Editorial Team

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1. Discourse of Hizbut Tahrir Indonesia's Radicalism: A Critical Discourse Analysis on Tempo.Co Media, Sarmadan, Aceng Rahmat and Siti Gomo Attas (State University of Jakarta).
2. An Analysis of Students' Writing Skills In Paraphrasing: A Case Study of the 5th-Semester Diploma Students of English Language and Culture Department of Darma Persada University, Yoga Pratama, Anjar Prawesti, and Fridolini (Universitas Darma Persada).
3. The Characteristics of *Culture-Bound Syndrome* of Acehnese Speakers in A Sociopsycholinguistics Perspective, Budi Rizka (Department of English Education, Faculty of Teacher Training and Education Iskandar Muda University, Banda Aceh, Indonesia), and Lismalinda (Institut Seni Budaya Indonesia, Aceh, Indonesia).
4. The Inspection of Laborious Mechanical Aspects for Efl Readers, Moriyanti (SMPN 2 Muara Tiga, Pidie, Aceh, Indonesia, 24153), and Nyak Mutia Ismail (Universitas Serambi Mekkah, Aceh, Indonesia, 23249).

5. English Speaking Anxiety Among Indonesian Junior High School Learners: in Search of Causes and Solutions, Fuad Abdullah, Arini Nurul Hidayati, Agis Andriani, Dewi Rosmala and Novi Nurvianti (Universitas Siliwangi).

Finally, the editor hopes that this journal becomes an innovative development of ideas to all of educator in various fields that they can take benefits, concepts, forms, and models from this publishing.

Banda Aceh, May 2022

Editor

Content List

DISCOURSE OF HIZBUT TAHRIR INDONESIA'S RADICALISM: A CRITICAL DISCOURSE ANALYSIS ON TEMPO.CO MEDIA

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A B S T R A C T

Hizbut Tahrir Indonesia (HTI) radicalism discourse invites polemics and pros and cons that have not ended. The various perspectives on the existence until the dissolution of the mass organization need to be understood in depth, objectively, and comprehensively. This research was conducted with the aim of comprehensively dissecting the discourse of HTI radicalism which wants to substitute the Pancasila ideology by carrying the caliphate ideology. This research is a literature study using a qualitative approach. The knife of analysis is the critical discourse analysis of Norman Fairclough's model which consists of three dimensions of analysis, namely text analysis, discourse practice, and sociocultural practice. The data in this study are texts in the form of vocabulary, sentences, or discourses whose corpus is from a news story entitled "The Rise of HTI Rejection, Said Aqil: The Governor Must Be Able To Build Citizens" published by Tempo.co on Friday, May 5, 2017. The results show that in In terms of text analysis, especially in terms of diction and textual structure, Tempo.co represents the rejection of the caliphate ideology promoted by HTI which is reflected in the use of diction which has a positive meaning. The textual structure uses a strategy of accommodating sources as a news construction database. This can be seen in the construction of news where the four components, namely 1) news title, 2) selection of sources, 3) positioning of source quotes, and 4) the quantity of sources' statements lead to the collectivity of the meaning of rejection of the ideology of the HTI caliphate. Likewise, in the aspect of discourse practice, it is illustrated that the construction of Tempo.co news is in line with the public perspective which rejects HTI's radical ideology, as well as socio-cultural practices that strengthen or strengthen public knowledge and awareness that the disbandment of HTI must be carried out immediately because it can threaten the existence of Pancasila, UUD 1945, dan NKRI.

INTRODUCTION

Radicalism has become a global discourse. He was born and became a complicated discourse and colored pros and cons. The terminology is not finished being discussed, both in discussion rooms, scientific publications, and in media coverage. The word radicalism is a word adopted from the English term radicalism or from the basic words in

Latin radix which means "root" and ismus which means understanding, teaching, or belief. KBBI Online (2021) states that radicalism is 1) radical understanding or flow in politics; 2) understanding or sect that wants social and political change or reform by means of violence or drastic; and 3) extreme attitudes in politics. The word 'radicalism' has an element of 'brotherhood' meaning with other terms that have the same negative connotation, such as fundamentalism, extremism, Wahhabism, terrorism, and others. These five terms are generally directed at individuals or groups of people who feel that their views are the most correct, have an exclusive attitude, are easy to label other people or groups as unbelievers, are left or right-wing to the extreme, so that they do not hesitate to carry out physical violence.

The dialectic of radicalism discourse in the historical context was originally produced by the West, but the symptoms and behavior of violence can be found in the traditions and history of Muslims. In terms of the process of social change, the question that arises is how and the conditions under which the internalization process takes place until it is currently attributed and normalized to Muslims. Abdullah (2016: 2) said that the phenomenon of radicalism in Islam is actually believed to be a product or creation of the 20th century in the Islamic world, especially in the Middle East, as a result of an identity crisis that led to reactions and resistance to the West that spread colonialism and imperialism to the rest of the world. Islamic world. Therefore, it can be interpreted that initially this radicalism was born as a form of manifestation of resistance to inequality in the reality of social life, or also a reaction to feelings of injustice, dissatisfaction, discrimination, and colonialism by a person or group that is more dominant to a person or group who marginalized.

In the identification of Jamhari Makruf (2007), this radicalism is characterized by criteria such as wanting to establish an Islamic state, seeing the conflict between Islam and Christianity as jihad, eternal war between the two, and several other criteria. From there, he further divided the radical groups into two major poles. *First*, groups that prioritize *activism*, actively demonstrate and carry out physical violence. And *second*, is a group that tends to play at the level of discourse. The first group was represented by FPI, Laskar Jihad and so on. While the second group was represented by HTI and MMI. They are not violent, but they are very radical in their rationality and discourse against democracy.

This research will focus the object of study on the HTI radical group. It is known that HTI entered Indonesia in 1983 brought by Abdurrahman al-Baghdadi, a preacher and Hizb ut-Tahrir activist based in Australia. He started by teaching his understanding or ideology to several campuses in Indonesia until it became a movement. In contrast to acts of radicalism accompanied by violence such as the Taliban, HTI has chosen a different path. He carried out the reideological movement by means of scientific and religious studies, writing opinions and essays in the mass media, to da'wah in mosques. HTI views that the effort to free Muslims from setbacks and suffering is if Islamic law can be applied comprehensively. Hizb ut-Tahrir also views that what can guarantee the implementation of Islamic law is the Islamic caliphate (Arifin, 2010: 78). So it started with that, in several Al-Islam Da'wah Bulletins issued by Hizb ut-Tahrir, there are often calls to establish an Islamic caliphate (Shofwan, 2016: 145-147).

HTI's radicalism is increasingly worrying because its movements are massive, strategic, subtle, although some have appeared physically and can be observed to carry out reideology by replacing the Pancasila ideology with the ideology of the Islamic caliphate. To mobilize the struggle to uphold the Islamic Khilafah State, there are 4 (four) pillars that must be upheld, namely 1) sovereignty in the hands of sharia (*al-siyādah li al-syar'i*), 2) establishing power in the hands of the people (*al-sulthān li al-ummah*), 3) the obligation to appoint one caliphate over all Muslims, and 4) the caliph has special rights in legislating syara' law into the Constitution and all laws. Therefore, HTI strongly opposes democracy because according to them the system is not in accordance with Islamic teachings on the point of right to issue laws. In Islam, he said, sovereignty is in the hands of Allah. "Sovereignty is not in the hands of the people in the sense of who has the right to make laws," (Yusanto in Tempo, 9 May 2017).

Yusanto's statement above can be the basis for claiming and attributing HTI as an organization with a radical ideology. And as we know that the organization has been legitimized by the government as a radical organization or prohibited organization based on Peraturan Pemerintah Pengganti Undang-Undang (Perppu) Nomor 2 Tahun 2017 tentang Organisasi Kemasyarakatan (Ormas). The Perppu regulates the disbandment of mass organizations that are considered to be contrary to Pancasila. The disbandment of HTI occurred on July 19, 2017. In this regard, Azyumardi Azra (Kompas, 2021) said that the disbandment of HTI was an important event in the history of the Islamic movement in Indonesia.

HTI is substantively a political organization, although it is not formally a political party or is not directly involved in practical politics. In their activities, it must be acknowledged that they have political intentions and goals, which then use religion as a bridge to achieve their goals. Osman (2010: 736) states that HTI is part of the global Hizb ut-Tahrir organization. HT was founded in Jerusalem by the Islamic scholar Sheikh Muhammad Taqiyyuddin an-Nabhani, who sought to establish a political party with an Islamic ideology. This is in line with the opinion (Arifin, 2015: 141) which states that the Hizb ut-Tahrir party institution founded by an-Nabhani in 1953 is the basis of Hizb ut-Tahrir's struggle to re-establish the Islamic caliphate daulah.

There are three stages or three steps of HTI in an effort to achieve its political goals, namely vertically from bottom to top, namely tatsqif, tafa'ul, and istilamul hukmi. More details can be seen in Figure 1 below.
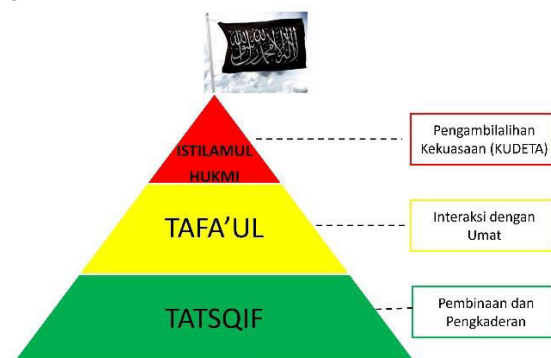
Figure 1. Three stages of HTI's struggle to establish a caliphate (Abdullah, 2016: 11).

First, the *tatsqif* stage (guidance and cadre). This stage is to produce people who believe in Hizb ut-Tahrir's beliefs and to form the framework of a party. *Second*, the *tafa'ul* stage *(*interaction*)*, namely interacting with the people in order to be able to carry out Islamic da'wah, so that the people will make it the main problem in their lives, and try to apply it in the reality of life. Finally, *third*, *istilamul hukmi* stage (takeover of power). This stage serves to apply the concept of Islamic caliphate in a practical and total way, as well as to disseminate it throughout the world (Abdullah, 2016: 11).

HTI with its radical ideology attached to it is still a discourse that raises pros and cons in the public sphere, especially in online media. Attributive messages of HTI radicalism published in online media based on Fairclough's (2001) opinion socioculturally can have an impact on public perceptions of whether to strengthen or change the structure in the context of power relations and practices of ideological struggle in Indonesia. Although news texts and their complex meanings lead to public judgment, it cannot be denied that one's perception will always be based on and depart from the text that is produced and presented in a news report. This is in accordance with the opinion of Manshur (2012: 217) that the objective conditions of society are potential to be intervened in symbolic ideology. Therefore, this is where the role of critical discourse analysis is to dissect, examine, and present objectively and comprehensively the ideology of HTI radicalism.

This research is also a form of critical literacy and digital literacy in which the community is critical of the discourse of radicalism produced and presented in the online media Tempo.co, especially the dialectic of HTI as a radical organization or group. Ordinary Android users are very vulnerable to being exposed to radical ideas and fragmented in social practice, because there is a lot of content that substantially contains radical ideas, whether it is implied in the text or explicitly stated to contain messages of ideological rivalry. Throughout 2017 - 2021, researchers saw that there were various presentations of reports of radicalism. The news raised the battle for ideology and political hegemony with a religious blanket, such as SARA politics which was framed by religious discourse on the Ahok Case to the 212 action at the Jakarta Monas which later won Anies Baswedan – Sandiaga Uno in the DKI Jakarta Pilkada, the pros and cons of Perppu Nomor 2 tahun 2017 tentang Organisasi kemasyarakatan, the disbandment of HTI and FPI, radicalism among lecturers at universities, and so on.

During the Covid-19 Pandemic, this vigilance against radicalism needs to be taken more seriously because the media for its distribution is getting easier with the internet as a 'highway' for radicalism to enter. The internet is like a flood, in addition to carrying water, it also carries mud and garbage. The trash can be in the form of fake news, hoaxes, propaganda, and so on that tempt us to lie, slander (Hakim, 2018: 2), or maybe even be exposed to radicalism. Critical literacy and good digital literacy will encourage people to be wiser and smarter in using their hearts and fingers in social media, they are increasingly intelligent and enlightened in accessing online content, filtering before sharing. Moreover, the Indonesian nation apart from facing the dangers of radicalism and the Covid-19 pandemic, in 2024 will carry out the 2024 simultaneous general election. In a moment like this, the opportunity for radicalism to enter will be even greater, especially if

there are irresponsible elements who ride and take advantage of the momentum for personal gain. and groups.

In the process of dissecting the discourse of HTI radicalism, the analytical knife is AWK Norman Fairclough's theory which divides the analysis process into three correlated levels, namely text analysis, discourse practice, and sociocultural practice. This theory was chosen because it is more comprehensive which in practice tries to unite three intellectual traditions: 1) textual analysis in the field of linguistics (including Michael Halliday's functional grammar; 2) macro-sociological analysis of social practice including Foucault's theories which do not provide text analysis methodology; and 3) the micro-sociological interpretive tradition in the discipline of sociology (Jorgensen and Philips in Munfarida, 2014: 8).

Based on a literature review of the repertoire of research and literature in Indonesia and the world, it can be seen that the research entitled "Radicalism in the Dissolution of HTI Discourse on National Online Media Reporting: Critical Discourse Analysis" has so far not been carried out by other researchers. However, previous studies have partially intersected with this study. This can be found in the research conducted by Subagyo (2016) related to the representation of frames in the editorial background (headings) on terrorism, Osman (2010) raised Hizbut Tahrir Indonesia as an organization with a transnational network, Tsaqofi (2021) in his thesis entitled "*Diskursus Khilafah di Youtube: Analisis Wacana Kritis pada Ustaz HTI*", Anshori (2014) in his research entitled "Wacana Keagamaan Syiah-Sunni dalam Majalah *Tempo* dan *Suara Hidayatullah*", Rodli, et al. (2017) regarding the use of the "HEBAT" strategy in efforts to deradicalize NU universities, and so on.

The novelty of this research (or what we call complementing previous research) lies in five aspects, namely 1) material objects, 2) data sources used, 3) formal objects or methodological and theoretical aspects, 4) issues or topics raised, and 5) results or research findings. The five aspects as mentioned above are acknowledged to have been partially researched by others, but other aspects have also been partially untouched. Therefore, this research has a novelty in the use of multidisciplinary methods and theories, namely using an exploratory qualitative approach with AWK theory as the analytical knife. In addition, novelty can be seen in aspects of material objects or data and data sources that specifically have differences in certain aspects, as well as more comprehensive research results dissecting the discourse of HTI radicalism. This research is also a mission to provide help to the world that radicalism really exists in various forms and certain ways, it could be that it is all around us, maybe even we have been contaminated with radical ideas without us even realizing it.

RESEARCH METHOD

This research is a literature study using a qualitative approach. Creswell (Emzir, 2016: 9-10) provides an explanation of several reasons for conducting qualitative research, namely *first* that in qualitative studies, it often begins with the question of *how* or *what*. Thus, the beginning forces its way into a topic that describes what is going on. *Second*, choosing a qualitative study because the topic needs to be explored. *Third*, using a qualitative study because it is necessary to present a detailed view of the topic. *Fourth*, to

examine individuals in their natural setting. And fifth, sufficient time and resources to be devoted to extensive field data collection and detailed data analysis of "text" information.

The data in this study are texts in the form of vocabulary, sentences, or discourses whose corpus is from a news story entitled "Marak Penolakan HTI, Said Aqil: Gubernur Harus Bisa Bina Warga" published by online media Tempo.co on Friday, 5 May 2017 19:09 WIB. Data collection uses purposive sampling technique with reference to specific criteria of HTI radicalism data object on tempo.co news. The knife of analysis is Norman Fairclough's theory of critical discourse analysis (AWK). Fairclough in AWK divides his analysis into three dimensions, namely text analysis, discourse practice, and sociocultural practice (Fairclough, 2001).

RESULT AND DISCUSSION

The results of this study are presented as follows: *first*, text analysis which in this section focuses on diction and textual structures containing discourses on the ideological rivalry between HTI and the government which is represented by NU as a representation of the mainstream nationalist society in the news entitled "Marak Penolakan HTI, Said Aqil: Gubernur Harus Bisa Bina Warga" published by online media Tempo.co on Friday, 5 May 2017; *second*, the interpretation of discourse practice that focuses on a text produced and presented by the media; and *third*, an explanation of sociocultural practice that seeks to see the issue of HTI radicalism discourse as part of the social struggle in the area of ideological rivalry in a matrix of power relations.

