thereupon, this goes beyond merely providing information about the company product or service.

Six out of 31 vendors use the English language in their slogan at the chosen food court. All of these six slogans was using advertising slogan types as their slogan.

Method

The method used in this research was a qualitative descriptive method to explore more about the owner's decision and customer's point of view. This research subjects were the owners of English language slogan vendors and ten customers of English language slogan vendors. In this matter, the writer used purposive sampling for the research.

In this research, the writer used two techniques of data collecting, namely, observation and interview. The writer observed all the English language slogan vendors at the selected food court. The interview used unstructured interviews and collected the voice note, phone calls, and text. There were 11 questions for the business owners and 13 questions for customers that the writer asked.

There were several criteria for the customers to be selected: the customer who came to the food court and purchased it in each selected vendor. The age range of the

customer to be interviewed by the author was around 17-55 years. In total, there were ten participants as the representative from each selected vendor.

Findings and Discussion

There are 31 vendors opened at the food court. As shown in the table below, the writer categorized the vendors according to the type of business. With the existing shop, the writer looked for a shop that utilized English as their slogan language.

Table 1. Number Vendors per Category

Clothing store	5
Eyelash extension	1
Bag store	1
Accessories	2
Florist	1
Food, drink, and dessert	21
Total	31

Seven vendors used English as their slogan language in total. However, during the research process, one store decided to close its branch at the food court in January and moved to another place. In requesting an interview permit from the business owners, four out of six owners agreed to be interviewed.

In this research, the writer looked for ten customers who had been to the food court at least once and had shopped among the six stores chosen by the customers. Six customers represent the testimony of six vendors, and the rest of the customers are used to support the writer's research. The age range of the customers to be interviewed by the writer is around 17-55 years.

Table 2. List of English Slogan Vendors and the Slogan

No.	Vendors Name	Slogan
1	Aceesoris.id	"Your accessories partner"
2	Aminx	"The real homemade ice cream"
3	Sumo Squid	"The best giant crispy squid"
4	Taro House	"Delicious healthy and fresh"
5	Torifuru	"Amazing katsu in bowl"
6	Waffelicious	"Waffle so delicious"

The following is a summary of the results of interviews conducted by the writer:

1. The importance of a slogan for business owners.

A slogan is a short, simple message that is interesting and memorable. A slogan is essential in business because some owners argue that the slogan reflects the business identity. For example, the slogan from Taro House is "Delicious, Healthy, and Fresh." Two customers represent the Taro House, saying that they have no difficulty understanding the slogan's meaning. Furthermore, there are some questions that the writer asked both owners and customers about the slogan.

Three of four owners agreed that it is essential for a business to have a business slogan. Through slogan advertising, they tell customers how they process their products. "A strong business must have a slogan because the slogan is the target of that business," said one of the customers. One of four customers thinks that it is not essential to have a slogan. A slogan is just a compliment in business, but it is not the most crucial part of a business.

2. The reason for owners who use English as a slogan.

In slogan making, it is important to make the slogan as interesting and memorable as possible. Language is one of the factors that business owners consider in making their slogans. In this research, the writer chooses the English language as

there are five food vendors and one accessories store which uses English as their slogan language.

There is a various reason for the English vendor's owners who use English as their slogan language. Informant A stated that he uses English as their slogan language because their main concept is from overseas. Another statement from Informant B stated that the English language has become familiar to customers, for example, "homemade" vocabulary. Little by little, English began to become a language understood by customers. Informant 3 and 4 hold the same opinion, where they use English only to match the previous main concept.

3. Achievements and expectations that business owners want to achieve.

There are various reasons from the owners of what they want to achieve from the customers; however, there is one similar intent. For the achievements, four owners have the same intention that they want to inform the customers of how their marketed products are made. As for the expectation, they want to give a good impression of their business to the customers.

4. The result of the English slogan for the owners.

All owners stated that the English slogan makes them receive a good impression and trust from the customers. As a result, they have loyal customers. "We often get compliments from customers that our store is very good at renewing product trends," said Informant 4.

5. Customers' opinions of the English slogan.

Ten out of ten customers give a good impression for the business which uses English in their slogan. Many compliments from customers like the English usage in slogan make the business look cooler, unique, modern, up-to-date, high class, and many more. It can also be educational for the customers, as said by a customer. He strongly agrees that with simple vocabulary from English slogans, the slogan can educate the community or people about

introducing basic English. All ten customers said that it is not very hard for them to understand the slogan's intent.

6. The Importance of English usage in the slogan from the customers' point of view.

Most of the customers believed that English usage in the slogan is important. There are seven out of ten customers who agree with that statement. Customer A stated that Pontianak could become a tourist city, which the English usage will become more important. Furthermore, three of the customers believed that it depends on the marketed product and business. One of three customers said that English is not important because the most important thing can accentuate the slogan's intent either in any language. Even with an effective local language slogan, the marketed product can also be useful.

7. The result of the English slogan for the customers.

Five out of five customers agreed that English is more interesting when the product is being marketed in advertising. Some of the customers think that it is more favorable and unique. Other customers think that it depends on the marketed product and the owner's target. One of the customers thinks that if this point applied to a bigger city such as Jakarta, it would become more important. Furthermore, one of the customers disagreed of English usage in advertising is more interesting. At the end of this interview, the writer asks customers whether English triggers them to buy the products. Three out of ten customers said 'yes,' and three more answers 'not really.'

The following is a summary of the discussion for answering the research problems:

1. The cause of the use of English in the slogan at the selected food court by business owners.

Two owners agreed that the English language could trigger customers to buy their product. They believe that the English language has become a common language

for any other business to use as their slogan language. However, two owners not really agreed that the use of English in the slogan could trigger customers to buy the marketed product. They argued that the English slogan is not the most critical part of business as something is important.

2. The usage of English slogan at the selected food court from the customers' point of view.

In conclusion, from the customers' perspective, English usage in slogan makes the business look interesting, unique, cooler, modern, educational, and memorable for younger customers. It gives an excellent impression to the business that uses English as their slogan language. Moreover, most customers think that English will be more effective in young people or the millennial generation. However, the use of English in the slogan did not affect the customers to trigger them to buy the product.

Conclusion

This research shows that vendors from the food court tend to use English as their slogan language. In their opinion, English was looked like a trend in this time, prestige, and showed the quality of their businesses. They believe that the English slogan attracts customers, memorable, or even make the customers remember them as a modern shop. With English usage in the slogan, they want to inform the customers of the process and their product quality or even a good impression. As a result, two out of four business owners agreed that using English in slogans could trigger the customers to buy their product. On the other side, another two business owners agreed that using English in slogans is not effective. They thought that there are still other factors that were triggering customers to buy their product.

After the writer conducted the research, the writer found an interesting fact. The use of English in today's business world is no longer surprising, where almost everyone is already familiar with English.

From the customers' perspective, simple English vocabulary is easy as they understood the English slogan's meaning. Even seven out of ten customers agreed that English in slogan advertising is essential. Another fact that six out of ten customers agreed that the English slogan is not hard for them to understand the meaning.

From the customers' point of view, the vendors' English slogan is more interesting, attractive, memorable, and most importantly, they think that it is cool and modern. At the end of the interview, three customers agreed that the English slogan could trigger them to buy their products. Another three customers argued that it depends on the product and the rest of the customers disagreed that English could trigger them to buy the product.

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THE POWER OF SONG IN PROMOTING ENVIRONMENTAL ISSUE

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Sekolah Tinggi Ilmu Komunikasi dan Sekretari Tarakanita

Abstract

Environmental issue has become the centre of attention quite a long time ago. United nation and many organisations have raised the awareness that the earth needs to be preserved and human must take part to bring less damage. The notions of global warming and greenhouse effect brought shocking fact that the earth is indeed in severe condition. Many actions and campaign have been made in order to raise people's awareness to have the eco-centred action. Not only United nation and organisation, but also singers and author promote the environmental awareness. This paper would like to see how the song can be the medium to raise people's awareness by analysing the language used and other aspect on the Lil Dicky's *Earth*. This study is a discourse analysis and implemented the theories implemented in this study are theory of raising awareness and language for campaign. The song was analysed using Sayer's MAST; it shows that implementing MAST principle improves the success of this song to increase awareness. A language strategy for campaign proposed by Cutlip and Centre was implemented to scrutinise what and how those strategies used in this song. The result of the analysis is the choice of language strategy in campaign and the unique choice of the mood of the song play an important role in the success of this song in raising people's awareness towards environmental issues.

Keywords: *song, raising awareness, environmental issues, campaign*

Introduction

Raising people's awareness on certain issue can be done through campaign. Several time ago, Lil Dicky launched his song entitled *Earth*. He raised the issue of global warming by saying that earth is home for every creature. Actually, there are many songs before that address global warming issue. Despite the sad truth that earth is in a severe condition, this song brings a happy feeling through its melody, funny lyrics, and the music video as well. On the other hand, the previous songs tend to have a sad and mourning lyric as well as the official music video.

