The Asian EFL Journal

June 2021

Volume 28 Issue 3.3

Senior Editor:
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Table of Contents

Foreword

Welcome to the Asian EFL Journal Volume 28 3.3. We present 7 articles for your ongoing research in this area of Second Language Acquisition. As we approach the second half of the year we are preparing for a move to a more friendly, traditional and versatile journal operation. From July we shall be using a unique domain where all our publishing will be situated, Open Access and Free to publish, which must remain our underlying principle. We shall also expand our unique group with an increased scope in journal genres where we shall be presenting some unique models to publish such that you the author and we the publisher can significantly advance the profession.

The first paper is titled Impact of Covid-19 Pandemic on the Global Education Sector: Evidence from the Kingdom of Bahrain authored by Narjes Ahmed and Dr Asif Mahbub Karim. Their study investigated the impact of the Corona Virus Pandemic on the educational sector in the Kingdom of Bahrain. Online learning seemed to be very useful to a significant number of respondents regardless of the distraction and challenges students facing while learning from home. As well the majority of students parents interviewed stated that their children were successful in following online educational programs although the online process lacked many aspects such as teaching students some life skills.

The second paper is titled Analysis of Probability and Usuality in Leaders' Spoken Texts by Using English Systemic Functional Linguistics presented by Humaizi, Muhammad Yusuf and Sakhyan Asmara. The researchers' source were the linguistic utterances obtained from two sessions of an Indonesian leaders' debate. Systemic functional linguistics is an approach proposed by Halliday, where language is seen as a meaning-making resource and studies the construction of meaning through the lexico-grammatical choices system. The third paper is An Analysis of Malay's Maritime-Oriented Texts by Using Critical English Ecolinguistics from authors Mohd. Fauzi, Tengku Silvana Sinar, Dwi Widayati and Bahagia Tarigan. The concept of critical ecolinguistics is used to critically analyze issues of texts related to the ideology. Critical English ecolinguistics views that humans' environmental languages do not

stand alone but are the result of social, cultural, and natural constructions in which humans live. Ecolinguistics can be used in all fields of linguistics that combine language and environment. Fill (1993) defines "Ecolinguistics is an umbrella term for '[...] all approaches in which the study of language (and languages) is in any way combined with ecology.' The next paper is entitled Attitude Analysis in Courtroom Discourse by Using English Systemic Functional Linguistics presented by T. Silvana Sinar, T. Thyrhaya Zein and Nurlela. The objective of this study was to analyze the attitudes created by the judges, public prosecutors, and witnesses during court hearings by using English Systemic Functional Linguistics. Courtroom English is a topic all too rarely researched or reported on in SLA journals but one where our specialist journal, the International Journal of Law Language and Discourse is now focusing.

The fifth paper is entitled Discourse Analysis of Indictment Text by Using English Systemic Functional Linguistics. The authors examine, and similar to the previous article, the words and texts in English that permeate court trials. The language pattern has been analyzed using the English Systemic Functional Linguistics (SFL) theory of experiential meanings. Next. The sixth paper, is by Tengku Ratna Soraya, Nurilam Harianja and Hesti Fibriasari titled Enhancing University Students' Writing Achievement by Using Macromedia Flash. Their study examined the improvement of university students' writing achievement by using Macromedia Flash via means of an action research design through it was limited to English writing skills thus suggesting further research on the other skills should be undertaken. Last but not least is a paper titled Indonesian Perception of Code-Switching in Online Advertisement. The authors are Syahnan Daulay, Dedi Sanjaya, Rosdiana Siregar and Mhd. Anggie Januarsyah Daulay. Their study investigated the impact of code-switching (Indonesian language to the English language) in online advertisements. The results will be of interest to those who specialize in marketing, for the research notes, to quote, "…Most Indonesian tertiary students agreed that code-switched online advertisement was more influential than a mono-language advertisement, always coming across their mind and cheerful. The reasons were that the code-switched advertisement was creative, attractive, not confusing, clearly understandable, and not obliterating the Indonesian language. Moreover, most respondents agreed that code-switched online advertisements managed to influence them to buy the product offered."

We trust you will enjoy reading, reviewing and evaluating the findings of the aforementioned academics. Some papers do not fit the pale of the journal's structure; however, it is clear they

will not find any other publishing outlet, but being underpinned by English SLA, we have allowed them to find space in this edition. How does their research fit into your observations and other known research? It is clear from the research into English Second Language Acquisition that we publish, that the more we research, the more research is called for, for each new research finding opens up discussions on inter alia, culture, etc., and whether that research can be followed or distinguished in other ESL EFL settings. And that in turn leads to more specialized need for upgraded Teacher training.

Impact of Covid-19 Pandemic on the Global Education Sector: Evidence from the Kingdom of Bahrain

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Prof. Dr. Asif Karim is currently serving as an Associate Professor and Dean of Binary Graduate School, Binary University, a 5-star rated university in Malaysia since December 2017. He is appointed by the MQA (Malaysian Qualification Agency) of the Government of Malaysia as the Internal Auditor for Binary University for a period of 3 years starting from November 2017. Prof. Dr. Asif has a Doctor of Philosophy (PhD) focused in Creative Accounting and Forensic Accounting from Malaysia. An Accountant by profession with corporate and industry experiences with KPMG. Prof. Dr. Asif has published 100 plus international publications in reputed SCOPUS, ERA, Elsevier and other peer reviewed journals. Prof. Dr. Asif does research in Creative, Forensic accounting, budgetary control, E

learning & Adult Education, entrepreneurship & leadership, SME, e Banking, social media, Project Management, Fashion Designing and Apparels productivity analysis, Cyber security capacity building and management, strategic management are few areas of his research interest. With Research Gate Score of 11.59 and over 100 citations and 55,000 plus read at the Research Gate Platform. His Digital Social Responsibility went on to create his YOUTUBE Channel on ABCD of Research Methodology. Any Body Can Do (ABCD), a niche YOUTUBE channel with 15000 plus views.