1. Text Analysis (Description)

The diction aspect of the news entitled "Marak Penolakan HTI, Said Aqil: Gubernur Harus Bisa Bina Warga" which aired on Tempo.co Media on Friday, May 5 2017, we can identify the presence of dictions that display rivalry in meaning as a representation of affirmation of rejection against the caliphate ideology promoted by HTI. The dictions in the news text uttered by news sources which were then represented by Tempo.co, namely *HTI vs. NU, anti NKRI vs. Indonesia, membunuh vs. cinta dama'* or *'HTI vs. NU'*, *'anti-NKRI vs. Indonesia'*, *'kill vs. love peace'*. The use of the opposite diction illustrates the existence of contradictory values in which in this case radical ideology is attributed to the use of dictions that have a negative meaning, namely the diction *HTI, anti NKRI, dan membunuh* or *'HTI, anti-NKRI, and killing'*, while the opposite of radical ideology is attributed to the use of positive meaning dictions, namely *NU, Indonesia, dan cinta damai* or 'NU, Indonesia, and love peace'. For more details, the opposite dictions can be seen in table 1 below.

Table 1. Diction describing the ideological rivalry between HTI and the government

No.	Diksi bermakna negatif	Diksi bermakna positif
1	*HTI*	*NU*
2	*Anti NKRI*	*Indonesia*
3	*kill*	*love peace*

Based on table 1, it can be seen that Tempo.co attributes and legitimizes HTI as a radical mass organization through the reproduction and representation of news texts by using dictions that contain negative meanings, such as the diction of HTI itself, *anti-NKRI*,

and *murder*. On the other hand, positive dictions are produced and presented to give positive attributions to the government, such as the use of *NU, Indonesian*, and *peace-loving* dictions. However, in addition to the presence of dictions that have opposite meanings (antonyms), the researcher also sees the presence of dictions that have elements of the same meaning (synonyms) or also parallels of meaning, such as the dictions of '*ideology, Islam, and jihad*'. '*build, maintain, awaken*', and '*unity, integrity, NKRI*'. For more details, diction which is synonymous or contains elements of parallel meaning can be seen in table 2 below.

Table 2. Diction describing the synonyms or parallels of meaning

No.	Diction that describes the parallels or synonyms of meaning between HTI and the government		
1	*ideology*	*Islam*	*jihad*
2	*build*	*maintain*	*awaken*
3	*unity*	*integrity*	*NKRI*

Based on table 2, it can be seen that the dictions that are represented and attributed to HTI are those that contain parallel meanings in table number 1, namely '*ideology, Islam, and jihad*'. Meanwhile, the dictions that are represented and attributed to the government are the dictions in tables number 2 and 3, namely '*to build, maintain, and awaken*' and '*unity, integrity, NKRI*'. The diction '*ideology, Islam, and jihad*' literally means positive or neutral, but in terms of its context in the news it can mean negative. The negative meaning is because these dictions are attributed to HTI which is known to have an ideology and political goal of upholding the ideology of the caliphate by using Islam and Islamic values to replace the ideology of Pancasila. The dictions in table numbers 2 and 3, namely '*to build, maintain, and awaken*' and '*unity, integrity, NKRI*' are represented and attributed to NU (Chairman of PBNU, KH Said Aqil Siradj) and the government (Governor of North Kalimantan). which is to approach in the context of fostering and raising awareness to HTI members and sympathizers in a heart-to-heart dialogue in order to maintain the unity, integrity, and NKRI.

Textual structure analysis looks at the pattern of news text construction. The textual structure of the news entitled "*Marak Penolakan HTI, Said Aqil: Gubernur Harus Bisa Bina Warga*" uses a strategy of accommodating sources as the basis for news construction. The use of sources in the construction of news is reflected in four aspects, namely 1) news titles, 2) selection of sources, 3) positioning of source quotes, and 4) quantity of sources' statements. More clearly can be seen in table 3 below.

Table 3. Textual structure in the strategy of accommodating sources as the basis for news construction

No.	Aspect	Description
1	Title	*Marak Penolakan HTI, Said Aqil: Gubernur Harus Bisa Bina Warga.*
2	Selection of	1) General Chairperson of the NU Executive Board, KH Said Aqil

	sources	Siradj, 2) Governor of Central Kalimantan, Sugianto Sabran, 3) Head of Public Relations of Central Kalimantan Police Adjunct Senior Commissioner Pambudi Rahayu.
3	Quotation positioning	The positioning of KH Said Aqil Siradj's quotes is in the order of 1, 2, 3; the 4th Governor of Central Kalimantan, and the last quote from the 5th Head of Public Relations of the Central Kalimantan Police.
4	Quantity	KH Said Aqil Siradj's statement was quoted directly by Tempo.co three times, other sources once, namely the Governor of Central Kalimantan once, and the Head of Public Relations of the Central Kalimantan Police were quoted once.

Based on table 3, it can be explained that the four components of the textual structure in the news are explained. *First*, the title construction developed by Tempo.co features the statement of KH Said Aqil Siradj "*Marak Penolakan HTI, Said Aqil: Gubernur Harus Bisa Bina Warga*". *Second*, the selection of sources was carried out by Tempo.co for important figures who have their respective authorities in handling or fostering HTI's radical ideology, namely 1) General Chairperson of the Nahdlatul Ulama Executive Board, KH Said Aqil Siradj, 2) Central Kalimantan Governor, Sugianto Sabran, 3) Head of Public Relations of the Central Kalimantan Police Adjunct Senior Commissioner Pambudi Rahayu. *Third*, the positioning of quotations begins with KH Said Aqil Siradj, the second Governor of Central Kalimantan, and the third Head of Public Relations of the Central Kalimantan Police. *Fourth*, related to the quantity of citations where KH Said Aqil Siradj's statement was quoted three times in a row, while other sources were quoted only once. Thus, the textual structure of this news relies on the sources in the construction of the news. This also implies that the position of the sources chosen is based on the hegemony attached to them, namely the Chairman of PBNU KH Said Aqil Siradj, the Governor of Central Kalimantan, Sugianto Sabran and the Head of Public Relations of the Central Kalimantan Police, Adjunct Senior Commissioner Pambudi Rahayu.

2. Practice Discourse (Interpretation)

Interpretation of HTI radicalism discourse practices in online media coverage looks at how a text is produced and presented. This is related to the media's strategy in carrying out the construction of the dialectical reality of radicalism, especially in the discourse of HTI radicalism which wants to uphold the caliphate ideology to replace the Pancasila ideology. As stated by Sudjiman (in Aris, 2012: 10) that there are three actions taken by media workers when constructing reality (news production and presentation) that lead to image formation. *First*, the selection of symbols (language functions); *second*, the selection of facts presented (framing strategy); *third*, the willingness to give a place (agenda setting).

Regarding this opinion, in the news entitled ""*Marak Penolakan HTI, Said Aqil: Gubernur Harus Bisa Bina Warga*", it is illustrated that Tempo.co implements three reality construction strategies which centrally present KH Said Aqil Siradj in his capacity as Chairman of PBNU as a symbol, framing strategy, as well as agenda setting. *First*, in terms of *symbols*, Tempo.co deliberately presents PBNU Chairman KH Said Aqil Siradj as

the central actor in the production and representation of news texts. As is well known, the capacity of KH Said Aqil Siradj as chairman of PBNU has become a symbol of the largest religion-based organization in Indonesia. Even members and organizations are not only in the country in the city and in the village, but also abroad. Therefore, the symbol chosen, namely KH Said Aqil Siradj, was deliberately presented in his capacity as chairman of PBNU because it has the power to influence public perception of HTI.

Second, from the framing strategy. Aris (2011: 10) views framing as a strategy for compiling reality in such a way that a discourse is produced. The formation of the frame itself is based on various internal and external media interests, whether technical, economic, political, or ideological. Tempo.co's framing strategy is based on two interests, namely economic and ideological interests. From the economic aspect, by raising the name of KH Said Aqil Siradj in the title and body or content of the news, it will invite a number of visitors or readers quantitatively more. Furthermore, the framing strategy for ideological interests is seen semiotically that Tempo.co rejects the concept of a caliphate ideology promoted by HTI, and indirectly supports the disbandment of the radical mass organization. This can be implicitly captured from several aspects, namely the positioning of actors (resources), taking themes, to construction and argumentation in the news which implies disapproval of HTI.

Third, agenda setting which serves to provide space or time for a news report. With the postulate of Kraus and Davis "world outside and pictures in our heads", the function of the media is to shape meaning; that the mass media's interpretation of various events can radically change people's interpretation of reality and their patterns of action (Lippman in Aris, 2011: 11). In the news story entitled "Marak Penolakan HTI, Said Aqil: Gubernur Harus Bisa Bina Warga", it is illustrated that Tempo.co is trying to form a single meaning to the public that HTI with its caliphate ideology is not in accordance with the constitution and the ideology of the Republic of Indonesia. This impression can be seen in how Tempo.co did not choose sources from pro-HTI parties, but the three selected sources were those who rejected the radical HTI ideology, namely 1) General Chairperson of the Nahdlatul Ulama Executive Board, KH Said Aqil Siradj as a representative of the ulama, 2) Governor of Central Kalimantan, Sugianto Sabran as a representative of the government, 3) Head of Public Relations of the Central Kalimantan Police, Adjunct Senior Commissioner Pambudi Rahayu as a representative of law enforcement. Emphasizing this, we need to look at the opinion of Zoest (1991: 63) stating that complete objectivity is not possible in a text. All mass media, including the best, more or less manipulate through the selection and presentation of news, presentation of facts, and arguments.

3. Sociocultural Practice (Explanation)

Explanation in the context of sociocultural practice in Fairclough's perspective (2001: 135) is a matter of seeing discourse as part of a social struggle within a matrix of power relations. In this study, the intended battle is the ideological rivalry of the Khilafah vs. Pancasila ideology in HTI radicalism discourse on online media Tempo.co. Explanation is oriented to describe discourse as part of social practice and shows the determination of discourse to social structures and their reproductive effects on these structures, either the effect is to establish or change the structure. In this scheme of explanation, Fairclough emphasizes two things that must be analyzed, namely determinants and effects. In this

case, what is called the determinant is the power relation that determines the discourse in the process of social struggle. The effect refers to the effect produced by the discourse. Both determinants and effects must be seen in the three levels of social organization, namely the social, institutional, and situational levels (Fairclough, 2001: 136-137).

In the news entitled berjudul "Marak Penolakan HTI, Said Aqil: Gubernur Harus Bisa Bina Warga" which was published on Friday, May 5, 2017 we can find that there is a power relation in the rivalry of the Khilafah vs. Khilafah ideology. Pancasila as seen in the positioning of the sources by Tempo.co who jointly conveyed a statement that meant disagreement with the movement or ideology promoted by HTI. First, the determinants at the social level are reflected in the existence of very open ideological conflicts, both at the level of abstract discourse and concrete actions in the field. It is known that NU has always appeared as an organization that always appears in the front when there are parties who interfere with the ideology of Pancasila and the Unitary Republic of Indonesia. The relationship between NU and the government in a social context shows that NU is firm and even strongly rejects any activities carried out by HTI, both at the center and in the regions. Second, the determinants at the institutional level are reflected in power relations with the positioning strategy of three resource persons chosen by Tempo.co, namely 1) General Chairperson of the Nahdlatul Ulama Executive Board, Said Aqil Siradj, 2) Central Kalimantan Governor, Sugianto Sabran, 3) Head of Public Relations. Central Kalimantan Police Adjunct Senior Commissioner Pambudi Rahayu. These relations collectively reject the concept of HTI's radical ideology. Third, the determinant at the situational level is that HTI is a large mass organization both in terms of quality and quantity, and is a real threat to the existence of Pancasila and the Unitary State of the Republic of Indonesia. Therefore, seeing the situation, the government took decisive steps by disbanding this mass organization through Perppu Number 2 of 2017 concerning Social Organizations.

As for the effects or impacts resulting from the discourse in this news, namely forming and strengthening the perspective of readers to collectively reject the radical ideology adopted by HTI. This effect was born from the discourse construction strategy made by Tempo.co through counter-narrative by accommodating the following aspects: 1) title writing strategy, 2) news source selection, 3) positioning of statements or quotes from sources, and 4) cohesion and discourse coherence. As for the effects of this news discourse, namely the *first* effect at the social level, the polarization or antipathy of the majority of the Indonesian people towards HTI; *second*, the institutional effect, namely the dissolution of this mass organization on July 17, 2017 through the Perppu on Ormas; and third, the reproductive effect is situational, that is the birth of public reflective awareness regarding the dangers and threats of HTI ideology.

CONCLUSION AND SUGGESTION

HTI which carries the caliphate ideology is seen as a threat to the existence of Pancasila and the integrity of the Unitary State of the Republic of Indonesia. In every discourse in the mainstream media, HTI is positioned as a radical mass organization whose existence can threaten the sovereignty of the nation and the state constitution.

Therefore, the production and presentation of news texts by Tempo.co related to the discourse on HTI radicalism was carried out using a counter-narrative strategy as a form of resistance to the radical ideology campaigned by HTI on the various platforms they use. In the aspect of text analysis, especially in the aspect of diction and textual structure, Tempo has siding with the Pancasila ideology, and rejects the HTI ideology which is reflected in the construction of news texts, such as containing dictions that have a positive meaning, namely '*NU-Indonesia-love peace*' to against dictions with negative meanings attached to HTI, such as the dictions '*HTI-anti NKRI-killing*'. The textual structure uses a resource accommodation strategy as a news construction database. The use of sources in the construction of news is reflected in four aspects, namely 1) news titles, 2) selection of sources, 3) positioning of source quotes, and 4) quantity of sources' statements. Likewise, in the aspect of discourse practice, it is illustrated that the construction of Tempo.co news is in line with the public perspective which rejects HTI's radical ideology, as well as socio-cultural practices or strengthens or strengthens public and government knowledge and awareness to dissolve HTI through Perppu Nomor 2 Tahun 2017 tentang Organisasi Kemasyarakatan.

Before ending this article, it should be stated that HTI has legally been dissolved, but its activities and ideological spread are still ongoing and tend to develop because of the birth of new sympathizers, and touch on the grassroots community and the younger generation. Therefore, as an effort to prevent the spread of radical ideas from HTI or other banned mass organizations, the government and society need to carry out communication, collaboration, and intensive dialogue approaches with people exposed to radical ideas. The second recommendation is the importance of building counter narratives of the caliphate ideology in various forms and distribution media, both through digital and conventional platforms, such as through social media, websites, books, magazines, and others by raising the themes of love for the homeland, love of peace, tolerance, etc.

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AN ANALYSIS OF STUDENTS' WRITING SKILLS IN PARAPHRASING: A CASE STUDY OF THE 5TH-SEMESTER DIPLOMA STUDENTS OF ENGLISH LANGUAGE AND CULTURE DEPARTMENT OF DARMA PERSADA UNIVERSITY

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A B S T R A K

It is significant for students to have competence in writing research papers that requires writing skills. Using formal language and avoiding plagiarism are mandatory for academic paper writers. Paraphrasing is one of the writing skills, which can be interpreted as rewriting a source text using the writers' own words by changing it syntactically or semantically while maintaining the main idea. Other than investigating the barriers to paraphrasing and how to overcome them, this research aims to analyze the paraphrasing strategy generally applied by the 5th-semester Diploma students of the English Language and Culture Department of Darma Persada University. By approaching mixed-research methods, this study uses a questionnaire and a writing task as the instruments. Likert Scale is used as a data collection technique in the quantitative research method, which is further processed using SPSS. Meanwhile, the qualitative research method approaches Keck's Taxonomy of Paraphrasing Types and the paraphrasing strategies by Jackie Pieterick. The analysis results find that the majority of the students have difficulties in paraphrasing. A lack of vocabulary and using their own words become their barriers to paraphrasing. In that case, comprehensive learning about paraphrasing skills and strategies taught by lecturers or educators are expected to overcome the obstacles. Furthermore, using synonyms becomes the paraphrasing strategy generally applied by the students. The paraphrased version of the writing task also indicates that the students try not to copy similar words or sentences from the source and therefore the most of the paraphrasing results are included in the Minimal Revision.

INTRODUCTION

Writing is basically a form of communication to express an idea or a concept of thought, but occasionally, it is not only writing self-opinion without evidence or fact. An academic research paper, for example, obviously requires in-depth analysis, other than arguments, to present the facts. Consequently, to produce well-written academic research papers, such as journals, term papers, or theses, it is necessary to master writing skills

since the output of writers' thoughts is required to be organized scientifically and systematically, moreover when those long essays become a requisite for obtaining a degree in formal education, proceeding to a higher level of education, or applying for an occupation.

Retrieved from Monash University's website, academic writing should be presented with a formal tone and avoid an individual's opinion to make it objective. Therefore, acquiring writing skills for producing academic papers involves knowledge in some terms, such as reading comprehension and mastering vocabulary. On the other hand, applying paraphrasing as a technique in creating academic papers is a form of writing skill as well. Masniyah (2017) finds that the paraphrasing strategy is effective to improve the students' writing skills. As cited in Rogerson & McCarthy (2017):

> Academic writing is largely reliant on the skill of paraphrasing to demonstrate that the author can capture the essence of what they have read, they understand what they have read and can use the appropriately acknowledged evidence in support of their responses. (Fillenbaum; Keck; Shi)

By retaining the same idea and citing the original writer's thoughts, Irmadamayanti (2018) argues that paraphrasing should distinguish between the source text and the paraphrased version, thus becoming a method for academic purposes. Paraphrasing in academic writing is an essential skill intended to describe the main idea from an original text by restructuring and converting the sentences into students' own words or statements with a proper citation in order to make the paraphrased version better to be comprehensible by the readers.