This article would like to analyse the song as a text that shows the socio-cultural aspect of the society especially related to environmental issues and how successful the song is in bringing the purpose to raise

awareness on the issues. The lyrics of the song was analysed on its language use linked with the idea on how language works in persuasion. The analysis went through on how song can trigger the message delivery on the certain issue by using certain catchy words and implementing certain strategies in persuasive utterance.

The method chosen to answer the research question is discourse analysis. In order to answer those research questions, theories of language in campaign were implemented in this study. Besides, some previous studies were presented as well in order to support the importance of this study.

Previous Studies

This study referred to several previous studies related to the role of music into society and language for persuasive purposes. There are two studies: music as cultural window and song lyrics influences human's behaviour.

A Cross-cultural Perspective on The Significance of Music and Dance to Culture and Society

Music has been the media to learn certain culture in a society. From anthropological perspective, the meaning of music emerges from its overall context such as symbol, tempo, atmosphere of the occasion, and the emotional environment. Thus, in order to understand its meaning, we have to know the specific cultural context. Jerome Lewis (Lewis, 2013) studied music and song in Ba Yaka Pygmies. He examined that for Ba Yaka, music plays an essential role; for example, when the men set out to hunt, the women played the music in order to give the energy to the hunters. Another example is lullaby music for the fetus which aims to build a bond between the mother and the baby. Based on the study on the role of music in Ba Yaka, it can be concluded that music is the window into the cultural schemas. This finding is in line with the roles of music: expressing sentiment and nonverbal ideas.

Song Lyrics Influences Human Behaviour

This study took two studies under the topic how song lyrics can influence human. The first study was done by Ransom in 2015 (Ransom, 2015). She pointed that since a long time ago, human always tries to make their life worth living and becomes a well-being creature. In order to enhance the positive behaviour, many ways are done such as writing good things in life and doing well to others. Based on Ransom's experience, and it is supported by many researchers, song writing can heal human in facing their hardship as well as can be the way to show joy. Further finding about music is human can respond to music

emotionally both in positive and negative way. Another important note stated in this study is music can manipulate mood without the listeners' consent. In term of the consumers of music, Ransom believed that teenagers are the biggest consumers. As teenagers, they are in the age when they are good at impersonating. Thus, it is important to make them listen to songs which bring good emotion, since they tend to be easily driven by those songs. In short, songs indeed can influence human to do something good or bad since songs have the power to influence human's emotion.

Literature Review

In order to analyse the data, the song entitled *Earth*, this study implements three theories namely principles of awareness-raising by Sayer and language of persuasion. Each theory will be explained briefly in the section below.

Sayers's Principles of Awareness-raising

The characteristics that the public's awareness has raised can be shown through their behaviour, attitude, and beliefs. Sayer (Sayers, 2006) mentioned that the difficulty in reaching the goal of raising public's awareness can be bridged through the effective communication. Communication is the meaning and message exchange.

The effectiveness of communication depends on some factors. Sayers mentioned there are three factors that influence the communication's effectiveness: the channel or medium used, the personal experiences and opinions of the communicators, and environmental factors. Communication can fail due to several factors such as language difference, cultural difference, personal difference, and lost information.

As the aim of persuasion is to have a successful behaviour, attitude, and belief changes, awareness-raising campaign should be characterised by MAST. Sayers formulated this MAST as the initial consideration to plan a public campaign.

MAST stands for message, audience, strategy, and timing.

The approach used in communication affects the successfulness of message transferring. Personal communication is believed to be the most effective approach. Sayers wrote in her book in the society or culture which oral communication dominates the message transferring, role play, performance, song, stories, poem, and dance include to the effective tools to transfer message. In term of strategy, mass communication is regarded as the most effective one. From printed material, audio-visual resources, websites, media interviews, and even SMS can be used to spread the message widely.

Language of Persuasion

Communication is closely related with language. Language is the main tool in communication. This statement is supported by Arakelyan and Muradyan (Arakelyan & Muradyan, 2016) who stated that verbal language is used in many campaigns. In addition, Kenechukwu, Asemah, and Edegoh (Kenechukwu, Asemah, & Edegoh, 2013) language used in campaign needs to be persuasive enough to lure the people to choose and/ or have the same belief as what is being campaigned.

Psychological factor cannot be neglected. As the campaign aims to change people's behavior, covering human psychology can boost the success of the campaign. Kenechukwu, Asemah, and Edegoh (Kenechukwu et al., 2013) explained the campaign should be able to stimulate imagination and create a mental visual of the message. In order to reach the psychology side, the appropriate principle and technique need to be considered.

There are four principles to have a successful campaign. Cutlip and Centre, as cited in Kenechukwu, Asemah, and Edegoh (Kenechukwu et al., 2013), provide the following principle: identification principle, action principle, principle of

familiarity and trust, and clarity principle. In term of technique, there are lot techniques. Kenechukwu, Asemah, and Edegoh (Kenechukwu et al., 2013) mentioned some of them which are: name calling, plain folk, card stacking, bandwagon, glittering generalities, bait and switch, testimonials, and humor.

Methodology

This study is discourse analysis study. Discourse analysis is the study of analyzing language use in its socio-cultural context. Gee (2005) explained language use reveals the performance of social activities and social identities; in other words, the language use is always political. The language user shows his belief through the language he uses. In deeper implication, the hearer can see the speaker's intention and wish though the language the speaker is using. In order to do so, certain analysis in language use such as the diction and test structure can be done in order to reveal the speaker's belief.

There are three tools that can be applied in analyzing a discourse: social languages, conversations, and intertextuality. Social language is defined as the difference in language use that shows the different social class of the speaker. This aspect was analyzed using language for persuasion theory provided by Cutlip and Centre. Intertextuality refers to the reference of the text with another text indirectly or directly. Conversation is the debate that is happening in society that is known by many people who side in either a pro or cont.

Social language of this song was analyzed using the catchy words used by Lil Dicky that reveals his identity. Intertextuality of the song was scrutinized by referring certain countries mentioned in the song and how the countries chose contributed in global warming issue. Conversation tool of the song is shown in how Lil Dicky point out the importance of saving the earth regardless this issue has been raised quite a long time ago, but still it

needs to be remembered and considered until now. This conversation tool was analyzed using Sayer's MAST.

Discussion

Communication aims to transfer message from the speaker to the hearer. Cruse (Cruse, 2000) explained that in order to transfer the message, the speaker needs channel. Channel can be in many forms: auditory channel, the visual channel, the tactile channel, and many more. The hearer, so-called the receiver, has to decode the meaning transferred through the channel.

The analysis in this paper goes to the message intended to be transferred by Lil Dicky by choosing song as the channel. First of all, this paper analyzed the language used in the lyrics, followed by how song was chosen as a channel to promote the issue. Since this study is discourse analysis, the intertextuality and other discourse aspects such as its controversy and how far this song has been successful in reaching its goal were analyzed as well.

How Language Works on Campaign

The analysis of *Earth* song based on the principles in persuasion mentioned by Cutlip and Centre as cited in Kenechuwku (Kenechukwu et al., 2013). There are four principles that need to be considered in making a successful persuasion: identification principle, action principle, principle of familiarity and trust, and clarity principle. In term of identification principle, the song is presented in blissful atmosphere. This kind of atmosphere was brought to make the listeners know that Lil Dicky has a desire to make the earth beautiful again. This kind of atmosphere also aims to attract people attention since not many songs bringing the environmental issues that have merry atmosphere like this song. Indeed, the unfamiliarity in term of song emotion triggers listeners' attention. This kind of presentation agrees with the campaign strategy namely card stacking; this technique involves using false content deliberately to convince the audience that

this situation will happened and be achieved. It is true that there are some places on earth that shows the beauty of the creature; however, some other places obviously prove that our nature has been damaged.

The second principle is action principle. Based on Lil Dicky's interview with Rolling Stone Magazine (Greene, 2019), he said that he would donate the money he earned from the song to the organization worked in environmental affairs. Though he did not have any intention to do that at the first place, he decided to make this big project to take part in saving earth; this song was considered a big project seeing how many singers and celebrities across the world and generation taking part in this song. This principle is in line with MAST principle from Sayer and this will be explained further in the next session.

The next principle is familiarity and trust. Lil Dicky may not the person or celebrity who does not concern specifically about environmental issues; yet, he is a well-known rapper. He has made many successful projects and he has wide range of acquaintance. This can be the reason why he, you may say, easily recruit many celebrities and they agree to take part on his project. One of the celebrities whom he recruited is Leonardo DiCaprio. He was known for his memorable speech when he won Best Actor for the movie *The Revenant* talking about climate change. Lil Dicky collaborated with many famous singers such as Shawn Mendez and Selena Gomez. He also collaborated with singers from outside America such as PSY and Kris Wu. Not only singer from new era but also singers from old era namely Backstreet Boys also took part in this song. By recruiting celebrities, Lil Dicky implemented the celebrity's technique in campaign.