Abstract

Covid-19 pandemic, also known as the coronavirus pandemic, is an ongoing pandemic of coronavirus disease 2019 (COVID-19) caused by severe acute respiratory syndrome coronavirus 2 (SARS-CoV-2). The disease was first identified in December 2019 in Wuhan, China, became a Public Health Emergency of International Concern in January 2020 and impacted the whole world. The current study that was covered here was to measure the impact of the Corona Virus Pandemic on the educational sector in the Kingdom of Bahrain. The study covered most of the school age groups' students of both private and public schools as well as university students in addition to students' parents. For this purpose, a random sample was invited to participate in survey that was self-constructed by the researcher to collect primary data about population awareness level of COVID-19 impact their attitude towards it. The questionnaire included 22 questions. The SPSS V25 was employed for analysis of the numerical data collected from the 205 individuals who participated in the survey which was uploaded on google documents. The statistical data analysis led the researcher to find out that both teachers and students need intensive online teaching/learning practice. Another aspect was to match the portion of the curriculum with the online teaching methods. The last point was to have an alternative teaching/learning plan in cases like the current Corona Virus pandemic outbreak case.

Keywords: *Covid-19 Pandemic, Global Education, Economic Development, GDP growth, Bahrain*

1.0 Introduction

Bahrain's economy is closely linked to global crude oil prices as the rest of the region. However, its impact is much narrower than other Gulf countries due to the Bahraini economy's relatively diverse nature. The economy grew slightly by 1.8% in 2019 despite a sizeable

contraction of the oil industry. According to the updated IMF forecasts from 14 April 2020, due to the outbreak of the COVID-19, GDP growth is expected to fall to -3.6% in 2020 and pick up to 3% in 2021, subject to the post-pandemic global economic recovery (Reuters, 2020; Hossain et al., 2020).

The World Economic Outlook (2020) that the country in taking chances through continuing fiscal reforms and emphasize better-targeted subsidies under the Fiscal Balance Program (FBP) helped to narrow the fiscal deficit to 8.04% in 2019 (IMF). A series of reforms were laid to balance the budget by 2022, but public debt grew to 101% of the GDP and is expected to reach 106% and 111% in 2020 and 2021, respectively (IMF), with sizable gross financing needs. On the other hand, Bahrain's pledge to monetize newly-discovered hydrocarbon reserves of up to 80 billion barrels and around 20 trillion cubic feet of tight natural gas within the next five years will improve its outlook. The non-oil primary balance is expected to keep improving in the back of higher non-oil revenues projected at 6.7% of non-oil GDP in 2020 (Word Bank). Inflation remained low in 2019 (1%) despite the introduction of VAT in January but is expected to grow again in 2020 to 2.6%.

The outbreak of the COVID 19 pandemic in the last quarter of the previous year has acutely affected the Kingdom of Bahrain (Guerrieri, Lorenzoni, Straub, & Wernin, 2020; Chen et al., 2020). Although the death rate of 143 deaths per million has been approximately equal to the world average of 129, the economy has been severely affected by the loss of international tourists and the sharp decline in oil prices, leading to a second-quarter decreased in GDP equal to approximately 9% (IGA News, 2020). In an attempt to limit the impact, Bahrain's government has experimented with new policies, such as paying utility bills on behalf of citizens, paying the salaries of citizens working in the private sector (both as part of a massive fiscal stimulus package), deferring loan repayments, and developing systems for remote working and distance learning (Lavaen, 2020; Bhattacharjee et al., 2019).

Meanwhile, the World Bank (2019) reported that the unemployment rate among nationals is estimated around 4% and will remain stable in the coming years, 4.7% in 2020 and 3.8% in 2021, despite the negative economic impact of the COVID-19 pandemic, according to the latest World Economic Outlook of the IMF (April 2020). Although the female participation rate of 44 % is among the lowest in the world (Chetty, Friedman, Hendren & Stepner, 2020).

On the other hand, the COVID-19 pandemic is considered a health crisis wherein many countries, including the Kingdom of Bahrain, decided to close schools, colleges, and universities (Bahrain Bh, 2020; Polas et al., 2019). The crisis crystallizes the dilemma policymakers are facing between closing schools (reducing contact and saving lives) and keeping them open (allowing workers to work and maintaining the economy (Piopiunik, Schwerdt, Simon, & Woessman, 2020). Schleicher (2020) stated that many families around the world felt severe short-term disruption. Dolton (2020) indicated that homeschooling is a massive shock to parents' productivity and children's social life and learning. Teaching is moving online, on an untested and unprecedented scale. Joshi, A., Vinay, M. and Bhaskar, P. (2020) have emphasized that COVID 19 has shifted traditional education to an educational technologies (EdTechs) approach, in which teaching and assessments are done online.

Student assessments are also moving online (Kuhfeld, Soland, Tarasawa Johnson; Ruzek, & Liu, 2020) with a lot of trial and error and uncertainty for everyone (Oreopoulos, von Wachter, & Heisz, 2012). Many assessments have simply been canceled. Importantly, these interruptions will not just be a short-term issue, but can also have long-term consequences for the affected cohorts and are likely to increase inequality (Naar, 2020; Jahanshahi et al., 2020).

According to Burgess and Sievertsen (2020), going to school is the best public policy tool available to raise skills. While school time can be fun and can raise social skills and social awareness, from an economic point of view, the primary point of being in school is that it increases a child's ability. Carlsson et al. (2015) added that even a relatively short time in school does this; even a relatively short period of missed school will have consequences for skill growth. Undoubtedly, COVID-19 interruption will affect learning. Further, Lavy (2015) also estimated the impact on learning differences in instructional time across countries. Perhaps surprisingly, there are very substantial differences between teaching countries (Meyers & Thomasson, 2017).

Additionally, children have not generally been sent home to play. The idea is that they continue their education at home in the hope of not missing out too much. Bjorklund and Salvanes (2011) described that families are central to education and are widely agreed to provide significant inputs into a child's learning. The current global-scale expansion of home-schooling might seem at first thought to be seen quite positively, as likely to be effective. But typically, this role is seen as a complement to the input from school (Bacher-Hicks, Goodman, & Mulhern, 2020). Being the prime driver of learning, even in conjunction with online

materials, is a different question. While many parents worldwide do successfully school their children at home, this seems unlikely to generalize over the whole population.