For academic purposes, paraphrasing is actually more difficult, and as a result, most students have difficulty paraphrasing. According to Pertiwi (2019), barriers to paraphrasing include difficulty in discovering the proper synonym, confusion about how to restructure the sentence and how to paraphrase, inexperience with new terms, a lack of vocabulary, less practice and knowledge of paraphrasing strategies, an inconvenient classroom, and a failure of teaching method. This condition may result in poor paraphrasing.

Based on the pre-research questionnaire result, most diploma students of the English Language and Culture Department of Darma Persada University knew about paraphrasing earlier when they were in high school. It reaches 71% of the students who know how to paraphrase and 82% of them who know the function of paraphrasing. Most of them say that they produce a paper or writing as an assignment in college. Consistently, 82% of the students apply paraphrasing in writing.

The above result indicates that most of them are not unknowledgeable about paraphrasing. The result also shows that most of the students, which equals 82%, rarely do paraphrasing and find problems applying it while producing the paper or writing. However, 82% of them argue that paraphrasing is an important skill in writing, and in line with that, all students state that it is necessary to improve their ability in paraphrasing.

In general, a text is acknowledged as a paraphrased version when it is distinct lexically and syntactically, but remains consistent semantically (Hasanah & Fatimah, 2020), or in other words, it is simply as the rewriting text process to modify its form and

expression while preserving the original meaning (Vrbanec & Mestrovic, 2020). Despite the fact that most of the students are familiar with paraphrasing, they have problems applying it to paraphrasing.

Hence, this research will discover any barriers to paraphrasing encountered by the students and how to overcome them as well. Subsequently, the research will be carried out by analyzing the most commonly used paraphrasing strategies. The variables relevant to this research are paraphrasing strategies or some techniques used to paraphrase an original text, and the barriers to paraphrasing or the problems experienced by the students while paraphrasing. By discovering the barriers and analyzing the paraphrasing strategies applied, it will assist in examining the students' writing skills in paraphrasing as shown in the following framework.
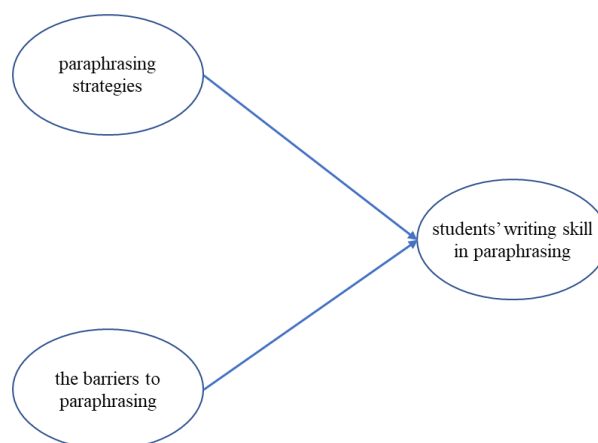
Source: Irmadamayanti (2018), processed

Figure 1. Theoretical Framework of Research

RESEARCH METHOD

Research Approach and Method

This research presents mixed methods research involving the collection of both quantitative and qualitative data in response to research questions or hypotheses (Creswell, 2014). The design used in this research is Explanatory Sequential Mixed Methods, adapted from Creswell, as shown in Figure 2. This kind of method comprises two distinct phases. The quantitative data is analyzed in the first phase, and the result is followed up in more depth by the qualitative data in the second phase. The purpose of this method is that the findings from the qualitative research method will explain and provide more insight into the analysis result of the quantitative data (Creswell, 2014).

According to Almalki (2016), the advantage of this method is to make intuitive sense to gather information from different sources, utilizing different methods, which work together as an efficient design. The challenges of this method are its lie in the considerable effort and expertise that is required to draw everything together and the potential for further research and/or investigation is required as a result of discrepancies within the data sets. When the research objective is describing, explaining, or evaluating as well as studying complex issues, mixed methods research is perceived to be suitable (Leavy, 2017, p. 164).
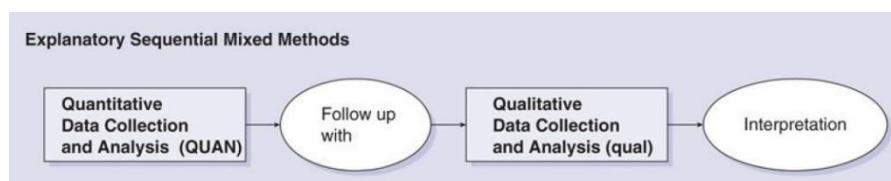
Figure 2. Explanatory Sequential Mixed Methods by Creswell

Research Object and Data

The 5th-semester Diploma students of the English Language and Culture Department of Darma Persada University are approached to be the respondents. There are 20 students, consisting of twelve females and eight males, in the same academic year. Established by the pre-research questionnaire result, most of the students are familiar with paraphrasing. However, they are infrequently paraphrasing and perceived the problems in paraphrasing while producing the paper or writing. Hence, they are opted as the research object to discover their barriers to paraphrasing and overcome them.

Subsequent to the pre-research questionnaire, the students are given a questionnaire and a writing task to conduct in-depth research. These instruments become the primary data for the research. Harlacher (2016) outlines the questionnaire as a set of questions to collect valuable information and the response format of the questionnaire has two question types: open-ended and closed-ended. This research used rating scale format in closed-ended question type to measure agreement due to these considerations: limited time and resources, the importance of efficiency, many respondents are familiar with the format, preferred for non-dichotomous data, and concerns the wording, anchor points, and how to set the generated data (Harlacher, 2016).

Data Collection Technique

Quantitative and qualitative analyses are conducted in one phase of this research. First, the use of a quantitative method is to explore the barriers to paraphrasing and how to overcome those barriers through the questionnaire as the instrument. Second, the use of a qualitative method is to analyze the strategies in paraphrasing generally based on writing task as the tool. This method is also useful to identify how well the participants do the paraphrasing.

The questionnaire, delivered to twenty respondents through Google Forms, is used as an instrument to collect quantitative data. There are 6 sections provided in the questionnaire consisting of the respondents' profile section, application section, barriers section, incompetency section, opinion section, and solution section. Other than the respondents' profile section, each section has four questions that should be answered to measure agreement or disagreement.

The writing task consisting of three uncorrelated paragraphs is used as a tool for qualitative data collection. Two of the paragraphs are from the e-books of Sarah Philpot and another one is an article written by Jimalee Sowell, retrieved from American English's website. The respondents have to paraphrase all paragraphs using any strategies, which contains 379 words and is carried out through Google Forms within one hour. This technique is applied to obtain information on the most paraphrasing strategies employed by the respondents.

The Likert Scale

The Likert scale, developed in 1932 by Rensis Likert, is applied as a quantitative data collection technique. The five-point scale, which consists of 1-Strongly Disagree (SD), 2-Disagree (D), 3-Neutral (N), 4-Agree (A), and 5-Strongly Agree (SA), is the concept of Likert scale (Subedi, 2016). The intention of the Likert scale, as explicated by Stratton (2018), is measuring a study of population's beliefs and attitudes, and is appropriately used by determining agreement or disagreement, and in the statistical literature, applying means and standard deviation as parametric data are valid for most Likert data.

Focus Group Discussion (FGD)

Focus Group Discussion (FGD) is utilized in this research as the method to collect the data. Mishra (2016) claims that FGD is one method for data collection in the qualitative research method. In compliance with the previous statement, Nyumba, Wilson, Derrick & Mukherjee (2018) declare that when a researcher gathers some individuals to discuss a particular topic to withdraw the participants' experiences, beliefs, perceptions, and attitudes through a moderated interaction, FGD can be used as a method.

In addition, the appropriate number of respondents involved in FGD needs to be considered. This research involves eight respondents to do the writing task. This recruitment is based on the pre-research result which shows that they know best about paraphrasing. As cited in Nyumba et al. (2018), Krueger & Casey argue that it is adequate to have between six and eight participants, or between four and fifteen participants (Fern; Mendes de Almeida). A potential drawback is the lack of a guarantee to ensure all recruited individuals participate in the FGD. Thus, Rabiee (as cited in Nyumba et al., 2018) suggests 10–25% may be over-recruited.

Further characterized by Nyumba et al. (2018) that FGD has seven types namely single focus group, two-way focus group, dual moderator focus group, dueling moderator focus group, respondent moderator focus group, mini focus group, and online focus groups. Following Kamberelis & Dimitriadis' statement (as cited in Nyumba et al., 2018), online focus groups can be applied using conference calling, chat rooms, or others. Due to the pandemic situation, this research applied online focus groups using chat rooms.

Data Analysis Technique

The two analyses with two different sets of data relating the qualitative finding to the quantitative result will be merged into one overall interpretation to answer the research questions. Based on that interpretation, the diverse data and emerging conclusions will explain how paraphrasing strategies will help students in producing a well-written academic paper or assignment along with discovering and overcoming the barriers to paraphrasing.

The Questionnaire Analysis

The result of quantitative data collection using the Likert scale was calculated with a percentage formula to determine the frequency percentage (Lee, Dinis, Lowe & Anders, 2016, p. 19) as follows:

$$\text{Percentage } (\%) = \frac{\sum f}{n \text{ total}} (100\%)$$

f = actual frequency count
n = number of all responses

Based on the frequency percentage result, the data was further analyzed by calculating the mean value and standard deviation. Lee et al. (2016, p. 26) confirm the mean as "the arithmetic average or the numerical center of the scores in the distribution set". Along with the mean, the standard deviation is the most used and informative measure of variability (Lee et al., 2016, p. 31). Both formulas are displayed below.

$$\bar{x} = \frac{\sum x}{n} \qquad\qquad SD = \sqrt{\frac{\sum(x - \bar{x})^2}{n-1}}$$

In which

$\bar{x}$	=	The mean
SD	=	Standard Deviation
$\sum$	=	Sum of the variable: add all the items to the right of the symbol
x	=	Individual score obtained from the research study
n	=	Total number of research subjects

In this research, the mean was used to measure the respondents' tendency about the statement questioned, while the standard deviation was used as a measuring tool for the variation of the analyzed data. Retrieved from the National Library of Medicine (n.d.), the standard deviation is used to measure the dispersion of the data in relation to the mean. Therefore, when the standard deviation is low, the data are clustered around the mean. In contrast, the data are more spread out when the standard deviation is high.

After compiling the result of the questionnaire, the data collection was processed using IBM SPSS Statistics 25 software to generate the mean and standard deviation values. Subsequently, the values of the mean and standard deviation were analyzed to determine the category which was classified into five groups as adapted from Suharsimi (as cited in Firdaus, Kusdibyo & Hardiyanto, 2021) in the following table. These categories assisted in identifying the highest value to answer the formulation of the problem in this research.

Table 1. Classification of Descriptive Analysis Result

Category	Value
Very low or bad	1.00 to 1.80
Low or bad	1.81 to 2.60
Moderate	2.61 to 3.40
High or good	3.41 to 4.20
Very high or very good	4.21 to 5.00

The Writing Task Analysis
The Taxonomy of Paraphrase Types

The Taxonomy of Paraphrase Types developed by Keck (2006) was applied to identify and analyze the paraphrasing result of the writing task by counting how many unique and general links were copied from the original paragraphs. There are four linguistic criteria in the taxonomy with the example as shown below.

Table 2. The Taxonomy of Paraphrase Types by Keck

	Linguistic criteria	Examples
		Original Excerpt "Comparable worth," the notion that different jobs can be rated equal and paid equally.
Near Copy	50% or more words contained within unique links	Comparable worth is an idea **that different jobs can be rated equal and paid equally**.
Minimal Revision	20–49% words contained within unique links	Comparable worth is the idea **that different jobs can be rated equal** by a set of standards and be **paid equally**.
Moderate Revision	1–19% words contained within unique links	Comparable worth is the idea that various jobs may be ranked **equally** and therefore, should be **paid equally**.
Substantial Revision	No unique links	*This article discusses* the concept of Comparable worth, a concept set on balancing out wages for all workers of the same job level.

Note: unique links are in bold; general links are underscored with dashed lines; reporting phrases are in italics.
*borrowed words and phrases enclosed in quotation marks were not counted as unique links.
* if reporting phrases (e.g., "According to Samuelson") were used, they were not included in the total paraphrase word count.

As shown in the above table, the linguistic criteria consist of Near Copy (50% or more words contained within unique links), Minimal Revision (20-49% words contained within unique links), Moderate Revision (1-19% words contained within unique links), and Substantial Revision (no unique links). The percentage is yielded by counting the total number of words within the unique links divided by the total number of words of the paraphrased version.

The Paraphrasing Strategies

Another method to analyze the paraphrasing result of the writing task is by examining the paraphrasing strategies applied by the respondents and counting the number of these strategies. The paraphrasing strategies by Jackie Pieterick (as cited in Masniyah, 2017) are used to do the analysis, which is classified into three categories as follows: syntactic paraphrasing, semantic paraphrasing, and changing the structure of ideas (organization). These categories are outlined in the following framework.

Table 3. Paraphrasing Strategies by Jackie Pieterick

Syntactic Paraphrasing (changing structure and grammar)	Semantic Paraphrasing	Changing the Structure of Ideas (organization)
1. Changing active into passive sentence or vice versa. 2. Changing positive into negative sentence or vice versa. 3. Shortening a long sentence. 4. Expanding phrases for clarity. 5. Shortening phrases for conciseness.	1. Using synonyms. 2. Changing words order. 3. Changing parts of speech.	Changing the Structure of Ideas (organization)

The aforementioned techniques are applied in this research to assist in identifying and analyzing the paraphrased version from the respondents to discover the most strategies applied.

RESULT AND DISCUSSION
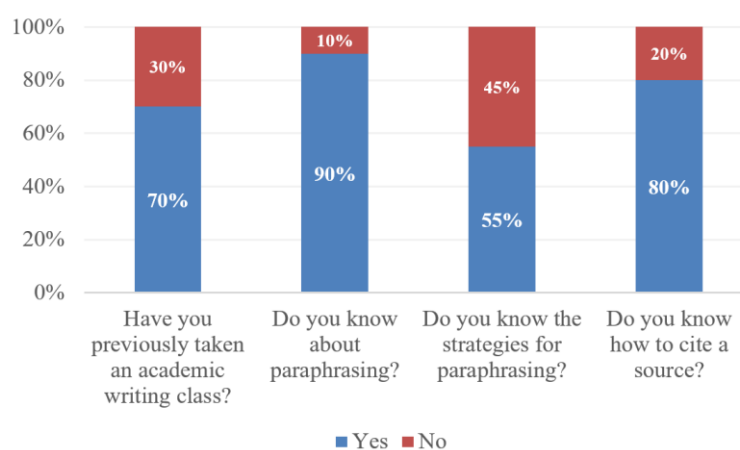
Figure 3. The Respondents' Profile

There are 14 students (70%) that have taken an academic writing class and only 6 students (30%) who have not taken the class. It proves that most of the students have previously taken academic writing classes to learn paraphrasing. Almost all students know about paraphrasing (90%) and how to cite a source (80%). However, the comparison between the students whether or not they know about the paraphrasing strategies is almost equal, namely 55% and 45%.
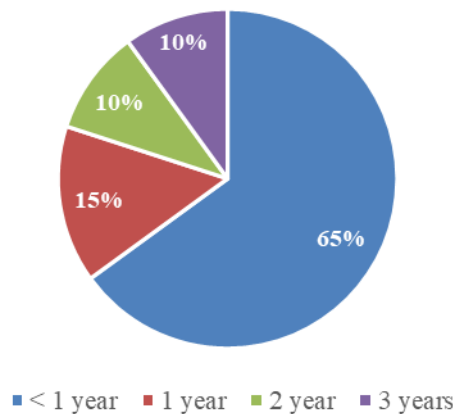
Figure 4. Period of Studying Paraphrasing

For the period of studying paraphrasing as shown in Figure 4, it is grouped into four categories: less than a year, a year, two years, and three years. There are 13 students (65%) who have studied paraphrasing for less than a year, followed by 3 students (15%) who have studied within a year. The students who have studied within two years and three years are 2 students, or equal to 10% of each period category. Therefore, most of the students have studied paraphrasing for less than a year.