Clarity principle is the last principle in persuasion. Clarity here refers to the similarity and familiarity of the situation being presented. *Earth* song captures the

beauty of the earth and this song was released several days before Earth Day celebration. Earth Day is commemorated to make people aware of preserving earth and Mother Nature. From the theme and time release, it is clear that the song was composed to take part in environmental campaign. Even though it is not a novel idea composing a song about nature, but still the issue of global warming is still a hot topic. This clarity principle has the same meaning as bandwagon technique. This technique points out the familiarity of this issue to the audience. By using the familiar issue to the audience, this song can gain listeners' interest effectively. In the beginning of the official movie video, Lil Dicky had a conversation with 3 children about throwing garbage properly to save the earth. This shows that even a child, common people, needs to be aware of this issue like other important people such as nation leader or World Nation.

Besides those four principles of campaign above, this song uses several other campaign techniques such as glittering generalities and symbols. Glittering generalities means the campaign use beautiful words such as showing beauty and love by doing so, the persuader aims the audience to approve and accept that something is beautiful even without questioning it. This strategy is used through the way the animals were depicted to be able to speak. Each animal mentioned its own characteristics such as its behavior and/ or smell and other unique physical characteristics. The implementation of this technique can be seen as well in the music video. Presenting the movie video using animation and many colors beautifies the depiction of earth.

The next technique that was implemented in this song is symbols. Symbols have huge scope. They can be found in words or image that evoke emotional such as emotion related to home, family, nation, or lifestyle. It is interesting to analyze how this song chose the word. This study found out that the diction is very

direct and open; meaning to say the use of words that probably considered as taboo such as tits, dick, or fuck even cum. Those words, such as tits and dick, are depicted as the physical features of the animal. This symbols strategy is also closely related to glittering generalities technique in term of evoking emotional side of the audience. As it was explained previously, the music video focusing on the beauty of the nature, yet the real situation may not be that beautiful. This depiction triggers the emotion in a way that we want and miss the beautiful earth and its creatures; human actually wants to see earth as a home and it is clearly stated in the lyrics, *we love the earth it is our home*. Focusing the homey side of earth is indeed the unique approach of this song unlike other songs.

Besides the use of catchy words to describe the animal such as tits and dick, the way he mentioned some part of the world is also caught the interest. Lil Dicky, whose birth name is David Andrew Burd, is a rapper and comedian. He is known for his shaggy personality; it seems he shows in obviously in his recent work Earth song. It has been explained previously on how he used catchy words; it tends to be racy words to add its artistry taste of the song. The way he mentioned several countries into his climate-change-related song is intriguing. Besides that, reports and some reviews admitted that this song has a feel to be anthem by having repeated lyrics *we love the earth, it's our planet*.

As reported by ucsusa.org in 2017, Germany placed the 6th as the most countries emitting CO₂. In the same year, China placed 1st and Africa 14th. India and Russia were not in the list of top 20 countries which emitted CO₂ the most. However, the rank was different in term of per capita emission. Using this measurement Russia placed 6th while Germany 8th, Africa 10th, China 12th, and India 20th in the chart.

Mentioning countries that are regarded as a giant in industry and CO₂ emission contributor sound like a satire. Regardless

the fact that those countries, and many others, have done something to reduce the CO2 emission, still they are in the top rank in the chart. Some listeners could not catch this satire. They mentioned on the YouTube section comment that Lil Dicky carelessly mentioned and praised those countries, while they contribute to global warming as the biggest industrial centers. Others praised his mentioning those countries, especially Germany, as the sign of peace; they refer to the Nazi who slaughtered many people in the past.

The effectiveness of using song to increase public awareness can be seen from the date when the song was released. This song was released three days before the international earth day celebration. As reported by Rolling Stone Magazine, Lil Dicky is known for his active participation in charity records since the song *We Are the World*. From the interview, Lil Dicky personally invited Rolling Stone to have the interview before the song was released, it is reported that the song aimed to give information about climate change. The idea to make the song into different sound of animal came from his own mind; considering that it would be funny and interesting to cast artists to play role as the animal. He added that he would donate the profits from the song to charities involved in saving the environment. His silliness as a rapper can be seen in this silly song. He mentioned that he was satisfied with the result that the song gives the gimmick.

The Controversial and Its Success

Reviewers pointed out the cheerful emotion presented in this song. Unlike its predecessor songs which have dark presentation, this song depicts the beauty of earth. The song intended to increase people's alertness toward the environmental affairs without overwhelming the listeners with the famine, forest damage, flood, or animal extinction due to climate change. This approach was regarded as a fresh idea. The music video that was made using animation shows the

peculiarity in depicting climate change. Furthermore, the repetition of the lyrics *we love the earth, it is our home*, has a potential to be the anthem.

Although this song has a potential to be the anthem, some YouTube reviewers said that this song is too witless. The official movie video is made in the form of animation, and the character was depicted cutely; however, looking at the lyrics, this song is not for children for sure. Indeed, it is common in America to use cursing word, but for the charity purpose, the lyric does not match with this noble aim. No matter what the reviews say regarding this song, the funny and witless aspects of this song truly can catch listeners' attention. Lil Dicky successfully shows his humorous yet blunt personality as a comedian in this song.

Despite some negative reviews regarding this song, the purpose to earn money for charity can be met. Report says this song has earned over \$800,000. Lil Dicky donates that amount of money from this song to various organizations such as Amazon Frontlines, the Carbon Cycle Institute, Shark Conservation Fund, and some more. The most recent report (Droke, 2020) mentioned that he donated around \$200,000 to his new-established fund for COVID-19 and climate response. His initial purpose to earn money for donation and as well as his intention to do something to save earth undoubtedly successful regarding the amount of money he can earn and people's reaction towards this song.

Others compared this song with *Earth Song* sung by Michael Jackson. Formerly mentioned, Lil Dicky's *Earth* has different vibe compared to other songs. The friendly, beautiful, and soothing earth is depicted vividly through its music video. Music video is made in order to visualize the lyric and deliver the meaning in clearer way. People are presented not only with the lyrics but also with the visual aspect of the song as well. Critics mentioned that delivering the meaning of urgency in saving the earth is more effective if the song and

the music video show how bad the earth condition is due to human's behavior. Moreover, critics evaluated, the lyrics plays the important role to make the listeners understand more the importance of initiating save-the-earth actions. On the other hand, Lil Dicky's song tends to focuses on being funny and racy and neglecting the main purpose to show how bad the impact of human's actions towards the earth.

Along with *Earth* and *Earth Song*, Alicia Keys has ever released a song entitled *Kill Your Mama* in 2016. In her album *Here* released in 2016, she successfully showed her transformation both as a person and a singer. It has been quite some time before releasing this album when she decided not to wear make-up to show her true beauty as African-American singer. She also started to dealing with humanitarian issues such as civil rights, feminism, and criminal justice. Based one of critics, Keys's feeling and result of her personal reflection can be felt in all songs in this album. Although this song does not clearly state about environmental affair, the lyric can be interpreted as human's greediness can damage "our mama"; our mother earth.

Indeed, comparing to these two songs, *Earth Song* and *Kill Your Mama*, Dicky's song *Earth* brings an opposite vibe. Those two songs have a sad and bereft feeling towards the earth; on the other hand, *Earth* has positive feeling towards earth. Referring to Lewis's study on Ba Yaka Pygmies, song as a channel to promote humanism and environmental affairs is still popular choice since most people will put an interest toward the song. The three songs mentioned previously show that through its own uniqueness, the song can be regarded as a success in raising man's awareness towards certain issue. In short, it is a brilliant way of Lil Dicky choosing the song as a medium, the time in releasing the song, and the artists and singers taking part in making this song.

The Success of Lil Dicky's Earth

All the factors above, people's awareness on climate change and other environmental issues and the language used in this song were used to fulfil the idea of MAST by Sayer. As it has been mentioned on the previous section, MAST stands for message, audience, strategy, and timing. In term of message, it is clear that this song has the purpose to show the beauty of the earth. In the interview with TIME magazine published on 19 April 2019, Lil Dicky clearly stated that he made this song in order to participate in preserving the earth. He has made the commitment to donate the profit he earned to help saving the environment. Despites some reviews mentioned that the language is inappropriate; its purpose to attract people's attention and raise a fund is successful.

The last song about environmental issue was released on 2016; on the other hand, promoting go-green behavior in other media such as poster and campaign new behavior for example bringing own bottle and using reusable straw. The variety of media can boost the success in raising awareness as well as reaching wider audience. As it has been explained on the previous part, song is the powerful tool to influence human's behavior; thus, asking people to put more awareness on environmental issues through song is a good strategy.

In term of strategy, this song used various persuasion strategies; this has been analyzed on the previous part. The strategy here includes the strategy in the choice of word, the issue raised in this song, as well as the atmosphere brought in this song through the lyric and melody. By doing so, Lil Dicky aimed wider audience for this song. The music video which was made using animation interests many people. One of the listeners mentioned on YouTube comment section that he though this song is for children since the animation used for music video, but it turned out not like that if we also pay attention to the racy lyrics. There is a story in the prologue of the music

video told Lil Dicky who asked the children to put the trash in the bin. This shows that all people, children as well, should be aware of this environmental issue by doing something small, but it will contribute a lot to save the earth.