So, while global homeschooling will produce some inspirational moments, some angry moments, some fun moments, and some frustrating, it seems very unlikely that it will, on average, replace the learning lost from school. But the more significant point is this: there will likely be substantial disparities between families in the extent to which they can help their children learn. Key differences include (Oreopoulos et al. 2006) the amount of time available to devote to teaching, the non-cognitive skills of the parents, resources (for example, not everyone will have the kit to access the best online material), and also the amount of knowledge – it's hard to help your child learn something that you may not understand yourself. Consequently, this episode will increase the inequality of human capital growth for the affected cohorts (Aucejo, French, Ugalde Araya, & Zafar, 2020).

The prepositions presented by different authors regarding the positive and negative impacts of COVID 19 were considered including its impact on Bahrain in general and on the economic, socio-cultural, and educational in particular. The limited literature would attest that these issues are not yet explored in the Kingdom of Bahrain. Thus, this study was conducted to assess the emergence of the issues mentioned above to the country with the ultimate goals of creating initiatives that will respond to the same.

1.1 Aim of the Study

The study's ultimate goal is to establish empirical data regarding the economic impact of the COVID 19 pandemic in the Kingdom of Bahrain. Specifically, the assessment was done at the education sector's grassroots level, implicating the economic milieu.

1.2 Objectives of the Study

Considering the purpose as mentioned earlier, this study aimed to attain the following objectives:

a. To determine the impacts of COVID 19 pandemic on the education sector in the Kingdom of Bahrain in terms of socio-economic perspectives.
b. To determine the impacts of the COVID 19 pandemic on the colleges and universities in terms of enrollment figure.
c. To study the proposed government directives in response to the COVID 19 pandemic for the education sector.

2.0 Literature Review

2.1 The Kingdom of Bahrain

2.1.1 Geography

The Kingdom of Bahrain is an archipelago of 33 islands located in the Arabian Gulf. In 2018, the country's population was approximately 1.6 million, with a population density of 2,100 (P/Km²). The islands cover 770 km² of land and are connected to the Kingdom of Saudi Arabia to the west, through the King Fahd Causeway.

2.1.2 Government

Bahrain is a constitutional monarchy, headed by HM King Hamad bin Isa Al-Khalifa. It has a bicameral parliamentary system comprising the Council of Representatives, who is elected by popular votes, and the Shura council is appointed by HM the King. The first elections were held in 2002. Bahrain joined the UN in 1971 and subsequently joined the Arab League. When the Gulf Cooperation Council was formed in 1981, Bahrain was a member state.

2.1.3 Demography

The Bahraini society is characterized by its culture, ethnics, and religious diversity. According to the official census for the year 2010 issued by the Central Informatics Organization, the Kingdom of Bahrain had a total resident population of 1,234,571. The current population of Bahrain is 1,641,172 in 2019, based on projections of the latest United Nations data. The UN estimates that by July 2020, the population will reach 1,701,575. It is expected to reach 2.128 million in 2030, up from 621 thousand in 1999. The population growth rate is 3.68 % on average.

Table 1: World Bank Index for Human Capital (2018)

Rank	2020 Population	2019 Population	Growth Rate	Area (km²)	2018 Density
152	1,701,575	1,641,172	3.68%	765	2,145/km²

2.1.4 Recent Economic Development

Before the modern era, Bahrain's economy was highly dependent on pearl-diving. Since the 1930s, Bahrain has shifted its economy to dependence on oil. In the 1970s, it has diversified into other sectors, such as petroleum processing and refining, aluminum production, hospitality, retail, and banking and finance, especially Islamic finance. The Bahraini currency (Dinar) was officially pegged in 2001 to the US dollar.

The source Gross Domestic Product (GDP) of Bahrain is mainly from two industries, such as Goods Production and Services Production. The Goods Producing Industry constitutes around 41.8 percent of the GD, P and the largest segments within this sector are manufacturing (18.6 percent; mining (14.5 percent), and construction (8.1 percent). The Services Producing Industry accounts for 58.2 percent of total GDP and the most significant segments within services are financial services (17.1 percent; transport & communications (7.1 percent), wholesale & retail trade & repairs (4.5 percent), and real estate (3.8 percent).

The country's economy has been growing over the past decade, which recorded 32 billion US dollars in 2016, and real GDP growth from the previous year (2015) is 3.2%. In 2019, the GDP of Bahrain was worth 39.30 billion US dollars, according to official data from the World Bank and projections from Trading Economics. The GDP value of Bahrain represents 0.03 percent of the world economy, and the GDP in Bahrain contracted 1.40 percent in the fourth quarter of 2019 over the previous quarter.

UNDP Arab States (2020) recently reported that the Kingdom of Bahrain had initiated a strategic plan that lays out how to diversify its economy and lessen the oil industry's independence. Launched in 2008, Vision 2030 relies on developing cutting-edge infrastructures to attract private investment and support entrepreneurship in sectors such as banking and financial services, education sector, real estate, tourism, logistics, and information and communication technologies.

The World Bank has announced its inaugural Human Capital Index, with Bahrain coming in the lead for the MENA Region. Focusing on health and education, the Index measures children's productivity is from birth till the age of 18 years old. The Kingdom's score also increased by 6% since the research project started in 2012. Bahrain's performance was most notable in education, where it ranked first in the GCC for attainment and at the top quartile globally for the number of years a child spends at school, averaging 13.3 years per child (Trading Economics, 2018).

Bahrain's economic transition relied on GCC countries' ability the growth of its economy away from oil. In the shorter term, Bahrain will remain full dependent on oil for investment. On a longer-term perspective, its goal of becoming a hub of technology, innovation, and talent for the region will require a coordinated regional effort, leveraging each country's strengths (Nordea, 2020).

IGA News (2019) reported that the value of imports decreased by 17%, reaching BD379 million during November 2019 compared to BD455 million for the same month of the previous year (The ten countries above). The top 10 countries accounted for 70% of the value of imports,

with the remaining countries accounting for 30%. According to the Bahrain Open Data Portal report (2019), the imports to Bahrain were as follows: China ranked first, with BD55 million; the Kingdom of Saudi Arabia was second with BD34 million; the United States of America was third with BD33 million. Aluminum oxide emerged as the top product imported to Bahrain, with a total value of BD21 million. Simultaneously, parts of aircraft engines were second with BD17 million, and four-wheel-drive vehicles third with BD16 million.

Median monthly wages for Bahrainis reached BD 532 this quarter (2019). The Median wage was BD 538 in the same quarter a year before showing an annual rate of -1.1% this quarter.