■ Highly significant   ■ Significant   ■ Insignificant   ■ Highly insignificant
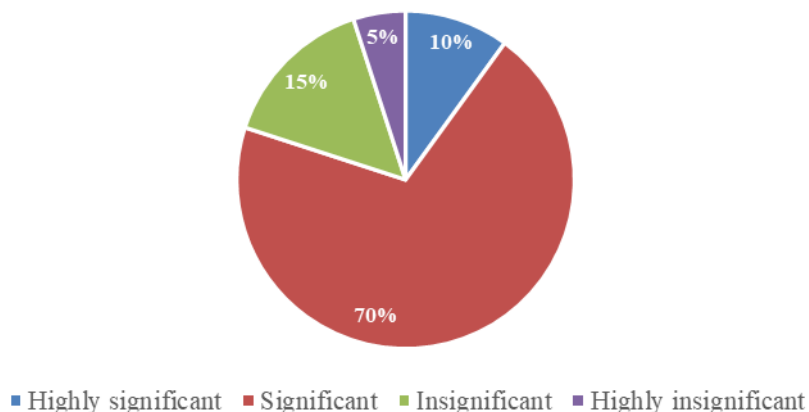
Figure 5. The Significance of Paraphrasing

The above chart in Figure 5 indicates that most of the students (70%), or equaling 14 students, agree that paraphrasing is significant. Sequentially, the significance of paraphrasing is claimed to be insignificant by 3 students (15%), highly significant by 2 students (10%), and highly insignificant by 1 student (5%). Based on these results, it can be concluded that paraphrasing is significant in the educational field for most of the students.

■ Paragraph level   ■ Sentence level   ■ Phrase level   ■ Word level
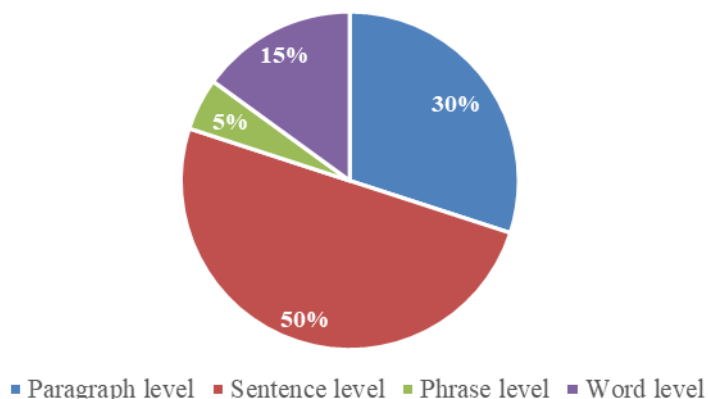
Figure 6. Level of Paraphrasing

The chart in Figure 6 shows that 10 students (50%) commonly apply paraphrasing at the sentence level, while 6 students (30%) are at the paragraph level. The other 3 students (15%) apply paraphrasing at the word level, and only 1 student (5%) does the phrase level of paraphrasing.
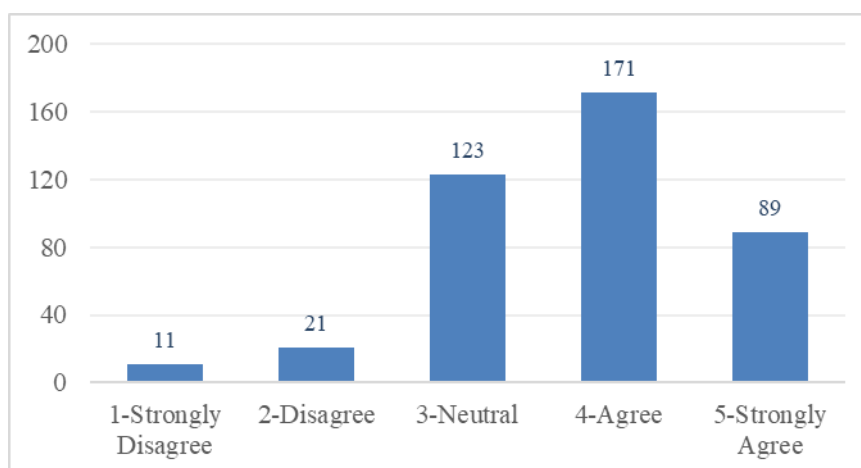
Figure 7. The Likert Scale Data Grouping of Questionnaire

In summary, data collection on the Likert scale of the questionnaire can be grouped as shown in Figure 7. The majority of the students tend to select scale 4 as their answer, which means they agree with the questions or statements. Several of them neither agree nor disagree, and the least number of answers are on a scale of 1, which shows strong disagreement with the questions provided.

The results of the descriptive analysis are classified into five groups, as adapted from Suharsimi (2006): very low or bad (1.00 to 1.80), low or bad (1.81 to 2.60), moderate (2.61 to 3.40), high or good (3.41 to 4.20), and very high or very good (4.21 to 5.00). These values indicate the mean values, which are subsequently determined in which category they are included. The tables below are the descriptive statistics of each section.

Table 4. The Application Section

Constructs	Mean	Standard Deviation
using my own words	3.90	0.912
using synonyms	3.50	1.100
changing word order	3.70	1.174
changing text/sentence structures (e.g., active to passive or vice versa; direct to indirect or vice versa)	3.90	0.968

Table 4 shows two constructs that have the same mean value of 3.90 and are categorized as high or good values. The constructs are "using my own words" and "changing text/sentence structures", which sequentially have the standard deviation of 0.912 and 0.968. The result also indicates that "changing word order" has the mean value of 3.70 and the standard deviation of 1.174.

The construct of "using synonyms" has the lowest mean value of 3.50 and the standard deviation of 1.100. Based on this section's results, the majority of the students tend to apply paraphrasing strategies by using their own words and by changing text or sentence structures. On average, the mean values are included in the high category (3.50 to 3.90).

Table 5. The Barriers Section

Constructs	Mean	Standard

		Deviation
comprehending the source text	3.45	0.999
finding the appropriate vocabulary	3.80	0.768
changing the text/sentence structure (e.g., active to passive or vice versa; direct to indirect or vice versa)	3.70	0.865
finding the technical words/keywords	3.65	0.933

In Table 5, the mean values vary from 3.45 to 3.80 and are included in the high or good category. The highest mean value of 3.80, with the standard deviation of 0.768, is reached by the construct of "finding the appropriate vocabulary". The second high mean value of 3.70 and standard deviation of 0.865 is achieved by the "changing the text or sentence structure" construct.

The next barrier is "finding the technical words or keywords" with the mean value of 3.65 and standard deviation of 0.933. Meanwhile, "comprehending the source text" has the lowest score with the mean value of 3.45 and the standard deviation of 0.999. Hence, finding the appropriate vocabulary is the barrier to paraphrasing most of the students encounter.

Table 6. The Incompetency Section

Constructs	Mean	Standard Deviation
using my own words in paraphrasing	3.75	1.020
changing the word order	3.70	0.923
changing the original word into its synonym	3.35	0.933
changing the text/sentence structure (e.g., active to passive or vice versa; direct to indirect or vice versa)	3.35	1.089

Among the constructs, "using own words in paraphrasing" obtains the highest mean value of 3.75 with the standard deviation of 1.020. The second in line, "changing the word order" has the mean value of 3.70 and the standard deviation of 0.923. In addition, there are two constructs with the same and the least mean value of 3.35: "changing the original word into its synonym" and "changing the text or sentence structure" with the standard deviation of 0.933 and 1.089 sequentially.

Evidently, the majority of students feel incompetent to use their own words in paraphrasing, despite tending to apply this strategy to paraphrase. The possibility of this occurrence arises since finding the appropriate words or vocabulary to substitute the original text can be difficult and becomes a barrier to paraphrasing. This odd condition is further analyzed by the result of the writing task with the qualitative method. In general, the mean values are classified in the moderate (3.35) and the high categories (3.70 to 3.75).

Table 7. The Opinion Section

Constructs	Mean	Standard Deviation
paraphrasing helps me comprehend the source text	3.90	1.119
paraphrasing helps me avoid citing excessively	3.80	0.768
paraphrasing is one of the important skills to	4.05	0.759

produce academic writing		
paraphrasing can enrich vocabulary	3.95	0.759

The "paraphrasing is one of the important skills to produce academic writing" construct generates the highest mean value of 4.05 with the standard deviation of 0.759, which means that most of the students agree that paraphrasing becomes an essential skill. The construct of "paraphrasing can enrich vocabulary" points to the second high mean value of 3.95 with the standard deviation of 0.759.

Meanwhile, the "paraphrasing helps me comprehend the source text" construct reveals the third high mean value of 3.90 with the standard deviation of 1.119. The least mean value of 3.80 with the standard deviation of 0.768 is yielded by the construct of "paraphrasing helps me avoid citing excessively." Since the mean values are from 3.80 to 4.05, it is classified into the high or good category.

Table 8. The Solution Section

Constructs	Mean	Standard Deviation
there will be more comprehensive learning about paraphrasing skills	3.95	0.826
there will be more exercises in paraphrasing skills	3.75	0.851
there will be a study group that particularly discusses paraphrasing skills	3.70	0.733
lecturers or educators can teach paraphrasing strategies to create good paraphrasing	3.95	0.887

In Table 8, the mean values range from 3.70 to 3.95 and are classified in the high or good category. Two constructs reach the same mean value of 3.95: "there will be more comprehensive learning about paraphrasing skills" and "lecturers or educators can teach paraphrasing strategies to create good paraphrasing" with the standard deviation of 0.826 and 0.887 in sequence. Furthermore, "there will be more exercises in paraphrasing skills" and "there will be a study group that particularly discusses paraphrasing skills" sequentially obtain the mean value of 3.75 and 3.70 with the standard deviation of 0.851 and 0.733.

The research results report that finding the appropriate vocabulary and using the students' own words become the barriers to paraphrasing and the incompetence encountered by the 5th-semester diploma students of English Language and Culture of Darma Persada University. The research outcomes to overcome those barriers to paraphrasing are more comprehensive learning about paraphrasing skills and the consideration that lecturers or educators can teach paraphrasing strategies to create good paraphrasing.
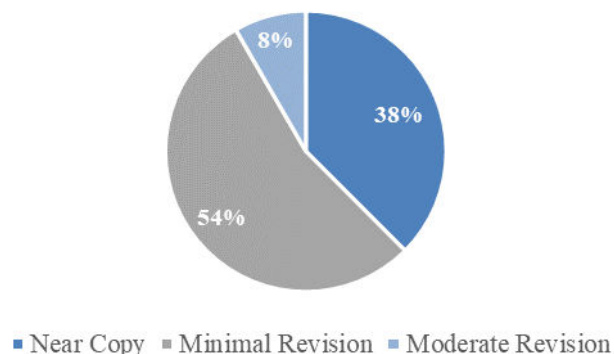
Figure 8. Paraphrase Types of the Writing Task

Figure 8 identifies that Minimal Revision has been the most frequently used paraphrase type by the students (54%), which contains 20–49% of the unique links in the paraphrased versions. It is correlated with the results in the application section of the questionnaire that most of the students have the tendency to use their own words, other than changing text or sentence structure.

The second high percentage is followed by the Near Copy type (38%), which applies to more than 50% of the unique links. The Moderate Revision type, which contains 1–19% of unique links, has the least percentage of 8%. However, none of the students apply the Substantial Revision type of paraphrase since they encounter that finding the appropriate vocabulary becomes their barrier to paraphrasing.

By analyzing the writing task, the result of analysis is classified into the following table by counting the frequency of occurrence of each strategy.

Table 9. The Occurrence Frequency of Paraphrasing Strategies

Paraphrasing Strategies	Frequency of Occurrence	Percentage
Using synonyms	326	61%
Expanding phrases for clarity	76	14%
Others	35	7%
Changing words order	34	6%
Shortening a long sentence	25	5%
Shortening phrases for conciseness	18	3%
Changing parts of speech	17	3%
Changing active into passive sentence or vice versa	5	1%
Changing positive into negative sentence or vice versa	0	0%
Changing the Structure of Ideas (organization)	0	0%
Total	536	100%

As a result of the writing task analysis, the occurrence frequency is calculated and classified based on the paraphrasing strategies in Table 9, which illustrates the paraphrasing strategies, and are ranked sequentially from the highest to the lowest frequency of occurrence. The application of using synonyms as the paraphrasing strategy has the highest frequency, which occurs 326 times overall and equals 61%. Subsequently,

the second strategy most applied by students is expanding phrases for clarity, which occurs 76 times, or 14%.

Jackie Pieterick only classifies nine strategies in paraphrasing, and thus the strategy which is not included will be determined as other strategies. The analysis result of the writing task has indicated that the majority of the students try to add their own words, such as an article, a preposition, or an additional sentence. In addition to that, the students also make some changes of phrases to part of speech or vice versa. Hence, the other strategies obtain the third-highest rank as the paraphrasing strategy the students apply, which occurs 35 times, or 7%.

The students tend to change words order as well to be their strategy, which is applied 34 times or 6%. While paraphrasing, the students shorten a long sentence to make it easier and meet the simplicity of understanding, which occurs 25 times and equals 5%. Shortening phrases for conciseness is applied as well by the students as their strategy in paraphrasing, which occurs 18 times, or 3%. The paraphrasing strategy by changing parts of speech has also occurred 17 times or 3%. The lowest frequency in the paraphrasing strategy of changing an active into a passive sentence or vice versa occurs only 5 times or 1% overall.

There are two strategies that are not applied by students, namely changing a positive into a negative sentence or vice versa and changing the structure of ideas (organization). The frequency of applying paraphrasing strategies occurs 536 times for twenty-four paragraphs in total, which is done by eight students; and using synonyms is the most frequently applied type of paraphrasing strategy by the students even though some of the synonyms do not have similar meaning contextually.

CONCLUSION AND SUGGESTION
Conclusion

Producing academic writing is essential in formal education or a higher level. Therefore, knowledge of writing becomes significant and paraphrasing is one of the writing skills required. In terms of rewording and citing a source text properly, the writers need some strategies for paraphrasing to confirm that there is no plagiarism. Even though the original text has been altered using the writers' own words, the gist of the source shall remain the same, and the paraphrased version becomes understandable by the readers.

The analysis results of this research depict whether or not the students comprehend the strategies in paraphrasing. It is obvious from the analysis result that the students have less knowledge of paraphrasing strategies. They may understand the basic meaning of paraphrasing, but the result has proven that the majority of the students do not know how to create a good paraphrasing. This shall be a concern for the lecturers or educators to teach the strategies of paraphrasing comprehensively since the students have to produce academic writing, either as an assignment or research paper.

Suggestion

The students need to improve their writing skills and ability to paraphrase. They have to consider learning paraphrasing by practicing frequently and obtaining information related to paraphrasing from various references, such as books, journals, or

seminars. Thus, the students will be able to paraphrase properly. Otherwise, they can create plagiarism, which should be avoided since it is prohibited. This research also looks forward to increasing the readers' knowledge of paraphrasing and its strategies.

Future research should be organized by implementing new methods to investigate an effective way to learn the strategies of paraphrasing by minimizing the barriers to paraphrasing. An awareness of spelling and grammar also needs to be observed by both the educators and the students in order to prevent inaccuracy. Therefore, a comprehensive and in-depth research is expected to be conducted due to the importance of paraphrasing in terms of producing academic writing.

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THE CHARACTERISTICS OF *CULTURE-BOUND SYNDROME* OF ACEHNESE SPEAKERS IN A SOCIOPSYCHOLINGUISTICS PERSPECTIVE

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A B S T R A K

This study aims to classify the characteristics of *Culture-Bound Syndrome* in Acehnese speakers from the perspective of Socio-Psycholinguistics, particularly in Aceh Besar, Pidie, and Aceh Utara by comparing gender, age, and the education level of the patient. The researchers chose to use a case study approach to conduct data to be able to provide an overview of the characteristics of *Culture-Bound Syndrome* behaviour displayed. In analysing the data, the researcher refers to Spradley Theory who said that analytical technique with four advanced paths, namely (1) domain analysis; (2) taxonomy analysis; (3) componential analysis; and (4) cultural values analysis. After the research done, the researchers found that the characteristics of *Culture-Bound Syndrome* in Acehnese speakers are five characteristics, namely (1) *Coprolalia*, this research found that females more often use *Coprolalia* than males, more often in adult patients than in adolescents and elderly patients, and only appeared in patients with a low level of education; (2) *Echolalia* was found in adolescents, adults and the elderly, more often in female patients than in male, and more often used by lower education level than high level of education; (3) *Auto Echolalia* was only appears of females while in males and elder it is not found. Meanwhile, the most *Auto Echolalia* were found at adolescents than adults. If we look at the aspect of education level, the patients with a low education level more often than higher education level; (4) *Auto Obedience* was not found at category of females and adolescents; and (5) *Religio* was only appears in category of adult, elderly, males, and higher education levels. The last characteristic has never existed in the results of previous research studies, therefore, there is a need for a more in-depth study with a larger scope to examine this section.

INTRODUCTION

Language is very decisive in human survival in the delivery of information, ideas, or expressions through sounds or symbols that come out of human articulation. According to Rizka (2017, p. 18) that the existence of language in people's daily lives cannot be separated from culture because it is a product of humans interacting with each

other. Language is a basic concept for humans fundamentally in interpreting reality and transferring values and expressing ethical sensibility in ways that vary. In Indonesia itself, not only is Indonesian the national language used by the community but there are also thousands of vernacular languages (regional languages) which still exist today, one of which is the Acehnese language. Acehnese language itself as stated by Asyik (1987) in Rizka & Zainuddin (2016, p. 1) that the speakers are divided into four dialects, namely *Pase dialect*, *Pidie dialect*, *Kutaraja dialect*, and *West Aceh dialect*. Like other languages, Acehnese can also be studied from various aspects such as Sociolinguistics, Semantics, Pragmatics, Psycholinguistics, or combining several disciplines.