Releasing the song to welcome International Earth Day agrees with the idea of timing. In order to make the message can be accepted and seen its urgency, this song deliberately was released on that day to take part in commemorating Earth Day. As Lil Dicky aims to make his song as an anthem, the catchy and repeated lyrics were made to meet this purpose. The decision to make the repetition lyric *we love the earth it is our home we love the earth it is our planet* was taken in order to make this song sounds like an anthem to commemorate Earth Day.

Conclusion

Issues on environment will never be obsolete since we are still struggling in make the earth a good place to live. Raising people's awareness and reminding human to always save the earth and nature are the concern not only formal organization but also non-governmental organizations and even artist. It has been a long time and many art works such as novel, poem, song, and many more that promoting environmental affairs. Song, which is regarded as a powerful tool to change human's behavior was chosen by Lil Dicky to take part in raising people's awareness to save the earth.

Choosing song as a media to promote saving earth movement is a thoughtful strategy regarding that song has been known to give impact towards human's behavior. In order to reach the success in making this song an influence towards human's behavior, various strategies have been implemented. Using catchy words, even regarded as racy and inappropriate, was done to fulfil the language strategy for campaign. Those words were used in order to point out the unique characteristic of an animal in a funny way.

Other aspects that support the success of this song is the time release. Releasing the song previous days prior to Earth Day celebration attracted the audience to listen to this song. Dicky's decision to include many singers added the value of this song; people talked about how busy he is since he recruited so many singers and celebrities from around the world. Dicky's intention to take part in saving-the-earth action has brought him making Earth in such a way to gain people's attention and expectedly this song will help increasing people's awareness to take part in saving the earth as well.

The writer suggests the future research to talk about the influence of song towards human's behavior. This study covers the how the catchy words used and the countries mentioned in his song have potential to change human's behavior to save earth. It will be better if future research can talk about the real change in human's behavior to save the earth which was encouraged by the songs they heard. Another research methodology in linguistics such as pragmatics analysis on perlocutionary acts can be analyzed more deeply in the future.

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A PRAGMATIC STUDY OF CHINESE NAMING SYSTEM IN INDONESIA: FACTS, INTERNAL AND EXTERNAL INFLUENCES

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Abstract

Chinese ethnics are spread across the world. Indonesia is one of many countries with a number of Chinese inhabitants throughout generations. Chinese-Indonesian are those who also apply the Chinese naming system following their ancestors. The naming system is not only unique in identifying the tribal identity but it may also tell many aspects in it. The Chinese naming system is also used to identify gender, a certain tribal group, generation and hope. Despite the stable system, external and internal influences have affected the consistency of the commitment to obey the standardized pattern. The influences to mention are Western culture, religion, politics and practicality which are triggered by modernity, government and education. This study is to see the current of Chinese naming system in general practice and the reasons why the naming system is slowly abandoned. This study shows that Chinese Indonesians still have the Chinese names even are not used in legal papers. They still hold the traditions and belief despite the influence of politic, education, religions and modernity. The using of Indonesian and Western names instead of Chinese names are gestures of modernity, obedience to Indonesian identity, religion, cultural assimilation and practicality.

Keywords: *Chinese, Naming System, Culture, Pragmatic, Influences*

Introduction

Every nation in the world has its own cultural significance starting from the way they live, believe and standard of interaction, to name some. Every person in a society has its own identity called names. Names in all societies represent the culture itself. Societies have their own system of naming which represent their communal identity.

The system of naming in every nation is unique as it holds the naming habit, procedure and order that should be obeyed by families. The naming system, for advanced countries, is a kind of legalized and stable system to be followed by its citizens though it may vary in tiny variation

but as a general system, it serves a guideline for people.

Western and Eastern countries may have their own system in naming a person. They follow the pattern generated by elders and government system. Arabians, for example, have what the call *ism*, *kunya*, *nasab*, *laqab* and *nisba* which do not conform the Western naming system of first name, middle and family name.¹ People of Arabic origins use the five elements constantly though it may be different in applying the components. In general, the five elements are used as the identity.

A different mindset showed in Western Europe. In contrast, a discussion of abolishing of the sole patriarchal surname

¹ Beth Notzon and Gayle Nesom, "The Arabic Naming System." 28.1 (Feb. 2005): 20

has been going starting from 2000s. The equality of men and women has been considered in the naming system that not only a father surname is used, but also both or either one. Hence, children can use either patriarchal or matriarchal system by discussion among parents.² The option of using either father or mother's surname and both has been seen as the effort to give equality and fairness to abolish the sexist system which is seen to take side on the patriarchal system.

In African tribal groups, they also have unique naming system. Some major tribes in Nigeria and Somali, for example, use compound names, abbreviation, or reflect the circumstance when the child born and some unique ways such as using the local communities.³ Somalian children, for example, may not have their family names but possessing three personal names instead.

Chinese naming system, the topic of this paper, may be among the oldest system applied. Chinese people spread across the continents elsewhere become the ones who use the stable naming system. Personal names are used by those with Chinese backgrounds from mainland China, Hong Kong, Macau, Taiwan, and the Chinese diaspora overseas. Due to China's historical dominance of East Asian culture, many names used in Korea and Vietnam are adaptations of Chinese names, or have historical roots in Chinese, with appropriate adaptation to accommodate linguistic differences. Further, this paper will touch based the discussion.

This part will be discussing the historical facts of the Chinese naming system including the evolution and changes. A small view will be shown in

how dynasties and Confucius' thoughts affect the system. As the system not only relates to identity matter but also touches political and etiquette of Chinese people in the world. To be more contextual, the discussion also relates the issue on Chinese Indonesian especially West Kalimantan Chinese as the writer experiences and lives with.

Discussion

Cultural system cannot be separated from the people living in the certain span of time. There are rulers who manage, administer and implicate policies for the ruled people to follow. Chinese naming system is influenced by authorities during the time. This section will show the historical facts of naming system from Chinese dynasties and the consequence now.

As Chinese communities spread across the world, the naming system is also adopted and practiced by many Chinese in different continents, including Indonesia as part of Asia. The journey of the consistency of the practice will be over looked despite the internal and external factors influencing the process of naming implementation.

Chinese Naming System: Dynasties and The Era

In Chinese society names classify and individuate, they have transformative powers, and they are an important form of self-expression. Some names are private, some are chosen for their public effect.⁴

Chinese people usually have three parts of name consisting of one surname and two given names. We are familiar with Sung Yat Sen, Mao Ze Dong and the typical three syllabic system. The very first syllabic

² Valerie Feschet, "The Surname in Western Europe: Liberty, Equality and Paternity in Legal Systems in the Twenty-First Century." *L'Homme. Z.F.G.*, 20.1 (2009): 64-5.

³ The General Secretariat of United Kingdom. *A Guide to Names and Naming Practices*. (Mar. 2016): 5-9.

⁴ Rubie S. Watson. "The Named and the Nameless: Gender and Person in Chinese Society." *American Ethnologist*, 13.4 (Nov. 1986): 619.

name is the family name (Xiang) and the two latest will be called the given names i.e., middle and last. The very end is called nick name or the daily name people address the person.

Chinese people, especially the high ranked figures can have more than one or two names including the courtesy names. It was prior to 20th century. The courtesy or other names are used among families and relatives. In an academic field, Chinese people may also have their signature names used among scholars. It was no wonder that a person may possess more than 10 different as many as required.

Compiled from different resources and articles⁵ In the era of between 5,000-6,000 years ago, the naming system started with the matrilineal system. It is proper to say that the very first Chinese family names began with a matrilineal society in which many of these earliest clan names (known as Xing/Siang) contain the ideograph for “woman” such as Ji, Ying, Yao, Jiang and so on. During the time people knew more their mother identity than the father. The word Xing is made up of two ideographs that read “born of a woman”, and a person’s Xing name placed them within a kinship group that forbade marriage between its members. As life became more complex, the patrilineal system exists with another kinship marker called Shi as recorded in the Zhou Dynasty. The Shi name was essentially a subset of the Xing name, and individuals might have taken one because they desired greater differentiation among themselves.

During the war era, it was usual for warlord families to expand and then use the conquered land to name themselves. The numbers of families with the same Xing tried to different themselves using the new family name. They usually use the state name, for example, Zheng, to state their Shi

to differentiate themselves with others Ji (their previous Xing). Hence, even a family member with the same given name, for example Loze, could have names of Ji Loze and Zheng Loze. This kind of practices was changeable of families dropping Ji by obtaining Zheng or vice versa. It was also normal that some descendants might also have changed their Shi names to reflect new circumstances, such as migration or acquisition of a prominent title by one of their own.

Confusion emerged then in the uncontrolled naming system. History showed that there were commoners without Xing names but who took on Shi names that identified where they lived, what they did for a living and so on. The system became unclear and was hard to identify the states of people.

In 221BC, in the era of Qin Dynasty, the naming system was seriously administered. The life aspects in China were administered better including the naming system. The administration was also centralized and standardized. The concept of Xing and Shi was stabilized and merged into a family name or surname system. Confusion was solved.