Table 1: New Entrance to Labor Market (Private sector) - 2019

New Entrance to Labour Market (Private sector)	Value	Change*
New Bahraini Entrance	1,543	4.0%
With ≤ BD 250 monthly	61	-12.9%

2.1.5 Education System

The year 1919 marked the start of the public establishment in Bahrain when Al-Hidaya Al-Khalifa School for Boys was opened in Muharraq. In 1926, the Education Committee opened the second public school for boys in Manama, and in 1928 the primary public school for girls was opened in Muharraq.

School-age children must attend either public or private schools as Education in the country is compulsory. Children with disabilities participate in particular institutions. The Ministry of Education in Bahrain provides the Bahrainis and none Bahrainis with free education, including free textbooks for every subject. for all Bahraini and non-Bahraini students in public school (United Nations 2020).

Public School Education is segregated where boys and girls are separated from teaching and administrative staff of the same gender. However, there are boys' public primary schools, where the teaching and administrative staff are mixed. Staff in coeducation or segregation is offered among private schools, while state universities are all coeducational (United Nations, 2020).

Basic Education has three levels, as follows:

2.1.5.1 Primary Level

This level represents the primary rungs of the formal educational ladder. It covers the 6-11years age groups and lasts for six years. This level is split into two cycles: the

primary process combines the primary three primary education grades. The class-teacher system where one teacher teaches all subjects except English Language, Design and Technology, Music and Physical Education is applied in all schools for this cycle. The second cycle combines the upper three grades. A specialized subject-teacher system is applied during this cycle.

2.1.5.2 Intermediate Level

This is the third cycle of basic education, covers students of 12-14 years old, and lasts for three years. The scholar is admitted to the current level upon completion of the sixth grade of primary education.

2.1.5.3 Secondary Education

This level is the last phase of basic education as it prepares scholars for higher education or the labor market. It lasts for 3threeyears divided into six semesters of three levels. Entry is conditioned on obtaining the Intermediate School certificate or its equivalent.

The credit-hours system that is applied at this level provides broad choices of subjects and courses. It permits students to tailor programs that suit their future goals. Under this method, students can choose to study one of the following streams: Science and Mathematics, Languages and Human Sciences, Business, Industry, or Professional Education. Obtaining the Secondary School - the unification of tracks system- Certificate depends on the total credit hours.

In 2018, it was reported that there are 112 primary schools in total for both boys and girls, 23 Primary intermediate in total for both boys and girls, 37 Intermediate in total for both boys and girls, 37 Secondary schools in total for both boys and girls, 3 Religious Institute for boys only and around 71 private schools according to latest statistics of Bahrain e-government.

According to the latest statistical data, the No. of local and international students under the three basic county levels is Primary levelis0997 in total; Intermediate level: 36906 in total. Secondary level: 37010 in total; Technical & Vocational: 6543 in total; Post-Secondary non-Tertiary Students: 14921in total; and Number of Students in Continuous Education in 2018 / 2017 is 4417. These figures' increment represents the number of students studying in private schools and is accounted as follows: Primary: 42034; Intermediate: 14997; and Secondary: 9855.

2.1.6 Tertiary Education in Bahrain

The tertiary education in Bahrain is categorized into degree and non-degree programs offered in colleges, universities, and TVET schools. In 2018, there are 14 reported private universities in the country.

The only public university in Bahrain is the University of Bahrain, and there are 14 private universities which, are as follows: Ahlia University; Medical University of Bahrain; AMA International University Bahrain; Arab Open University, Bahrain; Arabian Gulf University; University College of Bahrain; Gulf University Royal University for Women The Kingdom University; Applied Science University; Talal Abu-Ghazaleh University College of Business; Bahrain Institute of Banking & Finance (BIBF); DePaul University; and Bentley College.

3.0 Research Methodology

Descriptive survey design using quantitative and qualitative approaches are the primary methodologies employed to determine the impact of COVID 19 in the Kingdom of Bahrain. A researcher-made survey questionnaire was utilized to elicit the data. These survey questionnaires contained semi-structured both close-ended and open-ended questions and were subjected to content validity testing before the administration. According to Blanza (2018), content validity is done to determine whether the research instrument can adequately cover the research topic. The researcher made a survey questionnaire that was also predicted to provide simple statistical data such as frequencies and percentages. Thus, there is no need to conduct a reliability test for such. On the other hand, the validity test was undertaken by experts in the field, such as teachers and economists. Due to face-to-face restrictions, the survey questionnaires were distributed online among 205 respondents purposely selected for this study. The population was (students from private and public schools and college students and parents) the questionnaire was given randomly and then we got the 205 respondent's and means that 205 is the final number that we got and we didn't target for that number. So how can phrase all of this? Please help. The results were presented using descriptive statistics such as frequency and percentage. The transcripts of responses from the open-ended questions were presented using qualitative data analysis.

4.0 Results, Analysis, and Discussion

4.1 The impacts of COVID 19 pandemic to the education sector in the Kingdom of Bahrain

4.1.1 Socio-economic perspectives

Table 3: Socio-demographic characteristics (Total = 205)

		n (%)
Gender	Female	138 (67.3)
	Male	67 (32.7)
Age	<18 Years	13 (6.3)
	18 – 29 Years	44 (21.5)
	30 – 40 Years	87 (42.4)
	41 – 65 Years	61 (29.8)
Occupation	Teacher	33 (16.1)
	Doctor	2 (1)
	Nurse	2 (1)
	Accountant	12 (5.9)
	Freelancers	17 (8.3)
	Engineer	5 (2.4)
	Lawyer	14 (6.8)
	Student	31 (15.1)
	Cabin Crew	1 (0.5)
	Security guard	3 (1.5)
	Other	85 (41.5)
Age of child	1-3 years	30 (14.6)
	4-8 years	72 (35.1)
	9-12 years	64 (31.2)
	13-18 years	50 (24.4)
	>18 years)	22 (10.7)
	No children	57 (27.8)
School	Private	73 (49.3)
	Public	54 (36.5)
	Others	21 (14.2)

Source: Developed by Researchers on SPSS V25

Table 3 shows the socio-demographic characteristic of respondents. Here, most of the respondents are Female (67.3 per cent), 42.4 per cent of the respondents are between 30 – 40 years, most of the respondents are teacher (16.1 per cent), 35.1 per cent of respondents child are age of 4-8 years, and 49.3 percent of the respondents are doing job at private school.