One of the studies of language is Psycholinguistics, where the study links between language and thought in processing the product of a language. The link between language and thought or unique psycholinguistic studies, According to Arifudin (2010, p. 3) that the study of the process and Cognitive representation is behind the use of language. Psycholinguistics is divided into four fields of study, namely (1) language production, (2) language understanding, (3) bilingual lexicon, and (4) deviant language behaviour. In terms of language production, language comprehension, lexicon bilingualism, and deviant language behaviour, of course, cannot be separated from the context of the culture that surrounds it. Admit it or not, the existing culture makes a good contribution positive or negative in shaping individual behaviour including *Culture-Bound Syndrome* which is one of the unique aspects of the study to be studied. Since 1994, *Culture-Bound Syndrome* has been added to the list diagnostic and statistical manual of mental disorders (American Psychiatric Association, 2000). This statement arises because *Culture-Bound Syndrome* on average raises sudden verbal and nonverbal behaviour that causes some researchers to call it a mental illness, or a condition that is difficult to understand because as a result. This behaviour of *Culture-Bound Syndrome* is not only of interest to psychiatric researchers and anthropology but from various other scientific fields including researchers from linguistics. The emergence of various studies, slightly annulled that *Culture-Bound Syndrome* is not a behaviour of madness or the perpetrator is a mentally ill person, but merely as actions (behaviours) that arise in individuals due to loss of self-control.

In various studies, it is stated that the *Culture-Bound Syndrome* that appears in the Indonesia, Malaysia, and parts of the Philippines are suffered by people belonging to the Malay family (American Psychiatric Association, 2000). In Indonesia itself, various studies have emerged about the *Culture-Bound Syndrome*. Among them, Hariyanto, et al (2013) and Christy (2015) who classifies *Culture-Bound Syndrome* into 4 types, namely (1) *Coprolalia*, which is a type of *Culture-Bound Syndrome* which if the sufferer is shocked or surprised to produce taboo language such as mentioning female or male genitalia spontaneously; (2) *Echolalia*, is the sufferer spontaneously producing the same words as the giver stimulus; (4) *Auto Echolalia*, almost the same as *Echolalia*, *Auto Echolalia* is also a characteristic that repeats words. But this characteristic is just repeating the word itself; and (4) *Auto Obidience*, *Auto Obidience* is verbal behaviour that usually carries out orders spontaneously when surprised or startled.

In several previous studies related to *Culture-Bound Syndrome* such as Pamungkas, et al (2017) which examines behaviour *Culture-Bound Syndrome* or *Latah Coprolalia* in Women

in the cultural sphere Mataraman found that women with *Culture-Bound Syndrome* from among natives or natives express *Coprolalia* in more vulgar language compared to immigrant women. Immigrants, according to him, in expressing *Coprolalia* using new and disguised terms. Different from 2017 which studied *Coprolalia* in women, Pamungkas and Djatmika (2016) also studied related *Coprolalia* in Jombang, the difference was that at that time the object of their research was men.

A similar study was also conducted by Fitriyani, et al (2018) who studied the verbal expression of *Culture-Bound Syndrome* adolescents in Sukoharjo Senior High School (SMA) concluded that adolescent patients with *Culture-Bound Syndrome* show the type of *Echolalia* with verbal expressions in the form of sentences because they have a final intonation. In addition, he also explained that the occurrence of *Culture-Bound Syndrome* is an environmental factor (peers) because the sufferer receives excessive attention and stimulation so that the behaviour continues to occur.

Departing from previous research, researchers feel the need to conduct a study about *Culture-Bound Syndrome* in speakers of the regional language, namely Acehnese. However, the research that will be carried out is not only focused on the psycholinguistic aspect but will also be looked at the Social Category. According to Balton (2011) some of the social category such as race, religion, nationality, gender, age, educated or not and so on. So that this research is more interesting when compared between differences in gender, age, and education level of the sufferer of *Culture-Bound Syndrome*. In other words, this research will examine the characteristics of *Culture-Bound Syndrome* in speakers of the Acehnese language from the perspective of Socio-psycholinguistics.

Specifically, this research aims to describe the characteristics of *Culture-Bound Syndrome* in Acehnese speakers particularly in Aceh Besar, Pidie, and Aceh Utara by comparing gender, age, and the education level of the patient. Related to this, the researchers designed the formulation of the problem in this study, namely how are the characteristics of *Culture-Bound Syndrome* in Acehnese speakers in a socio-psycholinguistic perspective?

METHOD

This research is a case study with a unique which is used to analyse problems or phenomena that are contemporary (Bungin, 2003). This study aims to capture more a variety of qualitative information with detailed descriptions rather than simple statements of numbers or frequency in the form of numbers (Sutopo, 2002, p. 183). According to Basuki (2006) case studies are a form of research (inquiry) or study of a problem that has particularity (particularity), can be done both with a qualitative approach and quantitative, with the individual (individual) and group targets, and even the wider community. There are three types of case studies, namely intrinsic case studies and instrumental case studies (instrumental case studies), and collective case studies.

Following the theory mentioned above, the researchers chose to use a case study approach because this research deals with the subject and the case is unique and aims to be able to provide an overview of the characteristics of *Culture-Bound Syndrome* behaviour that is subject is displayed. This case study approach is very suitable for use because this

approach views behaviour from the subject's point of view and not from the point of view of the people.

The subjects in this study are according to the scope of this study, namely Acehnese speakers who suffer from *Culture-Bound Syndrome* with a total of 48 people. Subjects were taken according to the previously offered social aspects, namely based on gender, age, and education level from 3 regions in Aceh, namely Aceh Besar, North Aceh, and Pidie. Therefore, the researcher will take data from the subject as shown in the table below:

Table 1. Object of Research

Social Aspects	Region		
	Aceh Besar	**Pidie**	**Aceh Utara**
Gender	Men (3 persons)	Men (3 persons)	Men (3 persons)
	Women (3 persons)	Women (3 persons)	Women (3 persons)
Age	17-32 (2 persons)	17-32 (2 persons)	17-32 (2 persons)
	33-48 (2 persons)	33-48 (2 persons)	33-48 (2 persons)
	49-64 (2 persons)	49-64 (2 persons)	49-64 (2 persons)
Education Level	SD-SMA (3 persons)	SD-SMA (3 persons)	SD-SMA (3 persons)
	S1 – S3 (3 persons)	S1 – S3 (3 persons)	S1 – S3 (3 persons)

The data used in this study are words, phrases, and clauses as well as sentences that arise from informants with *Culture-Bound Syndrome* and are presented based on characteristics of *Culture-Bound Syndrome* as well as the serial number of lingual forms that appear, both in the form of words, phrases or sentences.

The method of providing data in this study uses the method of listening (Sudaryanto, 1993, p. 135). Listening is done by using the basic techniques of tapping techniques, listening to conversational techniques, recording techniques, and note-taking techniques. In addition to using the listening method, the author also uses the conversation or conversation method. This speaking method uses basic techniques, namely fishing technique, face-to-face conversation technique, and note-taking technique.

In analysing the data, the researcher refers to the opinion of Spradley (2007). Spradley (2007, p. 199) suggests an analytical technique with four advanced paths, namely (1) domain analysis; (2) taxonomy analysis; (3) componental analysis; and (4) cultural values analysis.

RESULT AND DISCUSSION
1. The Characteristics of Culture-Bound Syndrome

Based on the data obtained, the Characteristics of Culture-Bound Syndrome in Acehnese language speakers that found in the five forms, there are *Coprolalia, Echolalia, Auto Echolalia, Auto Obidence,* and *Religio* as follows:

Coprolalia

The word form in *Culture-Bound Syndrome* language is based on *Coprolalia* behaviour which is usually spoken by words in the form of genitals that appear spontaneously. The language that appears in the behaviour of *Coprolalia* can be seen from

the works produced by the informants in the form of words that refer to the genitals. This can be seen in data 1 and 14 below.

Utterance 1:

R : *Hai, cuda* /hai, cuda/ (touching the informant arm spontaneously from behind)
"Hi, Aunty"

I : ***anuek tét***. *Alah teukeujet teuh mantöeng, Ho kaneuk jak?* /anω? tet. alah tωkωjət tωh mantʌŋ, pajan troh/ (with a slow voice and waved)
"Clitoris! Ah, you made me shocked, where do you want to go?"

R : *Kuneuk jak u keud*èe / kunω? ja? u kωdɛə /
"I want to go to the store"

Utterance 14:

R : *Apa, neubi rukok sibak?* / apa, nωbi rukɔ? siba? /
"Uncle, give me cigarette, please?"
(the informant gave a cigarette to the researcher)

R : *ôôh.. mangat that rukok leuh bu, heuh! Cok pulang* / oh, mangat that rukɔ? lωh bu, hωh cɔ? pulaŋ / (deliberately throw the cigarette to the)
"Oh. it's so good to smoke after lunch, take it back"

I : ***Aneuk trueng!*** / anω? truəŋ / (aloud)
"eggplant seeds" (in Acehnese, it refers to women clitoris)

Based on the data 1 and 14 that can be described that the characteristics shown by informant in the conversations are the phrase of genital which are taboo uttered in normal condition. The lingual produced by the informants can be known when the informants led lingual forms ***anuek tét*** /anω? tet/ and ***Aneuk trueng!*** /anω? truəŋ/ after felt shocked and surprised that receive stimulus.

Echolalia

The language form in *Culture-Bound Syndrome* based on *Echolalia* which the sufferer spontaneously produced the same words as the giver stimulus. This can be seen in data 6 and 9 below.

Utterance 6:

R : *ka trép neu adèe?* /ka trep nω adɛə/
"Has it been dried for a long time??"

I : *Goh trép, nyoe barô ku adèe.* /gɔh trep, nyɔə baro ku adɛə/
"Not long ago, I just dried this"

R : *ôôh... lông piké katrép* /oo.. loŋ pike katrep/
"oh, I thought it was a long time"

R : *Ka rudôk!* /ka rudo?/ (while hitting the bucket hard)
"it's cloudy"

I : ***Ka rudôk!, Ka rudôk!, ee.. Ka rudôk!*** /ka rudo?, ka rudo?, ee ka rudo?/ (while taking the clothesline)
"it's cloudy, it's cloudy ee.. it's cloudy"

Utterance 9:

R : *Ho neuyak jak?* / hɔ nωya? ja?/

"Where do you want to go?"

I   : *Kuneuk jak bloe eungkôt* /kunω? ja? blɔə ωŋkot /
      "I want to buy some fish"

R   : *Eungkôt lam luweue* /ωŋkot lam luwωə/ (saying loudly while pointing at the informant's pants)
      "the fish in your pants"

I   : ***Eungkôt lam luweue!.. Eungkôt lam luweue!.. Eungkôt lam luweue!*** /ωŋkot lam luwωə.. ωŋkot lam luwωə.. ωŋkot lam luwωə../ (while holding his dick)
      "the fish in pants"

Based on these data can be described that language of *Culture-Bound Syndrome* sufferer which showed by informant spontaneously repeat these words or phrase because the informant was surprised by stimulation suddenly. The language displayed by the informant ***Ka rudôk!, Ka rudôk!, ee.. Ka rudôk!*** /ka rudo?, ka rudo?, ee ka rudo?/ and ***Eungkôt lam luweue!.. Eungkôt lam luweue!.. Eungkôt lam luweue!*** /ωŋkot lam luwωə.. ωŋkot lam luwωə.. ωŋkot lam luwωə../ are repetition of the words spoken by the researcher and informant mention these words not only once but over and over.

Auto Echolalia

The language form in *Culture-Bound Syndrome* is based on *Auto Echolalia* which the sufferer spontaneously produces the repetition of their own words after a stimulus. It can be seen in data 10 and 11 below.

Utterance 10:

R   : *Ho kajak beurökön hana deuh-deuh, trep ka hana meureumpök?* /hɔ kaja? bωrʌkʌn hana dωh dωh, trep ka hana mωrωpʌ? /
      "Where did you go before, long time no see"

I   : *Sibōk bacut lawét nyoe, na buet bacut di Banda Aceh.* /sibo? bacut lawet ŋɔə, na buət bacut di banda acɛh/
      "A little busy lately, there's work in banda aceh"

X   : *Alah, Hana leuh-leuh lom?* /alah, hana lωh lωh lɔm/
      "Ah, was it finish yet?"

I   : *Hana, sibak rukok teuk sagai* /hana, siba? rukɔ? tω? sagai/
      "Yes, just one more cigarette"

R   : *Beh ka, pajôh kuwéh-kuwéh dilè, ék neuh?* /bəh ka, pajoh kuweh kuweh dilɛ, ek nωh/
      "Ok, let's eat cake first, do you want?"

(while the informant was eating the cake, the researcher surprised him by clearing his throat loudly)

I   : ***Mangat éh mangat yéh mangat*** /maŋat eh maŋat yeh maŋat/ (while showing the cake up)
      "tasty, eh tasty yeh tasty"

Utterance 11:

R   : *Panè kawoe?* /panɛ kawɔə/
      "Where did you from?"

I   : *kuwoe sikula* /kuwɔə sikula/
      "go back from the school"

R   : *Kapiyôh dilèe!* /kapiyoh dilɛə/ (pointing to a seat)
     "let's sit first"
(when the informant sat down, the researcher was surprised by hitting the seat)
I   : ***kuduek, éh kuduek, éh kuduek*** /kuduəʔ, eh kuduəʔ, eh kuduəʔ/ (while sitting and getting up over and over)
     "I sit, Uh. I sit, Uh. I sit"

The language issued by the informant as above is caused by feeling shocked after the informant was surprised by the researcher so that he kept repeating the words he said. The informant language form can be identified that produced the language by quietly and quickly. The language displayed by the informant ***Mangat éh mangat yéh mangat*** /maŋat eh maŋat yeh maŋat/ and ***kuduek, éh kuduek, éh kuduek*** /kuduəʔ, eh kuduəʔ, eh kuduəʔ/ are the result of repetition of their own words.

Auto Obidience

The form of *Auto Obidience* as sufferer of *Culture-Bound Syndrome* is usually carried out the orders spontaneously when startled. Identification appearance language form of *Culture-Bound Syndrome* can be seen from the verbal response of the informant who was surprised by the researcher. In other words, these characteristics produce language symbolically. It can be seen in data 17 below.

Utterance 17:

R   : *Jinoe berita mandum masalah Covid* /jinɔə bərita manduəm masalah kɔphit/
     "All news about the Covid now"
I   : *Tadeungöe dilèe pue dipeugah* /tadɯŋʌə dilɛə puə dipɯgah/
     "listen to what is being said"
R   : *Paléng dipeugah masalah Vaksin* /paleŋ dipɯgah masalah phaksin/
     "It's just talking about vaccines?"
I   : *Ikah kaleuh ka Vaksin?* /ikah kalɯh ka phaksin/
     "Have you vaccinated?".
R   : *Ilông kaleuh sigöe, droneuh kaleuh?* /iloŋ kalɯh sigʌə, drɔnɯh kalɯh/
     "I've been vaccinated once, have you?"
I   : *Gohlom, hana meutumeung jak lom* /gɔhlɔm, hana mɯtumɯŋ jaʔ lɔm/
     "No, I haven't had time to go yet"
I   : *Kacok pipèt siat!* /kacɔʔ pipɛt siˀat/
     "Please get a pipette!"
(the researcher took a pipette and gave it to the informant)
R   : *Neusuntik!* /nɯsuntiʔ/ (aloud and spontaneously)
     "Inject!"
(Suddenly, the informant took a dropper and injected it into his hand)

The researcher's order to inject the informant was responded by injecting a pipette into his hand spontaneously that showing the informant produced the language symbolically or verbally based on orders from the researcher.

Religio

One of the characteristics of *Culture-Bound Syndrome* found in this study is *Religio*. Actually, this feature has never been disclosed by previous researchers. However,

researchers found that some experienced *Culture-Bound Syndrome* and produced language by mentioning prayers or religious readings spontaneously after being shocked. The findings can be seen in Data 23 and 24 below:

Utterance 23:

R : *Baroe ho neujak? Hana neujak meungajar?* /barɔə hɔ nɯjaʔ, hana nɯjaʔ mɯŋajar/
"Where did you go yesterday? didn't you teach?"

I : *Hana mangat badan baroe long buk* /hana maŋat badan barɔə lonŋ buʔ/
"I didn't feel well yesterday"

R : *Singöh bèk tuwöe na rapat beh* /siŋʌh bɛʔ tuwʌə na rapat bəh/
"Don't forget to have a meeting tomorrow"

I : *Jeut buk* /jɯt buʔ/
"Ok mam"

(after that the researcher hit his desk)

I : *Astaghfirullahaladzim!* /astagʰfirullahalāθim/ (One of the prayers of forgiveness in Islam)
"I ask forgiveness from Allah the Almighty" (The informant said it loud and fast while rubbing his chest)

Utterance 24:

I : *Hèk that lawét nyoe, buet hana abéh-abéh* /hɛʔ tʰat lawet nyɔə, buət hana abeh abeh/
"So tired lately, the work is not finished"

R : *Pue yang jeut lon bantu?* /puə yaŋ jɯt lon bantu/
"How can I help?"