The effort to manage the system better was followed by Han dynasty (206-220BC) following the initial Qin era. The naming role got more and more stable. People followed the pattern of Family name plus the given name norm. Nevertheless, throughout the imperial period, many people, especially members of the elite, took on or were referred to by aliases in addition to their name, but this practice was dropped in the early 20th century.

Chinese people’s names, the Hans usually choose two words or one word as their given names except their surnames. Before the period of the Three Kingdoms (220 - 280 AD), the given name was usually

⁵ Wee Kek Koon, “The complex origins of Chinese names demystified”. South China Morning Post. (21 Nov. 2016).

one word, and it became two words from the Jin Dynasty (265 - 420 AD) to modern times.⁶ Though in the practice, we still encounter names only consisting of two syllables such as Lin Dan, Wang Lin and Li Na instead of Zhang Zie Yee, Lim Sioe Liong and so on.

Taboos in Chinese Naming

Neither are linguistic taboos arbitrary as these facts relate to culture, beliefs, religions and social control.⁷ The naming system is part of linguistic phenomena. Names are considered hopes and prayers from parents to their children. Chinese people in naming their children usually follow rules, including what they should avoid in respecting the system. Since ancient times, the Chinese people have attached great importance to the name. Under the influence of “Rectification of Names” of Confucius, people take it very sacred and even mystical to name their descendants. This was totally practiced in Chinese Zhou Dynas (1046 BC- 256 BC) that names had huge impacts on the person using it. Good names related to reputable figures might get a better treatment. Those who owned bad names would get worse receptions. It was common that people rooted one’s reputation from his ancestors would result in either good or bad treatments. Naming was then included in the etiquette to shape a system, not only a mere identity of a person. This would much match the notion of Ries and Trout in seeing names as brands, refusing Shakespeare’s perpetual “what is in a name”.⁸

One of famous Confucius’ teaching is respecting ancestors. That is why in Chinese naming system using the same given names similar to ancestors or elders

is considered disrespectful. Hence, using the given name connoted the speaker’s authority and superior position to the addressee. Peers and younger relatives were striped from speaking it. Relating to this, many historical Chinese figures—particularly emperors—used a half-dozen or more different names in different contexts and for different speakers. Names similar to emperors were forced to dismantle them. In Chinese families, it is quite abnormal to find a grandson’s name similar to his grandpa. Chinese families also avoid, for example, name their son Sun Yat Sen or Shi Huang Tie resembling the famous ancient figure.

Using names sound bad wishes are also avoided even the meaning is good. Chinese people are known to avoid any symbols and sounds related to bad wishes or bad luck. For example, the name Sung Xie Xie will be avoided as the sound resembles the meaning “deliver the dead”. Lucks are identical to written and spoken meanings.

Gender is also related to the naming rule to differentiate the user’s sex. Women are always related to softness, calmness and beauty. The selection of flowers and natural beauties becomes the favorite names such as Fa/Flowers, Jun/Cloud, Fung/Phoenix and so on. Men are identical to strength and bravery. Words such as mountain/san, dragon/liong, warrior/hiong and others symbolizing “strong” are commonly used. Names also identify gender and normativity. It is rare or even zero possibility to name girls liong “dragon” or san “mountain”.

Chinese names also avoid in attaching two contradictory things. It is not usual to find a person by name Lie San Hoi meaning Mount and Ocean of Lie as the two

⁶ Chinese Name.”Your Chinese Astrology”. Retrieved from <https://www.yourchineseastrology.com/chinese-name/>

⁷ Muriel Saville-Troike, *The Ethnography of Communication*. Oxford: Blackwell Publishing (2003): 210

⁸ Al Ries and Jack Trout, *Positioning: The Battle for Your Mind*. McGraw-Hill Education (2001)

components are far to each other. The same thing also refers to the name of natural elements such fire/*Fo* and water/*sui* in the same arrangement. Even, during Dynasty Qing, mentioning moon and sun in a sentence was considered dangerous.⁹ The faults in mentioning and naming will be resulting bad lucks, sickness and unhappy life.

In the practice Chinese families will look information in details of names and meaning and consult with elders of Chinese priests. They also use calendars to avoid bad lucks. Chinese people also relate their names to Chinese horoscope to find the best fitted names. Those can change their names if later on they find the names creating bad lucks and sickness without changing the legal documents. They only change nick names. Another practice is about never writing Chinese names in red ink.¹⁰

Names: Kindship and Family Tree

Names become not only the very identity of a person, this naming system is then used to track the generation and family-ship. From the surname, people can track the province of one's originality. From the last two personal name, people can track the number of generation sequence.

Chinese names traditionally obey the standardized system built for the past. Many modern Chinese families still follow the path. Elders, foundations and temples are usually the places people can consult with in finding the proper names based on the surnames. Chinese people try to avoid faults and wrong tracks in naming their new-borns.

Using of family name is the most important as it keeps the continuity of the generations. The patrilineal system is used. In this case, sons are considered those who

perpetuate the surname. Hence, the son's children are called the inside clan. They will use the surname. Daughters will follow their husband's surname and are considered the outer clan. This practice is still followed to date.

Surnames are important to anticipate the taboo in the same surname marriage. In Chinese tradition, a couple with the same surnames is not allowed to marry each other especially from the patrilineal side. This is considered incest as marrying the same line of kinship. It is common that the prospective wife or husband will be traced and then confirmed by his or her Xing/Siang or clan.

Surname is also important in tracking the family tree especially for men side. Chinese people with three component names will connect themselves with the clan and generation. For example, a clan should have the sequence of the middle name to state the generation level. Sons and male cousins born in the same generation will use the consistent middle name different from their father's level. So, if the father's name is Sung Sie Liong, the uncles should have the same Sung and Sie as the first and second component with the different last name. If the sons are names Sing Wan Chung, the cousins (nephews) may obtain the same pattern of Sung Wan ... This pattern will tell the generation. Later on, the next generation will use the fixed pattern, for example, Sung Kwet and the same new-borns follow. To avoid the false naming, parents should consult with elders or the surname temple or foundation.

Surname and sounding following certain dialect can also confirm from which part of region and tribes the family come from. The pronunciation of names and spoken pattern will identify the tribe of the people. For example, Sung surname usually

⁹ Vivian Rice. During China's history, has there ever been any Chinese character which use has been forbidden and/or considered taboo? Quora (15 Sep. 2015).

¹⁰ Ming, Yi. "A Chinese Taboo: Never Write Other People's Names Using Red Ink." Vision Time, (Ju. 2016).

Hakka and Tong related to Tiochiu. In this case, it is quite abnormal to find Tong in the Sung family names but Chung to state the same meaning of “middle”. It is clear that the name should be Sung Ban Chung rather than Sung Ban Tong.

Chinese Names in Practice in Indonesia: Internal and External Factors

There are three important eras in Indonesia affecting the use of Chinese naming system. In the Colonial era to 1965, the spelling convention of Hokkien way was applied as they became the majority of Chinese immigrants (Dutch East Indies), or often called Peranakan China.¹¹ The administrators used the closest Dutch pronunciation and spelling of Hokkien words to record the names. The surnames, for example, are written like Liem (Dutch), Oei or Oey, Go, Tjan (Dutch), Lie, Liong (Dutch) and to name some, to follow the Dutch system favoring Hokkien. The spelling convention continuedly used through the Japanese occupation (1942–1945) well into Indonesian independence (1945) and sovereignty acknowledgment by the Dutch government (1949). Since the independent Indonesian government inherited the Dutch legal system, it also survived until 1965 in the Sukarno era as history records.

Things adjusted following dynamics. Some minor changes happened. First was under the *Ejaan Suwandi* introduced in 1947, and again under the *Ejaan Yang Disempurnakan*, literally “Perfecting Spelling”, adopted in 1972. Under the Suwandi system of spelling, “oe”, influenced by Dutch, became “u”, influenced by English; for example, Loe was spelled as Lu. Since 1972, Dutch-style “j” became “y”, meaning Njoo is now

spelled Nyoo. Spelling quite transformed itself.

Educational system was not only the scapegoat that triggered the spelling uncertainty, the political direction and power also affected people in the cultural expression including naming system. Histories, including modern history, show that people tend to follow the political tendency in the era.¹² The most dramatic influence was during Suharto’s time. President’s 127/U/Kep/12/1966 which mandated that ethnic Chinese living in Indonesia adopt Indonesian-sounding names instead of the standard three-word or two-word Chinese names. Adjustment was done to follow the mandate. Many Chinese names were camouflaged into Indonesian sounding names. Names such as Suwanto to accommodate the surname Sung, Halim to hide Lim and so on. Still some important figures use the Chinese names such as Kwik Kian Gie, Tan Djoe Hok and Lim Swie King.