Amid COVID 19 pandemic is the closure of schools, and the need for commodities and manufactured products has decreased. Results are similar to UNESCO's (2020) reports, indicating that 900 million learners have been affected by educational institutions' closure. COVID-19 has had an impact on social mobility, whereby schools close, and social isolation. Similarly, Bacher-Hicks et al. (2020) also stated a vast disparity amongst populations with a

higher income who can access technology to ensure education continues digitally during social isolation. It was found out that these closures are done intentionally to prevent the spread of the virus within institutions and prevent carriage to vulnerable individuals who are eventually resulting in widespread socioeconomic implications.

Results also indicated that people have demanded to decrease private school fees by 30% - 50%. Parents are concerned about their inability to pay the costs of studying in private schools to continue the current economic situation. Rangvid (2015) similarly reported those students' not using school facilities while children study at home via the Internet. The government support for those schools in terms of electricity and salaries of Bahraini teachers continued for three months.

4.1.2 Economic perspectives

Governments provide financial support packages to reduce the negative impacts to revive the economy in the current economic crisis. However, the negative economic impacts of epidemics differ significantly from the effects of traditional financial crises. They require extraordinary measures, specifically when drawing their economic packages to address the Corona crisis. However, the Government of the Kingdom of Bahrain has been keen to translate the directives and aspirations of His Majesty King Hamad bin Isa Al Khalifa, the King of the country, may God protect and preserve him into possible measures. The King is always considered about achieving a luxurious life by providing all necessities of a decent life for all citizens, which is essential for achieving sustainable development.

The awareness of the kingdom of the crisis's effects on the economic and commercial sectors in the kingdom, a 4.3 billion BD financial package, was launched on March 17th, 2020, to support both the public and the private sectors. The government has generally adhered to the following principles that have been applied such as :Ensuring the payment of salaries of the insured citizens in the private sector for a period of 3 months, starting April 2020; The government guarantees the payment of electricity and water bills to all subscribers from companies for a period of 3 months, beginning April 2020; Exemption from paying the rent of government industrial lands for a period of 3 months, starting April 2020; Double the size of the liquidity fund for a period of 6 months to 200 million dinars; Exempting the tourism establishments and facilities from the tourism fees for a period of 3 months starting April 2020; Increase the lending capacity of banks by the equivalent of 3.7 billion dinars to enable banks to postpone all instalments of loans of all Bahraini clients for 6 months starting March 2020;

and Provide financial grants to late companies through the Tamkeen Labour Fund, with two portfolios allocated as follows:

In addition to this, the first government portfolio commanded to support taxi drivers, common transportation markets, and buses for three months starting April 2020. The second portfolio has aimed to support driving instructors for three months. However, they do not have a commercial registration or pension payment, and re-direct all Labor Fund programs (Tamkeen) and direct them to support the affected companies and restructure the loans supported by them. On May 4th, 2020, Iskan Bank decided to postpone all housing services for six months, starting in April. In the same context, the bank has also agreed to defer the collection of rents from tenants and beneficiaries from the shops owned by the bank's shops starting in April 2020.

The impacts of COVID 19 pandemic to the colleges and universities in terms of enrolment:

The COVID-19 pandemic is first and foremost considered as a health crisis. As a result, many countries have decided to shut down schools, colleges, and universities. The dilemma of reducing contact and saving lives or allowing the workers to work and maintain the economy were the two crucial decisions the policymakers faced at the beginning of the crisis. This is similar to the arguments raised by Carlsson et al. (2015 that even a relatively short time in school does this; even a relatively short period of missed school will have consequences for skill growth, undeniably COVID-19 interruption will affect learning. Another argument was raised by Carmen Carrillo & Maria Assunção Flores (2020) Students' happiness with their ability to engage, contribute, and form relationships with other members was a major factor in the cohesion of learning communities, the co-construction of knowledge among participants, and the effectiveness of online teaching and learning techniques. Interactions within online learning communities also provided teachers with a valuable support for peer collaboration, increased reflection and improved ability to adopt a more critical perspective in the context of their everyday practice

These results conformed to Dolton's (2020) claims that WHO declared the d that the number of cases had exceeded 120,000 on March 11, 2020. The declaration reflects concern from WHO that countries are not working quickly and aggressively enough to contain the virus. This conforms with Meyers and Thomasson (2017) that explained the term "epidemic," as a sizeable massive outbreak within a specific population or region, to "pandemic," which indicates the sharp, simultaneous spread of disease in multiple areas, regions, or countries.

"The declaration reflects concern from WHO those countries aren't working quickly and aggressively enough to contain the virus".

The proposed government directives for the education sector in response to the COVID19 pandemic:

The entire world was confused about making the proper decision when the pandemic was officially declared, especially with the Ministry of Education in Bahrain. Bahrain's Government is considered to be one of the fastest in making well-informed decisions. On 21st February, Bahrain confirmed the first COVID-19 cases, a bus driver from Iran via Dubai. Bahrain suspended all private, public schools amid a coronavirus outbreak. The suspension of all educational facilities in Bahrain first came into effect on February 25th. Bahrain then confirmed the extension of the suspension of all private and public schools and universities by March 29th as a precautionary measure amid concerns regarding the coronavirus outbreak. At the current time, nobody — not organization, public health authorities, or health care professionals — can forecast how longs this global pandemic and its countermeasures will last. Schools starting from kindergartens to universities closed down, and learning has gone entirely digital.

In Bahrain, the situation was still slightly different from the other countries as the Bahrain government is considered one of the rare governments that put the peoples' lives as its first concern. Once the virus was declared as a world pandemic specifically on April 5th, the government Executive Committee, chaired by His Royal Highness Prince Salman bin Hamad Al Khalifa, Crown prince, Deputy Supreme Commander and First Deputy Prime Minister, have announced that educational and administrative bodies within the public and private schools, higher educational institutions, and kindergartens as well as Ministries and government entities and institutions to allow 70% of employees to telecommute until further notice making sure that services provided to Kingdom citizens are safe. Students are sent to study at home service. Following His Highness commands, the Ministry further announced, in line with the directives, that student attendance at all public and private educational institutions, which include all public and private schools, higher educational institutions, and kindergartens, will be suspended for the whole semester and the education pedagogy is to be carried out electronically.