I : *Neupeugèt berkaih pangkat long siat* /nɯpɯgɛt bərkaih paŋkat lon siʔat/
"Please help me make a promotion file"

R : *Jeut, gampang nyan* /jɯt, gampaŋ ŋan/
"Ok, take it easy"

(Then he rolled up the papers and hit the table)

I : *Subhanalladzi yusabbihurra'du bi hamdihi walmalaikatu min khiifatih* /subhanallaθi yusabbihurrāʔdu bi hamdihi walmalaikatu min kʰifatih/ (One of the prayers in Islam which are said when you hear the thunder)
"Glory be to Allah that the thunderbolt and the angels glorify him by praising him out of fear of him" (The informant said it loud and fast while rubbing his chest)

The language issued by the informant as above is caused by feeling shocked after the informant was surprised by the researcher so that he said the prayers in his religion. The informant language form can be identified that produced the language by loud and quickly. The language displayed by the informant *Astaghfirullahaladzim!* /astagʰfirullahalāθim/ and *Subhanalladzi yusabbihurra'du bi hamdihi walmalaikatu min khiifatih* /subhanallaθi yusabbihurrāʔdu bi hamdihi walmalaikatu min kʰifatih/ are the result of religiosity prayers which is out of context spontaneously.

2. *Social Classification in Culture-Bound Syndrome*

From the results of the study, there were 68 (sixty-eight) cases found that fall into the category of *Culture-Bound Syndrome* with various informants' social backgrounds. Therefore, the researchers classified it based on the informants' social background as follows:

Gender

The informants who identified as having *Culture-Bound Syndrome* were 18 people which classified by gender (male and female). The results found in the field showed that males with *Culture-Bound Syndrome* showed the characteristics of *Coprolalia* as many as 3 people (33.33%), *Echolalia* as many as 1 person (11.11%), *Auto Obedience* as many as 2 people (22.22%), and *Religio* as many as 3 people (33.33%). In this case, the Males have not been found showing the characteristics of *Auto Echolalia*.

Furthermore, females showed as many as 4 people (44.44%) had *Coprolalia* characteristics, *Echolalia* as many as 2 people (22.22%), *Auto Echolalia* also as many as 2 people (22.22%), and the rest had *Auto Obedience* characteristics (1 person / 11.11%). Similar to males, females with *Culture-Bound Syndrome* do not show complete characteristics. In this case, females have not found *Religio* characteristics. The data can be seen in the Chart 1 below:
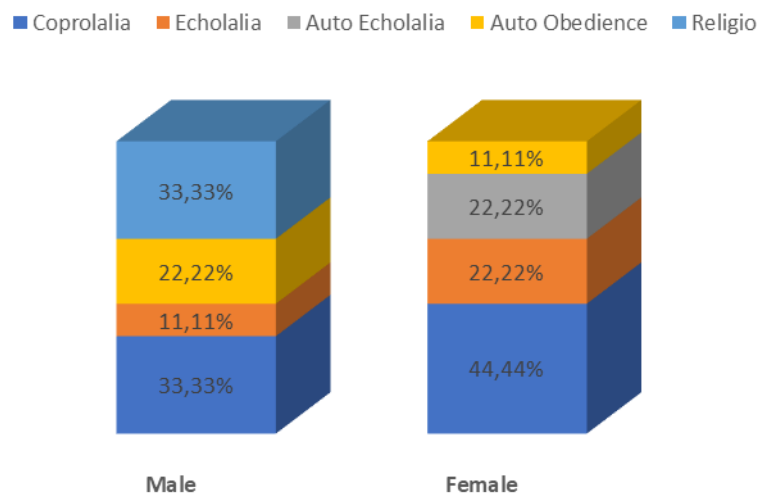
Chart 1. The Percentage of Culture-Bound Syndrome Characteristics based on Gender

Age

The informants who identified as having *Culture-Bound Syndrome* were 18 people which classified based on age where 17-32 as many as 6 people, 33-48 as many as 6 people, and 49-64 as many as 6 people. The results found in the field showed 17-32 years old had the characteristics of *Coprolalia* as many as 1 person (16.16%), *Echolalia* as many as 1 person (16.16%), *Auto Obedience* as many as 3 people (50.00%), and *Auto Obedience* as many as 1 person (16.16%). In this case, informants who 17-32 years old have not been found the characteristics of *Religio*.

Furthermore, informants who 33-48 years old showed as many as 2 people (33.33%) had *Coprolalia* characteristics, *Echolalia* as many as 1 person (16.16%), *Auto*

Echolalia also as many as 1 person (16.16%), *Auto Obedience* characteristics as many as 1 person (16.16%), and *Religio* as many as 1 person (16.16%).

Then, informants who 49-64 years old showed as many as 1 person (16.16%) had *Coprolalia* characteristics, *Echolalia* as many as 1 person (16.16%), and *Auto Obedience* characteristics as many as 1 person (16.16%). The informants who 49-64 years old had not showed the characteristics of *Auto Echolalia*, otherwise, this group showed the most *Religio* characteristics than other groups as many as 3 people (50.50%). The data can be seen in the Chart 2 below:

Chart 2. The Percentage of Culture-Bound Syndrome Characteristics based on Age

Education Level

The informants who were identified as having *Culture-Bound Syndrome* were 18 people which classified based on education level where SD-SMA (elementary until senior high school) as many as 9 people and S1-S3 (bachelor until doctoral) as many as 9 people. The results found in the field showed that the people who education level with SD-SMA had the characteristics of *Coprolalia* as many as 3 people (33.33%), *Echolalia* as many as 3 people (33.33%), *Auto Echolalia* as many as 2 people (22.22%), and *Auto Obedience* only 1 person (11.11%). In this case, informants who 17-32 years old have not been found the characteristics of *Religio*.

Then, informants who education level with S1-S3 showed as many as 1 person (11.11%) had *Echolalia* characteristics, *Auto Echolalia* as many as 1 person (11.11%), and *Auto Obedience* characteristics also 1 person (11.11%). The informants who education level with S1-S3 had not showed the characteristics of *Coprolalia*, otherwise, this group showed the most *Religio* characteristics than other groups as many as 6 people (66.66%). The data can be seen in the Chart 3 below:
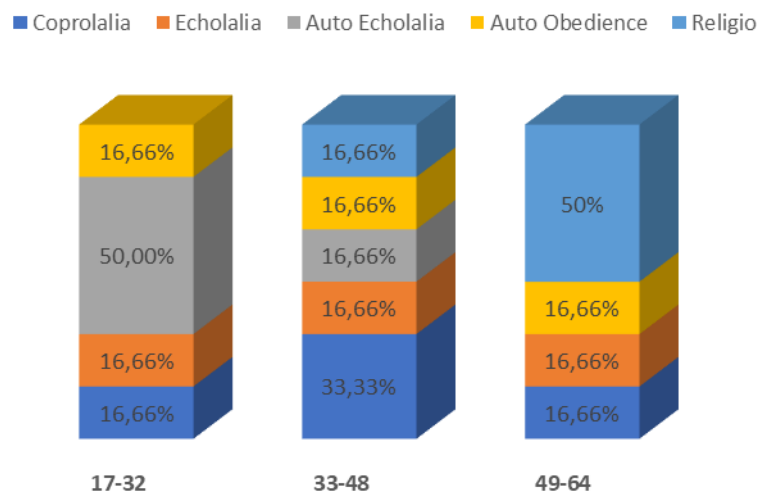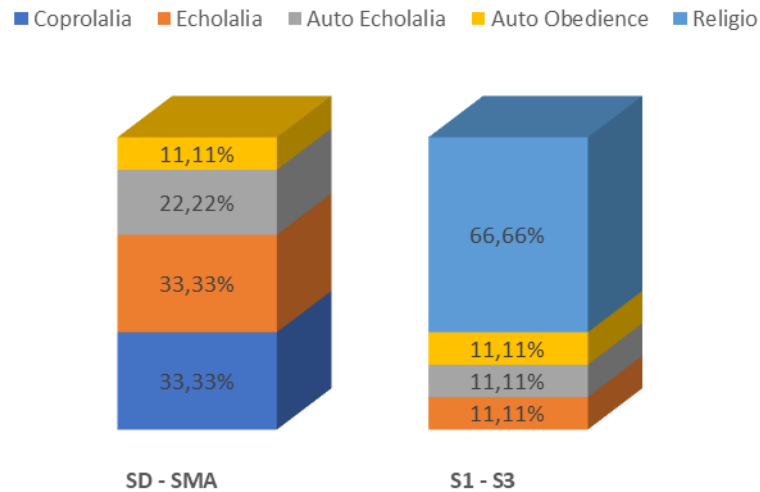
Chart 3. The Percentage of Culture-Bound Syndrome Characteristics based on Education Levels

Based on the results of the data collection described above, we can analyse that the language characteristics of people with *Culture-Bound Syndrome* in Acehnese speakers are five characteristics, namely *Coprolalia*, *Echolalia*, *Auto Echolalia*, *Auto Obedience*, and *Religio*. This finding is definitely different with the findings of Hariyanto, et al (2013) and Christy (2015) who only found four characteristics of *Culture-Bound Syndrome*.

The first characteristics, *Coprolalia*, is usually spoken by words in the form of genitals that appear spontaneously. This characteristic can be seen such as in Utterance 1 and 14. The language produced by the informants can be known when the informants led lingual forms *anuek tét* /anɯʔ tet/ and ***Aneuk trueng!*** /anɯʔ truəŋ/ after felt shocked and surprised that receive stimulus. Based on the results of the data, females more often use *Coprolalia* than males. Similarly, research from Pamungkas & Djatmika (2016) and Pamungkas, et al (2017) shows that females use Coprolalia more often than males. In this study, females have used *Coprolalia* reached 44.44%, but males only 33.33%. Furthermore, when viewed from the aspects of age and education level, *Coprolalia* appears more often in adult patients (33.33%) than in adolescents and elderly patients, each of which shows only 16.16%. On the other hand, *Coprolalia* only appeared in patients with a low level of education (SD-SMA), which was 33.33%.

The second characteristics, *Echolalia*, is the sufferer spontaneously produced the words same as the giver stimulus. This characteristic can be seen such as in Utterance 6 and 9. The language displayed by the informant ***Ka rudôk!, Ka rudôk!, ee.. Ka rudôk!*** /ka rudoʔ, ka rudoʔ, ee ka rudoʔ/ and ***Eungkôt lam luweue!.. Eungkôt lam luweue!.. Eungkôt lam luweue!*** /ɯŋkot lam luwɯə.. ɯŋkot lam luwɯə.. ɯŋkot lam luwɯə../ are repetition of the words spoken by the researcher and informant mention these words not only once but over and over. In terms of social aspects, especially in terms of age, the results of this study are in line with research by Fitriani, et al (2018) that *Echolalia* appears in adolescent sufferers. However, besides adolescents, this study also found in adults and the elderly, each of the three groups as much as 16.16%. Furthermore, when viewed from the aspects of gender and education level, *Echolalia* appears more often in female patients (22.22%)

than in male which only as many as 11.11%. On the other hand, *Echolalia* also more often used by lower education level (33.33%) than high level of education, which was 11.11%.

The third characteristics, *Auto Echolalia*, is the sufferer spontaneously kept repeating their own words caused after feeling shocked. The language of *Auto Echolalia* issued such as on Utterance 10 and 11. The informant language form can be identified that produced the language by quietly and quickly. The language displayed by the informant ***Mangat éh mangat yéh mangat*** /maŋat eh maŋat yeh maŋat/ and ***kuduek, éh kuduek, éh kuduek*** /kuduəʔ, eh kuduəʔ, eh kuduəʔ/ are the result of repetition of their own words. In terms of social aspects, *Auto Echolalia* only appears of females in 22.22% while in males and elder it is not found. Meanwhile, the most *Auto Echolalia* were found at adolescents as much as 50.00% and adults only 16.16%. If we look at the aspect of education level, it is found that *Auto Echolalia* in patients with a low education level is 22.22% and only 11.11% at a higher education level.

The fourth characteristics, *Auto Obedience*, is usually carried out the orders spontaneously when startled. The data could be seen such as on Utterance 17 where the researcher's order to inject the informant was responded by injecting a pipette into his hand spontaneously that showing the informant produced the language symbolically or verbally based on orders. In terms of social aspects, the characteristics of *Auto Obedience* look different when viewed in terms of gender, where the results of the study show that only males who use these characteristics are 22.22% and females do not display these characteristics. Likewise, in terms of age, there is a difference between adolescents and adults or the elderly. Adults and the elderly both found the characteristics of *Auto Obedience* as much as 16.66%, but in adolescents, it has not been found. *Auto Obedience* is influenced by the sufferer's power, the more power he has the more these characteristics appear. However, this is only a preliminary analysis, therefore, this section is very interesting if studied more deeply. In the aspect of education level, both those with low education and those with higher education were found to have *Auto Obedience* characteristics as many as 11.11%.

The last characteristics, *Religio*, is produced language by mentioning prayers or religious readings spontaneously after being shocked. This characteristic has never existed in the results of previous research studies as far as authors know, therefore there is a need for a more in-depth study with a larger scope to examine this section. On this research, the characteristics of *Religio* can be seen on Utterance 23 and 24. The informant language form can be identified that produced the language by loud and quickly. The language displayed by the informant ***Astaghfirullahaladzim!*** /astagʰfirullahalāθim/ and ***Subhanalladzi yusabbihurra'du bi hamdihi walmalaikatu min khiifatih*** /subhanallaθi yusabbihurrãʔdu bi hamdihi walmalaikatu min kʰifatih/ are the result of religiosity prayers which is out of context spontaneously and quickly. In the social aspect which is classified based on gender, age, and education level, it can be analysed that *Religio* only appears in adult and elderly males with higher education levels. However. This study was only carried out on informants with Islamic religious backgrounds, therefore, it is very important to study which carried out on patients with other religious backgrounds.

CONCLUSION

Based on the result of the research above, we can conclude that the characteristics of *Culture-Bound Syndrome* in Acehnese speakers are different from previous findings. There are five characteristics of *Culture-Bound Syndrome* in Acehnese speakers, namely *Coprolalia*, *Echolalia*, *Auto Echolalia*, *Auto Obedience*, and *Religio*. As previously explained, this research does not only examine Culture-Bound Syndrome in the realm of Psycholinguistics alone but also relates social aspects to Psycholinguistics. If we look at *Culture-Bound Syndrome* with a social aspect, we can conclude that not all the characteristics of *Culture-Bound Syndrome* appear in certain social aspects. For example, *Coprolalia* does not appear in patients with higher educational backgrounds or *Religio* that does not appear in patients with low educational backgrounds, adolescents, and females.

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THE INSPECTION OF LABORIOUS MECHANICAL ASPECTS FOR EFL READERS

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A B S T R A K

As most students admitted that their problem in reading was mainly regarding vocabulary, the authors were drawn to a premise that there must be a stronger underpinning explanation leading to such comprehension gap in reading. This study aimed at finding out a specific root-problem faced by EFL learners when performing reading, which are the mechanic skills of reading. This study was conducted using qualitative approach – case study design. The respondents were 55 college students in Aceh, Indonesia who were sophomores in Economics and Business faculty. The data were collected from September-December 2019. The data source was a weekly individual checklist based on the mechanical reading framework, namely: phonic-phonemic awareness-vocabulary-fluency-comprehension to find out which problem they repeatedly faced during the reading process. From 14 meetings, it was calculated that 54 students mostly faced fluency problem which means that they know the semantic and literal meaning of a certain word but struggle with the sense of the word. Later, the problem faced was comprehension which was faced by 20 students. Then, the problem of vocabulary was experienced by 16 students. And the least problem faced is phonemic problem which was faced by 1 student only.

INTRODUCTION

Reading is one major skill in language learning besides listening, speaking, and writing. It is considered as a receptive skill as those who read only receive information from the author(s) of the passage. However, as research in cognition has started to develop, it is found that reading is no longer considered as passive as it was once claimed to be (Bojovic, 2010; Smith, 1994). This is because when a person performs reading, his/her mind works out the ideas proposed in the passages that they read, weighs the facts, identifies the implications entailed, and grasps the big pictures of the whole context. More specifically, these processes which are known as comprehension process are what visible on the surface. As we dig deeper, there are other key factors that determine the process of reading comprehension as a whole. They are mechanic skills of reading. Cognitive process takes place when a person read as the information being absorbed and

processed. There are six cognitive processes that happen during reading; they are attention, perception, memory, language, learning, and higher reasoning (Pearson, 2009). The initial process is the fundamental stage of all process, which means that if a reader does not have his/her *attention* on the passage, it is impossible to have the following process to get through. Then, the *perception* starts to shape up and this happens virtually in a person's mind when he/she reads. The information that has been formed into a certain perception then being processes through the working *memory*. In this stage, if there is incomprehensible information, it will not be processed and it will surely be discarded. Language also plays vital roles in helping the reader's engaged with the reading material. We can briefly say that if the reader masters the *language*, then the information will all be learned *(learning)* and it is going to be meaningful. This is what raises an issue for EFL readers as they can misunderstand the passage, if the information is not learned after reading it. Last but not least, it is the case of *reasoning* that determines whether the comprehension is achieved or not. Apparently, these processes work interpedently and if one process is being suspended, the others may be discontinued as well leading to the comprehension failure (Bojovic, 2010).