The reluctance of tailoring names into Indonesian sound and flavor not only connects to the firmness to keep the Chinese identity and culture, but also to the procedure and financial ability of poor Chinese to follow the legal step of obtaining the new legal Indonesian names. They had to experience a long and corrupt procedure in adopting the new names. Thus, in short, Chinese-Indonesians’ participation in society is characterized by both liminality and ambivalence, as their economic potency is both admired and resented, and their presence is simultaneously praised and discriminated against. Significantly, for a heterogeneous population whose cultural practices and histories of settlement in Indonesia have varied greatly over time and in space, this structural liminality has

¹¹ Li Minghuan. “From ‘Sons of the Yellow Emperor’ to ‘Children of Indonesian Soil’: Studying Peranakan Chinese based on the Batavia Kong Koan Archives.” *Journal of Southeast Asian Studies*, 34.2 (Jun. 2000): 215.

¹² Elena Obukhova, Ezra W. Zuckerman and Jiayin Zhang. “When Politics Froze Fashion: The Effect of the Cultural Revolution on Naming in Beijing.” *American Journal of Sociology*, 120. 2(Sep. 2014): 559.

induced multiple experiences of “belonging-in-alienation,” which is perhaps the only commonality shared by all Chinese-Indonesians.¹³

The modern Indonesian after Suharto’s fall generates more conducive atmosphere. Chinese traditions and cultures are well accommodated. The effort to preserve the traditional and original names grows. Some regions such as Bangka, Medan and Singkawang are even popular with their preserved Chinese festivals.

Political factor influences a lot in the changing the Chinese naming system. Chinese families and the generation after Suharto’s regime use more Indonesian and Western names. Newborns after 1970s are unusual in using Chinese names in their legal documents, mostly using Indonesian or Western names but still keep their Chinese names for daily and limited community. Surname and middle names are still used to track the kinship and used in relations to Chinese familial and communal events.

Education, religion and modernity are also considered factors that change the trend. Students in schools are comfortable using the names showing their Indonesian identity. Doctors and important figures sometimes involve in giving the names. Names are also used to show religious identities such as Christian or Muslim names. Modernity also affects parents in choosing children’s names. It is normal to find Indonesians using Latin names such as Diego Maradona, Gaudio Sergio and Frans Peter.

Besides the three factors previously mentioned, prestige should also be considered as a trigger factor in adopting

other than Chinese names. Chinese prefer Western rather than Indonesian common names. In the 21th century, new born generation is given more sophisticated “brands” such as Michael, David, Evan and the likes. Seldom do we encounter Gunawan, Budiman and other Indonesian traditional names. This may firmly indicate that parents now hold the believe that names are related to prestige, outstanding, popularity and uniqueness as well.¹⁴¹⁵

Practicality could be the factor that distances Chinese families to use tribal names. Choosing Chinese name is not an easy matter like choosing Indonesian or Western ones. Parents have to follow the rule and pattern. They cannot name their children as they want to without considering the surname, middle name, meaning, sound and many important aspects. Many even do not know the exact middle name to use.

Assimilation should be seen as the result of dismantling the Chinese names. Many Chinese people in rural West Kalimantan use Dayaknese names rather than Chinese names even they still speak Chinese and fluent Dayaknese. Using the Dayaknese names could be seen as merging themselves into the local community. They learn to speak Dayakanese and vice versa. The marital relation also creates the speed in the assimilation.

The rise of nationality also drives Chinese communities into more inclusive. National patrons and icons are the driving factors to generate such feeling of belonging. Some patriotic jargons trigger the rising of national spirit among Chinese families. Education and assimilation support the spirit of nationality.

¹³ Tsai Yen-ling, “Spaces of Exclusion, Walls of Intimacy: Rethinking “Chinese Exclusivity” in Indonesia”. *Southeast Asia Program Publications at Cornell University*, 92 (Oct. 2011), pp. 128.

¹⁴ Sharon, Jayson. “Parents looking for 'cool factor' in baby names”. *USA Today*. (29 Nov. 2012). Retrieved from

<https://www.usatoday.com/story/news/nation/2012/11/29/baby-names-top-2012/1730637>.

¹⁵ Mitra Tarigan, “Mengapa Orang Tua Zaman Now Senang Memberi Nama Unik Untuk Anak”? *Tabloid Bintang* (5 Feb. 2019). Retrieved from <https://gaya.tempo.co/read/1172495/mengapa-orang-tua-zaman-now-senang-memberi-nama-unik-untuk-anak/full&view=ok>

Conclusion

Naming system in the world is considered part of cultural identity and pride of nations and people. The naming system evolves following the regimes and rulers of the time. People usually follow and obey the naming policy. Some follow the system fully and quite a few take the middle and adaptation. Chinese naming system is among the oldest system in the world.

Chinese people in the worlds still understand and follow the naming system, including Indonesia. They follow the standardized of the surname and given name(s) system. The fixed pattern is used to identify gender, tribe, generation and obey the wisdom behind it, including Confucius's teaching. Chinese follow the normativity in giving suitable names and avoid taboo.

Indonesian Chinese in practicing the naming system is influenced by internal and external factors that drive them to dismantle the system. Some holding the Chinese names understand that tribal and blood identity are important in tracking generation, obeying tradition and a way to avoid the same-surname marriage. The families dismantling the Chinese names are influenced by education, religion, modernity, assimilation, nationality and practicality.

Though political intervention once influenced the use of Chinese names, Chinese-Indonesian families (at least in West Kalimantan) still understand the pattern in using the naming system. They still have knowledge and reference in practicing the system. The open politic of Indonesian government nowadays also support Chinese communities to celebrate the identity as a part of Indonesian cultural richness.

People in the world, including Chinese-Indonesians, should keep their cultural identity. There is traditional wisdom behind the system. Naming system is part of linguistic evidence, pragmatic richness of every culture to express the

attached treasure unique to its tribes and nationalities. Seeing this significant pragmatic tradition, Chinese may consider Shakespeare's "what is in a name" a practical joke.

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TEACHING SIGHT WORDS USING FLASHCARDS IN DEVELOPING READING FLUENCY OF YOUNG LEARNERS

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Abstract

Understanding the important relationship between reading fluency and early childhood is crucial for a teacher teaching young learners. The right method in the teaching also played a significant role in the success of developing reading fluency. Five kindergarten students were involved in this study to reveal the impact of the teaching sight-words using the flashcard to develop reading fluency. A set of 15 words of Dolch sight words was given to the students to test their reading. At the end of the school year, students were given a reading comprehension post-assessment to compare the results from the previous one. The analysis of the data and the observation showed that using the flashcard in teaching sight words proofed to be effective in developing the reading fluency of the students. All of the participants have shown an improvement based on the post-test results considering that they all started from an unsatisfactory or required improvement level and ended with a satisfactory and good level.

Keywords: *teaching sight words, flashcard, elementary students*

Introduction

The progress of language is one of the main problems during early childhood and plays an important role in children's social development. In fact, it has been researched that young children who are often read to, have better vocabulary and early literacy skills (such as alphabetic knowledge and phonological sensitivity) than children who are less often read to (Mol and Bus 2011; Mol, Bus, and de Jong 2009).

Research proofed that toddlers and preschoolers who are read to every day mastered a wider range of vocabulary than those who are not read to at all. Not only does reading develop a child's vocabulary, and assist them to understand how to read and write, but reading aloud to children also boost their understanding of different topics about the world and life. Early reading which exercised effectively ensure the building of cognitive and reading skills which in turn prevent reading difficulties among young learners

Research done on early childhood literacy by Bridges, M., & Dagys, N. (2012) mentioned some of the functions of early reading programs are as follows:

- Enhance early language, reading development, and literacy development of kindergarten children.
- Provide preschool-age children with cognitive learning opportunities in high quality language and literature-rich environments so they can acquire the fundamental skills and knowledge necessary for reading development among young learners.
- Provide literacy and language activities based on empirical studies and support age-appropriate skills in oral language (vocabulary development, expressive language, and listening comprehension), phonological awareness (rhyming, blending, and segmenting), print

awareness, and alphabet knowledge (letter recognition).

At the school level, learning to read will in turn to assure that a student will grow into a successful adolescent, and eventually a successful, contributing member of society as an adult (Burns, 2007). Early literacy skills should be taught to students as early as preschool.

Literacy skills at Sekolah Adicita Mulia in Pontianak are taught to students as early as Kindergarten level. The principal explained that kindergarten literacy programs are expected to significantly impact students' preparation for primary schools. Therefore, reading and phonic is introduced to Kindergarten B (TK B) students. She also added that kindergarten reading programs will assist students in laying the literacy groundwork for the skills they need in elementary school.