Starting February 27^{th,} the Ministry followed the two weeks of study suspension to ensure that things would be under control. April 5^{th,} a final decision was reached, which stated that students' attendance in public and private educational, higher educational institutions, and

kindergartens are suspended for the whole semester. Students and instructors are to continue their studies from home. The results have been found similar to the arguments raised by Lavy (2015), who estimated the impact on learning of differences in instructional time across countries. Meyers and Thompson (2017) agree with the former's position that there are very substantial differences between countries in teaching hours.

a. Online classes

"The COVID-19 pandemic, and the campus closures that have ensued, could pose significant enrollment and financial challenges to colleges and universities, says Fitch Ratings, a credit rating agency." (Jessica, 2020)

February 27th has marked a very significant turning point in the Bahraini educational system. It was when the Ministry of Education in Bahrain had announced the first suspension of the students' attendance at all public and private educational institutions, which includes all public and private schools, higher educational institutions, and kindergartens. March 8th was the turning point when His Highness, the Crown Prince, and the Minister of Education announced that the teaching pedagogy should be carried out electronically.

Families around the world have already felt crucial short-term disruption. Homeschooling is an enormous shock to parents' productivity and children's social life and learning. In the beginning, when the entire educational process has moved online, everyone thought that the whole process might go under an untested and unprecedented scale. Student assessments have also moved online, with the possibility of trial and error and everybody's uncertainty phase. Both families and educational entities are forced to form a type of adoption to the new reality they have to deal with until further notice.

One of the biggest concerns was maintaining students to Stay engaged and focused for the whole class seemed to be very challenging things and the most difficult too, putting in mind all other distractions around the student himself/ herself studying at home.

Since then, Bahrain has announced that the whole semester will be changed into the online system, starting with kindergarten up to higher education. Many Electronic platforms were put into the use of all educational establishments. Programs like the blackboard, Microsoft Teams, Zoom, Google Classroom, and many other platforms were used for the daily online classes. Similarly, such results affirmed Kuhfeld et al. (2020) arguments that teaching and student assessment had moved online without much ado. That, according to Oreopoulo et al. (2012,) becomes a challenge to everyone. Naar (2020) also attested that many assessments have simply been canceled. Importantly, these interruptions will not just be a short-term issue, but can also have long-term consequences for the affected cohorts and are likely to increase inequality.

In addition to this, many obstacles were faced by both the faculty and the students. Still, as they passed, everyone got accustomed to the situation and made the necessary adjustments to fit in and continue the process. The faculty assumed high expectations that many students would withdraw from many subjects, but to everyone's surprise, the withdrawal rate from subjects was almost none. The University of Bahrain launched two different online platforms (Blackboard Ultra and Microsoft Teams) available for both students and faculty, which is free of charge and laid no restriction on the usage of either. The university then tried its best to modify the rules and regulations to cater to the students' benefit and ensure that learning and teaching happen, maintaining the required standards. The university has initiated two options for students to choose from freely.

Option a (pass/ fail) in which the theoretical content is to be delivered electronically. The course work will be equal to 60%. Students pass when the cumulative marks are similar to or greater than 36 out of 60%. Students then fail when the cumulative marks are less than 36 out of 60 (<60% out of 100%). Either pass or fail will not affect the total GPA of the students.

Option B is when the student wishes for his grade to be counted in the total GPA, unlike the first option in which it will not be counted or affects the total GPA. In this option, the student is obliged to complete the course work (60%) as well as taking a final exam in September 2020 at the campus or electronically. Regular grading scale (A, B, C, D, F) after fulfilling all requirements in the following semester will be granted. On the other hand, practical courses would be allowed option B as the only option since its main assessment part relies on practical exams.

b. Communication with Students

Communication was done electronically using the same electronic platforms used for the teaching of the course's contents. Students were all enrolled automatically by the university in those platforms. This allows them to keep in touch with their instructors in many means like texting, voicing, or even videotaping. The whole process helped in shrinking and filling the human contact gap to some extent as we tried to be in very close contact with our students and help in fulfilling any concern they had.

c. Assessment / Evaluation Programs

Many universities and colleges replaced traditional exams with online assessment tools. This is considered a new area for both teachers and students, and assessments might likely have larger measurement errors than usual. All assessments were slightly modified to suit the existing situation. We had to alter the assessment weightage, portion, and mark distribution to

serve their purpose, ensure that the learning has happened, and the CILOs were met. Microsoft Forms and Microsoft Teams video calls were some of the platforms used for assessments.

5.0 Conclusion

The current study covered here was to measure the impact of the Corona Virus Pandemic on the educational sector in the Kingdom of Bahrain. The study covered most of the school-age groups' students of private and public schools and university students and students' parents.

The study found that most respondents used different online platforms and the needed devices to be used in this process. On the other hand, they have expressed their worries about balancing their work and studying their children at the same time. Another finding was, respondents were worried about is social isolation. Also, the majority of them were very optimistic about their academic future. Furthermore, most respondents own a very outstanding awareness of the Kingdom's governmental precautionary procedures to fight the virus. Online learning seemed to be very useful to a significant number of respondents regardless of the distraction and challenges students facing while learning from home.

Moreover, the majority of respondents stated that their children were successful in following some online educational programs. The respondents found that the online process has lacked many aspects like teaching students some life skills. The study also found that parents were so exhausted and stressed during the whole online process that they were responsible for following up with their children.

Finally, the study found that both teachers and students need intensive online teaching/learning practice. Another aspect was to match the portion of the curriculum with the online teaching methods. The last point was to have an alternative teaching/learning plan in cases like the current Corona Virus pandemic outbreak case.

The above are the findings that the researchers have concluded from the sample that they have tested in their study. Therefore, the researchers recommend that more intensive research is still needed to find more about the impact of the Corona Virus Pandemic on the educational sector in the Kingdom of Bahrain as well as different countries around the globe.

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Appendix 1

The Questionnaires

This questionnaire aims to know the opinion of the Bahraini community about the impact of the Covid-19 pandemic on education in the Kingdom of Bahrain, and the final results will be published through an electronic book that will be published with the experiences of other countries.