The cognitive processes are pinpointed by much detailed factors which are known as mechanics of reading. They are phonic, phonemic awareness, vocabulary, fluency, comprehension. Indeed, these skills are very basic as they are the ones developed during the early phase of reading ability development for each individual; this means that everyone who is able to read must have these skills. However, as mentioned earlier, the case is definitely different for foreign language learners, especially in Indonesia. From most PISA results, Indonesia ranked mostly in the bottom part of the list, which brings us to the conclusion that the reading ability of Indonesian students is also low. When it comes to English reading, the trouble doubles: the students face vocabulary problem and they are not familiar with the rhetoric in English composition. Similarly, students in higher education institution also bear same mindset on reading. They are hardly interested in reading, both academic and non-academic reading (PISA, 2009).

There have been a lot of studies conducted on reading comprehension; however, the literature on mechanical aspects of reading is still rarely found. Some previous studies about mechanical reading are provided in this section. First, Yoshikawa & Yamashita (2014) have conducted study on finding out the relationship between phonemic awareness and reading comprehension among Japanese adult learners of English language. There were 71 undergraduate and graduate students involved in this study. For the data collection, they used phonemic awareness test, vocabulary test, decoding test, and reading comprehension test. The result unveiled that phonemic awareness have effects on reading comprehension as phonological and phonemic processing helps the comprehension process to take place. Second, it is a study by Mohammed (2014). The study targeted on surveying, understanding and clarifying the phonological awareness abilities with college students in the University of Zakho, Iraq. There were four degrees of phonological awareness are focused in the manuscript. They are word awareness, syllable awareness, onset-rhyme awareness, and sound awareness. Adhering to some showing guidance and practice, the participants were administrated to fifteen tests to evaluate various sorts of phonological awareness. Later, the data were analyzed using t-tests,

ANOVAs, and multiple comparison correlations. The result indicates that the participants made more noteworthy progress in their phonological awareness specifically in content words that will be highly contributive to their reading ability. Last, it is a study by Cotter (2012). This study tries to seek the correlation between fluency and reading comprehension because reading fluency can be used to incline the reading comprehension. As the participants, there were five students and one parent took part in the study. The students were given set of reading passage which they were read on weekly basis. At the end of school year, they were given a reading comprehension test. The result depicts that the repeated reading strategies promotes reading fluency and this ends up in the inclination of reading comprehension.

Reading as a cognitive process

Reading is, indeed, an interaction of identifying letters, words, and eventually sentences prompting appreciation worked from letter to word to interpret the sentence as a whole. However, reading has more than that. It involves deeper portrayal of cognitive and psychological process during the process of reaching understanding (Nation, 2005). Readers utilize their current background information to make prediction about the upcoming information in the content and about how to manipulate the freshly-retained information to decode the unfamiliar and unknown information (Rumelhart, 1980). This process is deployed by readers in communication with more perplexing meaning construction process. In any case, it is similarly certain that readers take part in reading to acquire information. Specifically speaking, for EFL learners, the main purpose of reading is to give academically related tasks residing in language subject. This purpose is deliberated toward reading comprehension because comprehension can manifest in various product completion such as questions, synopsis, or oral report (Bojovic, 2010).

Concerning to foreign language reading, readers commonly apply different reading strategies which are different from the ones they use when reading in their mother tongue language. Bouvet (2002) suggests that there are different parts of perception checking have been analyzed with a specific spotlight on critical thinking procedures. For EFL readers, it was indicated that the two different types of readers use different strategies. Proficient readers seemed to embrace strategic behavior as a strategy to effectively reach comprehension during their reading time. Their strategic behavior strategy can integrate cohesion in meaning construction. Meanwhile, less proficient readers frequently turned to utilizing procedures in a less beneficial way. The strategy used by less proficient readers are majorly disintegrative translation strategies (read and translate without consolidation) to construct meaning of the text sentences.

Mechanical Reading Aspects

Mechanical reading is seen as word by word reading and mostly performed only by children who are learning how to read ("When we talk", n.d). There are five elements of mechanical reading. They are phonic, phonemic awareness, vocabulary, fluency, and comprehension. The aspects are as elaborated in the following.

First, it is phonic. Phonic is studying the connections among letters and the sounds they address. Phonics is also used to depict reading instruction showing the relevance

between sound and symbols. As students—commonly struggling reader students—are left behind in their reading process and do not comprehend their key abilities and ideas, their reading accomplishment as a whole is influenced. Struggling readers regularly invest significantly more energy stirring abilities portraying bottom-up strategies where they basically work on phonics abilities, message decoding, and later content reading. Since they are battling with these essential abilities, they are not well-trained readers, which consequently lead them not to achieve reading comprehension after the reading is finished (Van Viersen et al., 2018).

Second, it is phonemic awareness. Phonemic awareness is the reading ability to identify, consider, and control the phonemes in words. This skill makes a reader understand that to achieve comprehension, words of language work together to generate meanings. Chapman (2003) alludes that this phase is the most significant level of phonological awareness, which is where an individual becomes aware about the word phonemes. Concerning the phonological awareness, it can further be separated into more segments, they are: to hear similar sounding word usage (differentiating homophones), word rhyme, word fractions, and word limits. There are two key parts of phonological awareness which are, first, the ability to fragment words into phonemes (segmenting); and second, the ability to unite phonemes into words (blending). These two processes have been considered really interesting in the research field of reading and spelling as they have also attracted the attention of not only teachers but also parents (Schmitterer & Schroeder, 2019) Fundamentally, phonological and phonemic awareness are both significant in figuring out how to read. However, phonemic awareness in general are more substantially considered by some scholars since it is more significance in figuring out how to procedural steps of learning how to read (Adams, 1990). For instance, children with phonemic awareness split up a word into phonemes to compose the word and to set up phonemes in their reading process. Later, they also have some information on letter-sound connections. This leads them to generate approximate articulation that is frequently being cross-checked with the context and cues during reading.

Third, it is vocabulary. Vocabulary is the entirety of the expressions of a language. One should realize words to convey meaning successfully. Vocabulary is essential in reading comprehension since the inadequacy of vocabulary leads to comprehension breakdown. Vocabulary expansion happens when both meaning and pronunciation of a word is stored in the memory. This storing process majorly occurs during speaking, listening, reading, and writing. Vocabulary determines the success at school and academic life, but unfortunately, not everyone has a wide range of vocabulary (Nicholson & Dymock, 2010). They further propose strategies that can be portrayed to enhance one's vocabulary ability, they are: reading vocabulary sources, teaching vocabulary, and getting actively engaged with the newly learned vocabulary. Lacking of vocabulary can make readers to struggle in their comprehension. Nilforoushan (2012) reasonably urges that vocabulary is the main part in language learning and language use since it is profoundly focal in supporting the process of language learning itself as a holistic process, and specifically in reading as a more definite process.

Fourth, it is fluency. Fluency is the reader's ability to read a text rapidly, precisely, and with appropriate articulation. Fluency gives an extension between word

acknowledgment and appreciation. This ability differs from one reader to another. It depends onto the reader's capacity to rapidly perceive words that have been adapted earlier, automatically (Paige, 2011). When a reader can decipher a word straightforwardly, the fluency and comprehension can be gained in a more immediate timing. However, struggling readers have problems with this skill as it has been claimed by LaBerge and Samuels (1974) that poor readers have poor decoding skills. This condition also induces them to spend more energy to decode words rather than to focus on reaching the comprehension. This can be tricked by generating word-reading automaticity so that they spend less energy of word-by-word reading and can allocate more time on achieving comprehension instead. Chard, Pikulski, & McDonagh (2006) affirm that Reading fluency connects decoding and comprehension. A reader who is still struggling with the uneven skill between decoding and comprehension will gradually have issues with comprehension. And she/he will eventually believe that it is hard to distinguish the passage part as a discourse counterpart of composed words and sentences composing it. Indeed, the juxtaposition of any causal connection between comprehension and fluency is still open to debate. As a matter of fact, LaBerge and Samuels (1974) assert that reading fluency is a common extension between decoding and comprehension which is portrayed by accentuating the skill of automatization. Hence, less energy but larger opportunity invests into the effort of entwining comprehension. Accordingly, Rasinski and Hoffman (2003) guarantee that the skill automatization and correct pronunciation as well as the prosody (rhythmic alternation between stressed and unstressed words) can significantly interweave to achieve comprehension.

Last, it is comprehension. Comprehension means assimilating what has been known with the newly learned information. Reading comprehension is the use of an ability that advanced for different purposes to another type of information. In this case, it is the use of oral and aural ability to comprehend the message conceived in written passages. In contrast to listening comprehension, reading is not something for which our minds have advanced. We need to perform the learning cycles as we carry on. On one hand, oral/aural comprehension appears to grow normally with negligible intentional intercession; on the other hand, reading comprehension is seriously demanding and requires purposeful instruction (Kirby, 2007).

Although these mechanical elements of reading are usually faced and performed by young readers when they start learning to read in their L1, similar condition happens when the foreign language readers attempt to read. These readers mostly still read word by word and ended up zoning out or misinterpreted the content. Comprehension is an out-of-reach product after reading because the time and energy are focally accumulated on word decoding and meaning construction effort (LaBerge & Samuels, 1974).

After reviewing literature on mechanics of reading, it was limitedly found any research on mechanics reading ability in adult learners (especially on higher level education students); meanwhile the authors see a potential solution in attempts to minimize problems in reading for EFL learners in Indonesia. So, that fact is seen as a gap to be filled and the authors are determined to study about the mechanics reading ability of higher level education students. Consequently, the problem formulated in this study is "What are the dominant mechanics reading issues faced by college students?"

RESEARCH METHOD

This study mainly employed case study model from qualitative approach. There was 55 second-year students of a university in Aceh, Indonesia. The instrument used was a checklist developed using Bormuth's (1966) theory on mechanical reading. The data collection process was carried out in September to December 2019. During the data collection, this checklist was distributed to all respondents who took TOEFL preparation class and they were supposed to tick the column in every single meeting after the performed the reading section to identify the specific problem(s) they faced. There were 14 meetings altogether with 90 minutes for each. They were supposed to tick the checklist at the end of each meeting. Later on, the data analysis was carried out using Interactive Analysis as suggested by Miles, Huberman, & Saldana (2014). The steps of this analysis is data reduction—where all irrelevant data obtained during the study are reduced; data display—where the data are presented in the form scattered graph; and data verification—where the conclusion(s) are drawn and verified from the results.

RESULT AND DISCUSSION

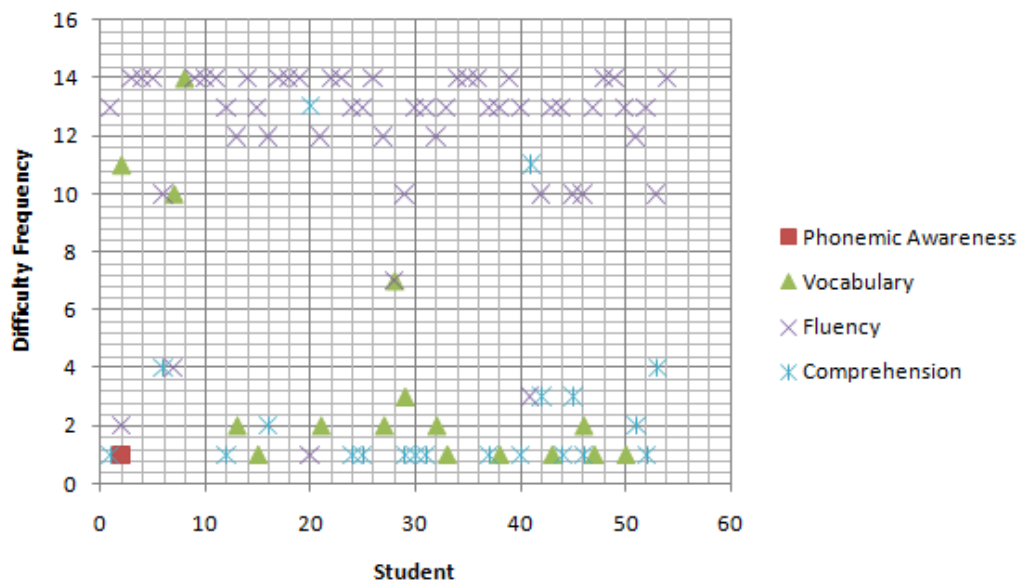The result is provided in a scattered tabulation as shown below.

Figure 1. Results

The figure above shows that the major obstacle faced by the students was reading fluency. The average time for every respondent to face the fluency problem is 12.01 out of 14 (the total meetings in this study). This means that in 14 meetings, the chance to experience fluency problem in reading occurred in 12.01 meetings. In addition, this was experienced by 54 out of 55 students. As supported by Cotter (2012), the problem of fluency in reading happens because struggling readers are not familiar with the concept of reading itself. Low performance readers require a lot of help to stay away from a huge inconsistency in their learning. At the point when students are falling behind in their reading as the do not comprehend essential abilities and ideas, their general reading accomplishment is influenced. Low performance readers frequently invest significantly

more energy stirring abilities, implying that they work on phonics abilities, translating, and afterward rereading the text. As they are battling with these fundamental abilities, they are not familiar with the idea of comprehending, thus they hardly get the comprehension as soon as they finished reading. Consequently, they do not perform any fluency in their reading. Hence, they do not know what they have read. As the solution, modeled or guided reading can be really helpful for them.

Later, the students faced problems in vocabulary for 3.8 times which means that within 14 meetings, the chance to face problems in reading vocabulary is in 3.8 meetings. There were 16 students experiencing problems in vocabulary during reading. Afzal (2019) highlight several potential problems related to vocabulary in reading such as the meaning, the pronunciation, the spelling, the grammatical usage, and the cultural related context of a certain words. This case is generally faced by the students as they are not actively engaged in using English words despite their regular contacts with English words and their contexts.

Then, the problem in comprehension also occurred for 2.7 times—which means that within 14 meetings, the chance was 2.7 times. This was faced by 20 students. Indeed, comprehension was the key chore that the students needed to perform in a reading comprehension test. The strategy to achieve comprehension needs a person to relate between two or more information and make sense out of it. In addition, comprehension is not a one-step procedure that can be done by simply reading the word clusters in a text. As it is generally known that there are top-down and bottom-up processing in comprehension, struggling readers tend to perform top-down approach in their reading (Kirby, 2007). As they focused their attention on the words and phrases rather than the theme of the context, they may not be able to decode the essence of their reading afterwards as they finish. The over-focus they spend on the phrases (vocabulary) leads to less-focus spent on the idea embraced in the text (Ismail, 2017). Hence, their comprehension remains aloof.

Meanwhile the least problem faced is phonemic awareness, as it was only faced by 1 student in 1 meeting. Phonological and phonemic awareness are the basic reading ability developed at the early stage of learning process. This process is not only enclosed in reading, but also in speaking and listening. In this research, although the subjects are categorized as struggling readers, they are all second year students of university which means that almost definitely unlikely for them to experience problems in phonological and phonemic decoding.

CONCLUSION AND SUGGESTION

From the result above, it can be concluded that for struggling readers, the most substantive reading problem that they face is reading fluency, as there are 54 students experienced this problem. Later, the problem faced was comprehension which was faced by 20 students. Then, the problem of vocabulary was experienced by 16 students. And the least problem faced is phonemic problem which was faced by 1 student only.

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ENGLISH SPEAKING ANXIETY AMONG INDONESIAN JUNIOR HIGH SCHOOL LEARNERS: IN SEARCH OF CAUSES AND SOLUTIONS

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A B S T R A K

In the last few decades, foreign language speaking anxiety (hereafter, FLSA) has been a debatable investigative issue among linguists and TESOL practitioners. One of the most salient factors is it generates an incapacitating impact for speakers to communicate orally in English as a foreign language. However, delving learning activities as a cause of FLSA and its solutions, notably in Indonesian secondary school level remains scarce. To fill the void, this study scrutinized the specific learning activities causing learners' FLSA in the classroom and the solutions to resolve them. Three junior high school learners were recruited as the participants. The data were collected through semi-structured interviews and analyzed thematically (Braun & Clarke, 2006). On the one hand, the findings outlined that the students suffered from FLSA when they engaged in questions and answer session of the classroom English language learning activities and speaking performance activities. On the other hand, the solutions of such FLSA encompassed focusing on the learning process and ignoring the disruptive behaviour of their classmates. Pedagogically, creating a less anxious atmosphere of learning English speaking practices enables students to successfully acquire English language skills (e.g., speaking) and adapt to appropriate social and academic milieu.