The observation at Adicita Kindergarten revealed that the ability to read in the beginning level in group B is still not developing as expected. This can be seen in the semester 2 report at table 1, whereof the 21 students there were 6 children who had RI (required improvement) grades while the rest were S (Satisfactory) and G (good) and none has excellent grades. The grading scale used are:

E - Excellent

G - Good

S - Satisfactory

RI - Required Improvement

Table 1. Reading Report class KB1

No.	Name	Sem. 1
1	AB	G
2	AM	G
3	AU	RI
4	AY	S
5	DH	G
6	GA	S
7	GR	RI
8	HA	RI
9	HY	G
10	JE	S

11	JY	G
12	JV	RI
13	CH	G
14	LG	S
15	NA	RI
16	NR	S
17	RN	RI
18	QA	G
19	RY	S
20	SW	S
21	CO	S

Source: Adicita Mulia 2019

The reading methods practiced by the teachers in this school is teaching phonic and sight words. However, some teachers regard sight words as a bit boring for the children so they did not really implement them in their reading class. Researchers have found many different effective methods that can be used to teach sight words to students (Hong, S., & Kemp, C.,2007). The most common and basic way to familiarize students with sight words is to present them in a flashcard drill in practice format. Flashcards allow students to see the word numerous times in the same setting and assist them to memorize the words easier. When a student begins learning sight words, it will boost their confidence in their reading competency and as a result, it will decrease frustration that comes with learning to read (Yaw, 2012).

Based on the above concept, this research intends to study the usage of flashcard in teaching sight words in improving the reading fluency of the kindergarten students at Adicita Mulia

The question is formulated as: Is teaching sight word using flashcard develop students' reading fluency?

The specific aim of the research is to investigate the utilization of sight words technique in developing the reading fluency of the Kindergarten students at Adicita Mulia and to observe the implementation of sight word technique in the kindergarten classroom at Adicita Mulia in general.

This research focuses on the flashcard technique in teaching sight words to kindergarten students at Adicita Mulia School in Pontianak. The result expected from the technique is the optimization of the reading fluency of the students.

This study is expected to contribute to the new findings relate to teaching sight words to Kindergarten students. Teachers are able to utilize the effective teaching technique in improving the reading abilities of the students. The kindergarten students will enjoy a wider range of activities in learning to read and increase their reading fluency.

In the long run, this type of studies can be valuable in helping EFL reading instructors to better meet the needs of the growing population of EFL students.

Literature Review

What Are Sight Words?

Hood (1977) categorised sight words into three main types : the undecodable, the automatically recognized, and the high-frequency words. Un-decodable sight words, or irregular words, do not follow conventional English spelling or phonics patterns. When reading these words, students must produce the word with accuracy and speed since phonics or spelling pattern strategies are not effective for decoding. Automatic sight words are those words students recognize on sight without hesitation (LaBerge & Samuels, 1974). The reader sees, cognitively processes, retrieves the word from memory, and linguistically pronounces the word with automaticity regardless of spelling patterns. High frequency words, on the other hand, include the most commonly used words in both writing and speech, also known as the 'glue-words'.

Modern researchers have similarly categorized two types of sight words. The first type consists of decodable words that regularly occur in printed English (e.g., "and," "like," "get"). These excessive frequency

words can be studied by sounding them out, but they appear so regular in the text that mastering them on sight will increase children's reading fluency (Joseph, Nation, & Liversedge, 2013). Moreover, these words can provide student access to enter text in earlier of learning the phonics principles otherwise essential for decoding them (Ehri, 2014). The other form of sight words cannot be decoded due to the fact that they no longer follow the typical letter-sound correspondences (e.g., "have," "there," "of"). These are irregular words and since they are unidentified, they must be recognized automatically.

Sight word plays an essential role in the reading processes. When students recognize words with automaticity (rapid, effortless recognition), they devote less cognitive energy to word recognition. This enables them to spend more time and effort constructing meaning from the text (comprehension).

The History of Sight Word

There are two popular research-based listings of sight words available for teachers to use when planning instruction. One of the most popular listings is Edward Dolch's (1936) list of 220 basic sight words. Commonly referred to as the Dolch words, this listing was expanded as an alternative to longer sight word lists of 500 or more words. The final Dolch listing excluded all nouns, which are concrete and without difficulty referenced in illustrations, and included a further 27 words not located on the three listings cited above. Dolch counselled that his listings of words did not longer encompass all the sight words kids might need to learn in the primary school level, however the words represented the minimum that youngsters should be capable to remember automatically.

Another famous listing of sight words is Edward Fry's (2000) A thousand Instant Words. Fry's list differs from Dolch's (1936) in some significant ways. First, Fry's listings have been revised numerous times. What originally began as a list of

thousand words (Fry, 1957) was turned into a list of 300 words (Fry, 1980) and, most recently, reintroduced as a modified listing of thousand words (Fry, 2000). In comparison, the Dolch words have no longer been updated since they were first introduced. Second, the longer listing compiled by Fry is broader in scope. Among the resources used to expand the Fry list were the Dolch words and The American Heritage Word Frequency Book. As a result, the Fry listing consists nearly all of the Dolch Words, with 19 exceptions of

an	ate	call	drink	eight	funny
	goes	going	he	here	
hurt	its	long	myself	own	
round	she	thank	up		

The other words contained on Fry's (2000) listing represent the most common words in the English language organized in groups of 100. Fry suggested that his listing of Thousand Instant Words be used as part of the comprehensive literacy instruction provided to beginning readers in elementary school in addition to low scores readers who are in junior and senior high school.

Importance of Sight Words

Readers discover ways to recognize words via sight, it will increase their overall analyzing comprehension because they increase an intellectual storehouse of words and their meanings, which allows them apprehend other words within the context of sentences. Most teachers teach sight words early within the first grade due to this reason. Learning sight words also enhance spelling competencies.

When learning to read, sight word identification is an important skill and is necessary to establish fluent, confident readers (McCormick and Zutell, 2015). McCormick and Zutell (2015) defined that sight word recognition is extremely essential in the earliest years of reading due to the fact students "do not yet have enough

skills for reading words through use of word identity strategies"

In understanding the significance of sight word instruction within the early stages of reading development, kindergarten students should be equipped with instructional possibilities that foster this necessary emergent reader talent. How to optimize sight word learning for kindergarten students is the foundation for this research study

Flash Cards as a Method of Teaching Sight Words to Children

Children learn to read in distinct way, therefore, exceptional teaching strategies must be employed. One of the methods is a conventional flash-card method. Traditional flash card methods of teaching had been broadly accepted over the years and are supported at some point of the teaching community as an effective technique that enables student learning. In this method a sight word is written on a flashcard; the instructor flashes the word to the children; and the children should automatically examine the word at the card. This procedure is done time and again resulting in a flashcard method. Repetition using the flash card method is effective (Casey, S. D. 2008) in permitting student's recognition of sight words; however, it could no longer not be the most efficient manner of teaching sight words (Kupzyk, S., Daly. 2011). This study will apply three sight word flashcards drills which are a research-based intervention that have been adapted from Intervention Central at <https://www.interventioncentral.org>. The following steps in teaching are: The tutor has a deck of 5 index cards with visible words. Before the session, the tutor sets a criterion for mastering the session: the student correctly names all recognizable words that are in sight on the deck three times in a row. The tutor said to the student, "Let's practice a few words." The tutor shows the student each index card with the message "Look at this word and say the word." If the student answers correctly

within 3 seconds, the tutor says, "Yes, the word is [word]". If the student answers incorrectly, the tutor says, "No, the word is [word]. Say [word]." If the student hesitates for more than 3 seconds, the tutor says, "The word is [word]. Say [word]." When all index cards have been presented, the tutor shuffles the cards and repeats them. When the student reaches the mastery criterion, the tutor repeats the above steps with a new deck of 5 visually recognizable words.

Students' Reading Fluency

Griffin and Murtagh (2015) stated that : The potential to read is one of the most crucial academic and life competencies that one can learn. Literacy talents are considered as crucial to a person's capability to develop as a whole individual and to participate fully in society. (p. 186).

The National Reading Panel identified fluency as a key component in successful reading instruction (National Institute of Child Health and Human Development, 2000). Rasinski, a fluency in reading expert, said that fluency is, "The capability to read in accurate, quick, effortless manner, and with accurate expression and meaning." (Rasinski, 2003 p.126). Since the emphasis on analysing at the word level is the most popular thought of fluent reading, it makes sense for all concerned to remember what words students should examine to boost their fluency.

Readers must both decode words and understand their meaning automatically. Reading fluency is critical due to the fact that it affects students' reading efficiency and comprehension. Fluency can be increased by way of repeating oral reading with feedback and guidance (NICHD, 2000).

Defining the best way to teach reading fluency is the problem of great controversy in educational activities. Researchers agree on reading programs that provide phonics and whole words to be the most effective. On the opposite side, different researchers also agree that

balanced literacy is the only effective way of achieving fluency.

Assessment of Early Reading fluency at Kindergarten in Indonesia

The assessment is carried out to determine the value of all learning activities which has been done. Harun Rasyid, Mansyur and, Suratno (2009: 12), stated that assessment is the efforts of the teacher and the child in learning has been done, the results of the assessment can be used as feedback to make changes in teaching and learning activities.

Anita Yus (2005: 31), added that assessment especially in kindergarten is used more to describe the achievement of child development, thus the assessment can be used to determine what have been achieved and aspects of development that have not been achieved by students within a certain period. Achievement of development can be expressed in letters, numbers, and descriptions. Aspects of language development in reading fluency examined in this study are fluency in recognizing sight words in the flashcards.