1- Gender

Male	Female

2- How old are you?

Less than 18 years old	18-29 years old	30-40 years	41-65 years old	Over 65 years old

3- What is your occupation?

Teacher	Doctor	Nurse	Pharmacist	Accountant	Freelancers	Engineer	Lawyer	Student	Pilot	Cabin Crew	Security guard	Other

4- How old is your child / children?

1-3 years	4-8 years	9-12 years	13-18 years	Over 18 years old	None

5- Are your children in a private or a public school?

Private	Public	Others

6- In general, do you feel that the Corona virus has a positive or negative impact on your life?

Positive impact	Negative impact

7- How has education been provided to you since the beginning of the Corona pandemic?

(You can choose more than one answer)

Face to face (at school / institute / university)	Using an online platform	Using mobile apps	Television	The radio	Others

8- If you are studying or working online, in your opinion, how effective is this method compared to the traditional method (face to face in school, university or at work)?

	Strongly Disagree	Disagree	Neither Agree or Disagree	Agree	Strongly Agree
Inactive	1	2	3	4	5
Very effective	1	2	3	4	5

9- If you are studying online, please choose the answers that relate to your experience:

(You can choose more than one answer)

☐ I have devices (like a phone or laptop) that allow me to participate in distance / online learning

☐ I have the required infrastructure (electricity, internet connection) to access online learning

☐ I can find online learning resources mainly in Arabic

☐ I can find online resources about learning or practical training, such as software simulation.

10- If you are studying or working from home, what is your biggest challenge right now?

(You can choose more than one answer)

☐ Difficulty communicating with friends or colleagues

☐ I do not have access to the tools or information needed to carry out my studies / work at home

☐ I do not have a suitable space or office in my home to study or work.

☐ Worried about the effect of Corona virus on my life

☐ Maintaining a regular study or work schedule

☐ Internet connection

☐ Social isolation

☐ Balance between work / school and home education for my children

☐ Other: _____

11- Are you more optimistic or pessimistic about your academic future?

optimistic	Pessimism

12- How do you think the world will change during the Corona Virus and what should the focus on investment and business priorities be from the following?

(You can choose more than one answer)

☐ Implement mixed education curricula (a mixture of face to face and online)

☐ Increase investments in medical research

☐ Establishing policies aimed at reducing social inequality

☐ Innovation in the economy to create job opportunities for the unemployed

☐ Focus on raising awareness and providing general health for all (including physical, emotional and mental health)

☐ Changing consumption and production patterns

☐ Other: _____

13- If your children are learning through an online platform, how effective is it compared to the traditional curriculum (face to face in school or university)?

	Strongly Disagree	Disagree	Neither Agree or Disagree	Agree	Strongly Agree
Inactive	1	2	3	4	5

Very effective	1	2	3	4	5

14- If your children are currently studying from home, what are the main difficulties you face?

(You can choose more than one answer)

☐ We don't have good internet connection at home.

☐ We do not have devices that support distance education such as a computer or smart phones

☐ I cannot support my children in their lessons or homework because my knowledge is limited.

☐ I have difficulty balancing my work and continuing my children's studies.

☐ It is difficult to keep a regular school schedule for my children.

☐ There are many issues that distract children at home.

☐ In our home, we do not have a place to study.

☐ Not suitable for children with special needs or those with special educational needs.

☐ It is difficult to find good educational resources on the Internet in Arabic

☐ Others: _____

15- Do your children follow any educational programs on TV or the internet?

Yes	No

16- Please choose from the following statements the ones that relate to the current experience of you and your children:

(You can choose more than one answer)

☐ Online lessons are interactive and dynamic.

☐ My children can easily continue studying online (for example: how to use it, maintain focus ...)

☐ Teachers do a good job in teaching and managing online studying.

☐ Professors / teachers need training to improve their online teaching performance.

☐ I am concerned that studying at home does not provide all the education necessary for my children.

☐ The cost of home study is much less than going to school.

☐ I feel tired / exhausted.

☐ I use this time to teach my children things they usually do not learn in school (such as life skills - housework ..)

17- Do you think online education is more stressful:

to the parents	For children	For teachers / professors

18- What do you think children will badly need to facilitate their transfer / return to school?

(You can choose more than one answer)

☐ Additional classes to make up for lost time or lessons

☐ Awareness about how to deal with students / other people (distance, hygiene)

☐ Psychosocial support after a long period of social isolation

☐ Focus on physical activity after a long period of sitting at home

☐ Mixed learning (a combination of digital / online and face to face at school)

☐ Evaluation and follow-up with teachers

☐ Other: _____

19- How concerned are you about the effect of the Corona virus when your children return to school?

	Strongly Disagree	Disagree	Neither Agree or Disagree	Agree	Strongly Agree
Not worried	1	2	3	4	5
Very worried	1	2	3	4	5

20- What procedural measures would the government take to reduce the burden on you?

(You can choose more than one answer)

☐ Provide financial support to families in the event that parents lose their income.

☐ Support for child care for parents who cannot care for their children

☐ Reduce the curriculum requirements to move to the next class

☐ Provide practical guidance for parents and children to support distance learning.

☐ Provide educational materials for families (for example what parents should know or do)

☐ Support to improve the home learning environment (such as TV / Radio, and technology-based solutions such as computers)

☐ Facilitate the process of formal exams if they are taken

☐ Others: _____

21- Do you have any suggestions to strengthen the role of education in general during crises like the current Corona pandemic? Or is there anything else you would like to add?

Your answer: _____

22- Do you have any suggestions for improving online learning for a better student experience and participation? Or is there anything else you would like to add?