INTRODUCTION

Indonesia taking English as a foreign language has various problems when the English is taught and learned in schools. One of the problems is that the learning of the language, however, can be an anxiety-provoking experience (Onwuegbuzie, Bailey, & Daley, 1999; He, 2017). It is understandable since the prominent reason of it is foreign language speaking anxiety (He, 2013; He, 2017). As a result, the learners may have difficulties in learning English with their teachers.

Speaking anxiety is commonly considered as one of causes for EFL learners when learning English with their teachers in the classrooms. When it occurs, they will be afraid of expressing themselves and ideas orally (Basic, 2011; Akkakoson, 2016). In addition, the learners feeling anxious in their foreign language learning may find their study less enjoyable (Gregersen, 2005; Marwan, 2007). It makes them unable to focus on the learning

process. Furthermore, they will probably ignore the learning processes and objectives. Consequently, it may lead them to academic failure of English.

In the last few decades, various studies in relation to speaking anxiety have been well-documented. A study found that most learners experienced a certain degree of anxiety in their foreign language learning (Marwan, 2007). In addition, it discovered the primary causes of their anxiety, such as lack of confidence, lack of preparation and fear of failing the class. Furthermore, preparation, relaxation, positive thinking and peer seeking are the strategies of how students to manage their anxiety. Another study focused on finding out coping strategies for foreign language speaking anxiety drawing comprehensive data from 302 university students and 30 teachers of English at two universities in different parts of China (He, 2017). It discovered some strategies directed to participants of the study. Additinally, Bashori, van Hout, Strik & Cucchiarini (2020) scrutinized web-based language learning and speaking anxiety in Indonesian EFL context. They reported that students experienced a moderate–to-serious level of FLSA. They argued that website helped them reduced speaking anxiety. In other words, ASR-based websites were more preferred to speaking to peers directly. More recently, Lindner, Dagöö, Hamilton, Miloff, Andersson, Schill, & Carlbring (2021) examined virtual reality exposure therapy for public speaking anxiety in routine. They found that public speaking anxiety lessened drastically during the primary three-hour session. This occurred as similar as the prior trials (Hidayati, Dewi, Nurhaedin, & Rosmala, 2020).

Considering the previous studies along with its findings, there are some limitations. Marwan (2007) suggested explicitly for future research to conduct similar studies involving foreign language learners of junior and high schools since the sample was only a limited number of Indonesian students undertaking degree courses and English programmes at one of universities in Indonesia. In addition, He (2017) recommended further research to be conducted to explore the influence of students' FLSA on their foreign language learning by examining the correlation between their FLSA level and their oral foreign language proficiency. In addition, it is found that some junior high school students experience anxiety when learning English speaking with their teacher. Therefore, this study attempts to fill one of the gaps by investigating what specific learning activities cause the EFL learners' speaking anxiety in English language teaching and how the learners overcome their anxiety during learning English speaking in the classroom (Yundayani, Abdullah, Tandiana, & Sutrisno, 2021).

This study proposes two questions, as follows:
1. What specific learning activities cause EFL learners' speaking anxiety in English language learning in their classroom?
2. How do learners overcome their speaking anxiety during learning English in the classroom?

RESEARCH METHOD

This study applied classroom research as the research design. The researcher believes that the design is appropriate for examining her classroom phenomenon without providing any pedagogical treatments (Hopkins, 2008; McDonagh, Roche, Sullivan, & Glenn, 2019). The design was chosen since the researcher only attempted to investigate

the phenomenon of EFL learners' speaking anxiety, more particularly about what kind of activities caused the anxiety and how the learners overcame the anxiety, without giving any treatments during the research.

Data Collection and Research Instruments

The researchers implemented semi-structured interviews. Before interviewing, the researcher asked for permission from the school authority. Then, the researcher tried to be familiarized with the environment of the school. Afterwards, the researcher selected participants by implementing purposive sampling (Creswell, 2012). Then, the semi-structured interview was conducted to get richer data. The interview enabled participants of the research to speak in their own voice and express their own thoughts and feelings (Berg, 2007; Alshenqeeti, 2014; Apriliyanti, Hidayati, Supriyono, & Abdullah, 2021). The interview was a focus group interview accomplished with a group of three students. The focus group interview was chosen since it helped the research minimize time spent and generate a more relaxed atmosphere for the participants. During the process of the interview, the participants' responses of interview questions were audiotaped. The interview was conducted in a quiet place where distraction was limited. Afterwards, the results of the interviews were transcribed into written form for analysis purpose.

Research Participants

The researchers selected one of junior high schools located in Pangandaran, West Java, Indonesia as the site of the research. It was chosen because the researcher believed that it was the best one which could help her understand the phenomenon under the research. In addition, in effort of recruiting research participants, the researcher searched for the ones having the similar characteristics and experience related to speaking anxiety. Then, three students were identified. They were invited to be the participants by the researcher. It was done by asking them to fill consent forms provided. They are seventh graders of one of junior high schools located in Pangandaran. Their ages are ranged from 13 to 14 years old. Their first language is all Sundanese. Indonesian is their second language while English is their additional language. They dominantly speak Sundanese in their daily life while Indonesian and English are applied only in certain circumstances, such as formal one. All of them experiencing speaking anxiety participated in semi-structured interview attempting to discover what actually caused their anxiety in speaking English and how they overcame it. They were selected since they had similar experience of anxiety when speaking English during learning English in their classroom.

Technique of Analysing Data

This research analysed research data by using thematic analysis technique (Braun & Clarke, 2006). Since this qualitative research had qualitative data, the technique was considered by the researcher as a suitable technique for analysing the data. As supported by Braun & Clarke (2006), the technique is accessible and flexible approach to identify and analyse qualitative data which will generate codes and themes related to the data.

In order to get valid themes from data related to this research topic, the researchers undertook a step by step guide of doing the thematic analysis, namely familiarising with the data, generating initial codes, searching for themes, reviewing themes, defining and naming themes, and producing the report (Braun & Clarke, 2006).

RESULT AND DISCUSSION

The first research question aimed at exploring learning activities causing EFL learners' speaking anxiety in the classroom. Additionally, the second one focused on exploring how the learners overcome their speaking anxiety. Then, by analysing the research data using the thematic analysis, the researcher made decision to produce themes answering the questions provided below:

Figure 2. Final Generated Themes

Learning Activities Causing Learners' Speaking Anxiety	Learners' Ways of Overcoming Their Speaking Anxiety
Question and Answer activities	Focusing on the learning process
Speaking Performance activities	Ignoring the other leaners' disruption

Learning Activities Causing Learners' Speaking Anxiety

Learners' speaking anxiety occurred during this research had some causes. One of them, which was the focus of this research, was that they felt anxious because of the learning activities itself. In the learning process, like common learning process, the teacher began the learning activities by asking the learners their conditions, presences, homework, and so on. When the teacher asked them using Bahasa Indonesia, they did not seem anxious. Then, when the teacher spoke English, learners' speaking anxiety came to surface.

Vignette #1. Teacher's Questions

Researcher:	*Berdasarkan pengalaman anda, aktivitas pembelajaran yang berkaitan dengan berbicara bahasa inggris apa yang membuat anda gugup?*
Student B :	***Saya merasa gerogi saat saya ditanya oleh guru saya***, *bu.*
Researcher:	*Kenapa hal itu bisa terjadi pada diri anda?*
Student B :	*Karena saya kadang tidak mengerti mengenai materi yang guru saya tanyakan. Saya gugup karena saya tidak tahu arti kosa kata bahasa inggris yang sedang dipelajari sehingga saya hawatir saya akan ditanya oleh guru saya mengenai materi tersebut.*

The learners, however, did not seem anxious together at the same time. It was because questions from the teacher were asked to all the learners commonly in the classroom. Some of the learners with less of anxiety would be able to answer the questions correctly and loudly, so that the others having anxiety were safe and stayed silent. Ahmed, Pathan & Khan, (2017) explained that learners with anxiety problems preferred remaining silent because they feared losing face in front of their peers when their speaking mistakes were highlighted by the teachers. It was indicated that the students seemed anxious since they had poor comprehension when communicating in English (Andriani & Abdullah, 2017).

Questions from the teacher did not only occur in the beginning of the learning process. The teachers asked questions to the learners whenever necessary even in the

middle of the learning process. It was necessary to do in order that all of the learners could participate actively in the learning process. The teacher decided to ask some questions to the learners with anxiety problem. The teacher asked them about the last teaching materials they had studied together in the previous meetings and the teaching materials being learned. Additionally, the teacher also requested them to read English sentences learned. As a result, the students could not answer the questions and did the teacher's request well. See the following evidence.

Vignette #2. Impact of the Anxiety

Researcher:	*Apa akibatnya pada proses pembelajaran berbicara bahasa Inggris tersebut?*
Student B :	**Saya tidak bisa mengikuti pembelajaran dengan baik**, *bu.*

The impact indicated that the learners could not participate well in the learning process. When the participation was not good enough, they would be able to achieve learning objectives. As a consequence, it may lead them to failure of their learning. As supported by Yalçın & İnceçay (2014) foreign language speaking anxiety may lead to students' poor performance and academic achievement (Rianti, Hidayati, Pertamana, Andriani, & Abdullah, 2020).

Another main cause of learners' speaking anxiety was to perform teaching materials in front of the class. Before the performance time, the teacher explained the teaching materials about agreement and disagreement. Then, the teacher continued giving example of dialogue related to the materials. The teacher also gave the learners example how to read the dialogue correctly. In the main activity of teaching and learning process, all of the learners were required to perform the dialogue in front of the class in a group consisting of two learners. The teacher then gave them several minutes to prepare themselves, so that all of them could be ready to perform.

When the preparation time was over, the teacher invited a group of the learners to perform in front of the class. It was to give the same occasion for all of the students to be the first performing the dialogue. Unluckily, no group responded. Then, the teacher pointed a group to begin the performance. The members of the group seemed nervous when coming forward. They looked shy to be the first. It was also because they were shy students. It is understandable since Horwitz et al (1986) said that general personality traits such as quietness and shyness, are some reasons for speaking anxiety.

Vignette #3. Performing in Front of the Class

Researcher:	*Berdasarkan pengalaman anda,* **aktivitas pembelajaran yang berkaitan dengan berbicara bahasa Inggris apa yang membuat anda gugup?**
Student A :	**Aktivitas pembelajaran speaking dengan praktek di depan kelas,** *bu.*
Researcher:	*Kenapa hal itu bisa terjadi pada diri anda?*
Student A :	*Itu terjadi karena saya malu kalau saya tidak bisa, bu.*

Their nervousness occurred since they thought that they would not be able to perform well. It was also because they were watched by the entire class members. It made

their nervousness worse. In addition, being active to participate in the learning process was not their habit because of their anxious problems. As a result, their performance was not done well. As supported by Cui (2011), learners with high anxiety often perform at lower levels than those with lower anxiety.

Learners' Ways of Overcoming Their Speaking Anxiety

Having anxiety problems were not advantageous for the learners. It led them to poor learning participation. To overcome the problems, the learners shared their own ways. See the following evidence.

Vignette #4. Focusing on the Learning Process

Researcher:	*Bagaimana anda menghadapi perasaan tersebut agar anda bisa mengikuti pembelajaran berbicara bahasa inggris dengan baik?*
Student C :	***Saya mencoba untuk lebih fokus dalam memperhatikan penjelasan guru dan lebih giat dalam belajar****, bu.*

The learners did not give up on learning with the teacher even they had anxiety problems. They kept trying to learn as good as possible. They tried to focus more on the learning process. They paid a good attention to their teacher's explanation. They asked questions related to the teaching materials they did not understand to the teacher even they used Bahasa Indonesia. In addition, they wrote the learning materials and read it carefully to strengthen their understanding about it. Therefore, they were not left behind with the others in understanding the teaching materials.

When the learners with speaking anxiety problems performed in front of the class, they did some mistakes in pronouncing words. As stated by Azarfam & Baki (2012) that this kind of language anxiety could affect the speaking skills of learners by lowering the quality of oral performance as the anxiety increases. It made the other learners who watched them mocked them. They made the classroom noisy, so that the learners performing in front of the class felt more nervous and disrupted.

Vignette #5. Friends' Disruption

Researcher:	*Berdasarkan pengalaman anda, **apa yang membuat rasa gugup anda semakin buruk saat pembelajaran berbicara bahasa Inggris sedang berlangsung***?
Student A :	***Kondisi kelas yang berisik,*** *bu.*
Researcher:	*Kenapa hal itu bisa terjadi pada anda?*
Student A :	*Itu terjadi **karena banyak yang berbicara tentang penampilan saya di depan kelas***, bu.

The learners having their anxiety worse however needed to finish their performance. Even their friends made their performance in front of the class hard, they kept going until it was finished. They overcame their speaking anxiety by ignoring their friends who disturbed them. See the evidence provided below.

Vignette #6. Ignoring Friends' Disruption

Researcher:	*Bagaimana anda menghadapi perasaan tersebut agar anda bisa mengikuti pembelajaran speaking dengan baik?*

Student A :	*Saya berusaha untuk lebih fokus terhadap penampilan saya dan diam. Saya tidak membalas pembicaraan siswa-siswa yang lain.*

Instead of mocking their friends back, they tried to focus more on performing the dialogue even some mistakes were done. They also tried to be relaxed and enjoyed their performance even it was difficult. As a result, by doing so, they could still participate in the learning process.

Discussion

Exploring specific learning activities causing EFL learners' speaking anxiety when learning English speaking in their classroom and how they overcome it are the focus of this research. The overall results indicate activities causing the learners to have anxiety are the ones demanding them to speak English with the teacher and the others. As shared by one of the participants, being asked by the teacher using English made him anxious. The anxiety itself appeared since the learner felt fear of answering the questions incorrectly. It was explained that the fear of communicating with foreign language instructors causes anxiety among learners since they are afraid of committing errors (Ahmed, Pathan & Khan, 2017; Tandiana, Abdullah & Komara, 2018; Jabar, Hidayati & Supriyono, 2018)

When the learners were asked to perform the learning materials in front of the class, they did that in doubt and fright. The performance itself functioned as the practice for their comprehension of the learning material. The feelings led their anxiety worse. It makes sense since Zhiping & Paramasivam (2013) explain that learners suffering from communication comprehension usually do not feel easy communicate in a foreign language among other people, especially if they are needed to use their listening and speaking skills. When they could not perform well, they were afraid of being highlighted by the teacher in front of the class which can make them embarrassed. Mak (2011) asserts that fear of negative evaluation make many foreign language learners experience anxiety. The students with the anxiety problems could not perform as good as the teacher's expectation. Cui (2011) supports that learners with high anxiety often perform at lower levels than those with lower anxiety. As a consequence, the teacher has poor learners' performances (Jabar, Hidayati & Supriyono, 2018).

Overcoming anxiety when learning English speaking was necessary for the learners in order that they could participate in the learning well and achieve good learning objectives. Since students with higher level of foreign language anxiety receive lower grades that the others with less of the anxiety (Horwitz, 2001), the learners needed to keep their focus on learning process, so that they could avoid the poor learning participation and objectives. It was done by paying good attention to the teacher's explanation, studying harder and asking the teacher about the leaning materials they did not understand yet. By doing so, they still could understand the teaching materials.

When it was necessary for them to perform the teaching materials in front of the class, their speaking anxiety appeared caused by their friends' disruption. The fear of negative evaluation from their peers is one of the causes of their speaking anxiety (Tsiplakides & Keramida, 2009;). Such learning difficulty made them feel anxious. As supported by scholars that students' anxiety about foreign language learning is likely to

be a consequence of their foreign language learning difficulties (Sparks, Ganschow, & Javorsky, 2000; Tandiana, Abdullah, Komara, 2018). The disruption was overcome by being ignorant to it. The learners attempted to focus on their own performance. As a result, the leaners still could still finish their performance.

CONCLUSION AND SUGGESTION

This study aims at exploring what learning activities cause EFL learners' speaking anxiety and how they overcome it. Reading all the findings of this research, the learners are anxious due to teachers' questions using English and teacher's request to perform the teaching materials in front of the class. It makes their participation in learning process decreased and their performance quality poor. To overcome the anxiety, the learners try to focus more on the learning process by paying more attention to the teacher's explanation and ignoring disruption from the others, so that they can still participate in the learning activities.

Although the present study offers valuable insights of expanding the investigative attempts in speaking anxiety, it is limited by some factors. Firstly, this study is absent from conducting classroom observation to collect the data due to time constrains. Additionally, it is also absent of psychological and sociological perspectives to view the phenomena of speaking anxiety. Furthermore, it only focuses partially on the learners. This study does not scrutinize how the English teacher' teaching techniques affect the students speaking anxiety. By considering the limitations, future researchers are recommended to fill one of the gaps as their future investigative attempts

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