Based on the above opinion it can be emphasized that the assessment of ability initial reading in children is an activity carried out by the teacher to find out language development expressed in letter form, numbers and descriptions as the indicators of beginning reading fluency, that is, ability to mention the symbol of the sound of letters, the ability to say the same phoneme, and ability to read words. In this study the terms used in assessment at Adicita Mulia Kindergarten are excellent (E), Good (G) and Satisfactory (S).

Method

This chapter will discuss the naturalistic qualitative study applied to uncover some possible understandings of the questions previously outlined. The focus of this study is to understand how the use of flashcard in teaching sight words impact kindergarten reading fluency.

Research Design

The framework for this study is constructed upon the qualitative research paradigm. Qualitative research is a strategy for exploring how groups or individuals make sense of human problems (Creswell, 2014). The qualitative study method verified a type of scientific studies and consisted some of the investigation that including collects evidence and open-ended questions (Creswell, 2014).

Qualitative research is used by teacher-researchers when trying to solve problems in the natural setting of their own classrooms (Shangoury & Power, 2012). When conducting research using the framework of qualitative research, teacher-researchers look at students carefully, examine their needs, and modify their curriculum to fit the needs of all students (Shangoury & Power, 2012)

This type of research allows teachers to question and reflect on their own teaching practices and conduct study from natural questions that “come up from the day-to-day practice and from differences between what is intended and what occurs (Cochran & Lytle, 2009, p. 42). Those theories mirror what the researcher intends to do at Adicita Kindergarten.

Time and Place of the Research

The research will take place from 24 June to 28 June 2019, before the end of the academic year at Sekolah Adicita Mulia, Pontianak.

Subject of the Research

The subject of this study is four kindergartens (Kindy B) students from Adicita Mulia. The group consisted of 2 boys and 2 girls, ages ranging from five to six years who had started school from pre-kindergarten at the same school. The researcher decided to select them based on their below- average score in their English reading fluency.

Before beginning to collect data for this study, a letter stating the purpose of the study to the participants and their parents were sent out. Because this study uses

young children, the parents have to sign a consent letter letting their children be a part of the study

Technique and Instrument of Data Collecting

Data for this research will be collected during the semester in various instruments which are observation, interviews field notes and students’ reading class works and the scores list. The activities to collect data will be:

- Direct observation technique is by observing the reading activities in the class directly and take notes of the learning process during the introduction of the letters of the alphabet using flashcards. The researcher will be an active observer during the data collection meaning that the researcher will assist the main teacher in teaching the students in a classroom and at the same time observe closely the way the targeted students respond to the sight word reading given by examining them through pre-test and post-test using the same reading material.
- Interviews by conducting direct communication verbally and face to face with the data source. For 10 effective school days, the researcher will work with each student for 15 minutes on their reading abilities by giving them word list that is prepared for them to practice.
- The documentary study by analyzing data relates to documentation of the teaching and learning process of learning sight words using flashcards such as lesson plan, flashcard worksheets, pre and post-test results
- Field notes contain everything the researchers obtained during observations and interviews in the field.

Data Analysis Technique

The process of analysing qualitative data mainly involves coding or categorising the data. Fundamentally it involves making sense of the amounts of knowledge by reducing the amount of raw data, followed by identifying significant patterns, and eventually drawing meaning from data and subsequently building a logical chain of evidence (Patton 2002)

Many qualitative analysis depends upon a general approach called “constant comparative analysis”. At first developed to be used within the grounded theory method of Glaser and Strauss, which itself evolved out of the sociological theory of symbolic interaction, this strategy involves taking one piece of information (one interview, one statement, one theme) and comparing it with all others which were similar or different to develop the concept of the possible relations between various pieces of knowledge.

In this study the information was analysed by using qualitative data analysis. The researcher compared qualitatively the pre-test and post-test scores to produce representative data to reveal the degree of the development of students’ reading fluency when taught sight words using the flashcard technique. The development significance is expected from the score improvement. Ultimately, the researcher synthesised the data and interpreted the meanings that were extracted from the data

Findings and Discussion

The purpose of the study was to find out whether teaching sight words using flashcards would improve the kindergarten’ students reading fluency. In this chapter, the findings and discussions of results gained from the data collection instruments are presented. There is also a presentation of the backgrounds of the participants who are given pseudonyms to keep the confidentiality.

The Findings

Profiles of the Participants

From the list of 21 students, we had six students identified to conduct the research based on their low level of reading, but only four affirmed to be the participants in this study. They are referred to as Ally, Benny, Claire and Devon. To familiarize pupils with the researcher, direct observation was done on the first day by assisting the main teacher in the classroom.

Table 2 The profiles of students

1	Ally was 6 years old female of Chinese background. She was eager to learn new words.
2	Benny was 5 years, 7 months old male Malay background. He seemed quiet but he did what he was asked to do at the session.
3	Claire is 6 years, 2 months old female of Malay background. She was active and interested in the flashcards
4	Devon is 6 years, 1-month-old male of Chinese background. He was motivated and active

Source: Adicita Mulia School (2019)

The Reading result at the beginning of the study.

This Preliminary data was obtained at the initial observations at Adicita Kindergarten School in Pontianak. The reading result was provided by the Kindergarten B English teacher. Table 4.2 showed the test result of the four participants.

Table 3 Reading Result Pre-Test

No.	Name	Achievement
1	Ally	RI (53)
2	Benny	RI (50)
3	Claire	RI (55)
4	Devon	RI (59)

Source: Adicita Mulia School (2019)

The Grading system for reading at Adicita is as follows:

Excellent : 90 above

Good : 76 -89

Satisfactory : 60- 75

Required Improvement: Below 59

The following activity was the implementation stage which is the stage of the intervention in the form of learning sight words using a flashcard in accordance with the lesson plan made for this research. The learning process was carried out three times in this research. Researchers obtained data from the results of pre-test and post-test conducted on participants. Pre-test is an ability test given to students before given an intervention, while the post-test is done after students get treatment. Both of these tests serve to measure to what extent of the program brings change on the students' reading fluency.

On the pre-assessment, a set of 15 words of Dolch sight words was given to the students to test their reading. The same set of flashcards would be used during the intervention and the post assessment. The sight words list is:

a	and	big
can	for	go
here	I	in
is	it	me
said	the	to

All sight words were printed on single flashcards.

The next step was the intervention sessions which was done for three times with the activity described below:

1. The researcher explained the activity by telling the participants why they needed to know the sight words that they would learn and practice.

2. Showed the students the first flashcard with the word and read it for them. For example, the words "big" and asked the students to repeat after the researcher. The students would say it chorally or one by one.
3. Read through all the sight words with the students repeating after the teacher and ensure that they said it correctly.
4. Next, reviewed and repeated the sight words without modelling and asked the students to say them.
5. After completing the flashcard sequence for all the sight words, ensure that all students knew the words by asking them to take turn to read. Drilling is the key
6. To confirmed that the students knew all of the sight words, the researcher mixed up the cards and had the students read one by one.
7. Provide corrective feedback when students made any mistake or responded too slowly.

The final step was to give the student a post-assessment at the last meeting. Each participant was given the same list of cards and tested to how they did with the sight words they have learned.

The test result was as follows:

Table 4 Post Test Reading result

No.	Name	Result
1	Ally	able to read correctly 13 cards out of 15 which was categorised as Good
2	Benny	able to read correctly 10 cards out of 15 which was categorised as Satisfactory
3	Claire	able to read correctly 13cards out of 15 which was categorised as Good
4	Devon	able to read correctly 12 cards out of 15 which was categorised as Good

Discussion

All of the participants have shown improvement based on the post-test results considering that they all started from unsatisfactory or required improvement level and ended with satisfactory and good level. This study has proofed that the usage of flashcards in teaching sight words indeed benefited the students in developing their reading fluency.

The researcher also recorded various points on the field notes during the pre, and post-assessments so that the analysis could be examined from all angles. It was found that all participants were familiar with flashcards therefore it was not too difficult to get their attention on learning the sight words but they were used to flash cards with pictures. This could affect the students who were used to see words and rely on pictures. The researcher found it on Benny who said he liked to read words that had pictures in them and it was assumed that because he used the pictures to visually identify the words. This could be the reason why he was the students with the lowest achievement among all.

Conclusion

Memorizing sight words is absolutely a straightforward task and what it takes is time and repetition. The exploitation of drilling systematically will increase mastery because students are provided what they need to learn to read.

This research showed that teaching sight words using flashcards is one of the ways teachers could implement in their teachings in order to increase reading fluency. It helped the students to be familiar with the words in their early reading.

Teachers might also use sight words with pictures but just be sure to select pictures cues that are clear and would not require a great deal of explanation. In doing so it would be easier for the students to understand because the point is to make learning sight words easier, not more complicated.

Since they are already a lot of visual demands on our students in the conventional learning environment, kindergarten students need to incorporate their bodies into their learning. Therefore, it is recommended that teaching sight words using songs and dance movement might be another alternative to try.

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