Your answer: _____

Thank you

Tables

Table 4: Current effect of corona virus (Total = 205)

		n (%)
Impact of Corona virus	Positive impact	55 (26.8)
	Negative impact	150 (73.2)
How has education been provided to you since the beginning of the Corona pandemic?	Face to face (at school / institute / university)	9 (4.4)
	Using an online platform	155 (75.6)
	Using mobile apps	117 (57.1)
	Television	21 (10.2)
	The radio	1 (0.5)
	Others	7 (3.4)
If you are studying or working online, in your opinion, how effective is this method compared to the traditional method (face to face in school, university or at work)?[1]		2.6 ± 1.1
If you are studying online, please choose the answers that relate to your experience	I have devices (like a phone or laptop) that allow me to participate in distance / online learning	191 (93.2)
	I have the required infrastructure (electricity, internet connection) to access online learning	118 (57.6)
	I can find online learning resources mainly in Arabic	50 (24.4)
	I can find online resources about learning or practical training, such as software simulation	42 (20.5)
If you are studying or working from home, what is your biggest challenge right now?	Difficulty communicating with friends or colleagues	57 (27.8)
	I do not have access to the tools or information needed to carry out my studies / work at home	35 (17.1)
	I do not have a suitable space or office in my home to study or work.	60 (29.3)
	Worried about the effect of Corona virus on my life	95 (46.3)
	Maintaining a regular study or work schedule	56 (27.3)
	Internet connection	47 (22.9)
	Social isolation	67 (32.7)
	Balance between work / school and home education for my children	82 (40)
	Other	5 (2.4)

This question is presented as mean ± standard deviation.

Table 5: The future after corona virus (Total = 205)

	n (%)

		n (%)
Are you more optimistic or pessimistic about your academic future?	Optimistic	151 (73.7)
	Pessimism	54 (26.3)
How do you think the world will change after the Corona virus and what should the focus on investment and business priorities be from the following?	Implement mixed education curricula (a mixture of face to face and online)	122 (59.5)
	Increase investments in medical research	87 (42.4)
	Establishing policies aimed at reducing social inequality	40 (19.5)
	Innovation in the economy to create job opportunities for the unemployed	120 (58.5)
	Focus on raising awareness and providing general health for all (including physical, emotional and mental health)	116 (56.6)
	Changing consumption and production patterns	112 (54.6)
	Others	4 (2)

Table 6: Effect of corona virus on children's learning (Total = 148)

		n (%)
If your children are learning through an online platform, how effective is it compared to the traditional curriculum (face to face in school or university)?[1]		2.5 ± 1.1
If your children are currently studying from home, what are the main difficulties you face?	We don't have good internet connection at home.	37 (25)
	We do not have devices that support distance education such as a computer or smart phones	24 (16.2)
	I cannot support my children in their lessons or homework because my knowledge is limited.	41 (27.7)
	I have difficulty balancing my work and continuing my children's studies.	81 (54.7)
	It is difficult to keep a regular school schedule for my children.	80 (54.1)
	There are many issues that distract children at home.	105 (70.9)
	In our home, we do not have a place to study.	43 (29.1)
	Not suitable for children with special needs or those with special educational needs.	29 (19.6)
	It is difficult to find good educational resources on the Internet in Arabic	18 (12.2)
	Others	7 (4.7)
Do your children follow any educational programs on TV or the internet?		97 (65.5)
Please choose from the following statements the ones that relate to the current experience of you and your children	Online lessons are interactive and dynamic.	23 (15.5)
	My children can easily continue studying online (for example: how to use it, maintain focus)	26 (17.6)
	Teachers do a good job in teaching and managing online studying.	46 (31.1)
	Professors / teachers need training to improve their online teaching performance.	7 (4.7)

	I am concerned that studying at home does not provide all the education necessary for my children.	105 (70.9)
	The cost of home study is much less than going to school.	48 (32.4)
	I feel tired / exhausted.	57 (38.5)
	I use this time to teach my children things they usually do not learn in school (such as life skills – housework)	53 (35.8)
Do you think online education is more stressful?	For the parents	95 (64.2)
	For children	18 (12.2)
	For teachers / professors	35 (23.6)
What do you think children will badly need to facilitate their transfer / return to school?	Additional classes to make up for lost time or lessons	56 (37.8)
	Awareness about how to deal with students / other people (distance, hygiene)	101 (68.2)
	Psychosocial support after a long period of social isolation	77 (52)
	Focus on physical activity after a long period of sitting at home	78 (52.7)
	Mixed learning (a combination of digital / online and face to face at school)	91 (61.5)
	Evaluation and follow-up with teachers	64 (43.2)
	Others	2 (1.4)
How concerned are you about the effect of the Corona virus when your children return to school?[1]		4.2 ± 1.0
What procedural measures would the government take to reduce the burden on you?	Provide financial support to families in the event that parents lose their income.	101 (68.2)
	Support for child care for parents who cannot care for their children.	67 (45.3)
	Reduce the curriculum requirements to move to the next class	98 (66.2)
	Provide practical guidance for parents and children to support distance learning.	85 (57.4)
	Provide educational materials for families (for example what parents should know or do)	67 (45.3)
	Support to improve the home learning environment (such as TV / Radio, and technology-based solutions such as computers)	76 (51.4)
	Facilitate the process of formal exams if they are taken	92 (62.2)
	Others	1 (0.7)

This question is presented as mean ± standard deviation.

Appendix 3

Interview Transcripts

Do you have any suggestions to strengthen the role of education in general during crises like the current Corona pandemic? Or is there anything else you would like to add?

	n
لوجه وجه و بعد عن التدريس بدمج والطلبة والمدرسات المدرسين تهيأت	1
We are bored in the house take us back school	1
الان عليه هي مما اكثر تشويق بطريقه الدرس عرض على المعلمون يركز ان أتمنى	1
في يحضرون الطلبة نصف يكون بحيث وقائية وإجراءات اجتماعي تباعد يكون ام بشرط للمدارس الطلبة يعود أن الطالب منها سيتفيد التي الأساسية المواضيع على والتركيز المنهج تقليل مع يليه الذي اليوم في الآخر والنص يوم القادمة المرحلة في التعلن لاستمراره	1
واضح منهج إنشاء	1
الانترنت	1
الصفوف في الطلبه بين التباعد	2
مرهق و فعال غير بعد عن التعليم	1
تعلم و توصيل كيفية في الصحيحه الدراسات بعمل تقوم لكي لجان تشكيل و مسبقا البرامج عمل يجب الوحيد الشي اتوميتكلي لاين الاون طريق عن المناهج و الدورس.	1
للطلبة صحية و نظيفة بيئة على المحافظة	1
حضور وتسجيل الدروس وقت وتحديد الإنترنت على موجود الطالب يكون الزامي وقت هناك يكون الخاصه المدارس المدرسين قبل من	1
على والتركيز الذكاء، أسئلة عن والاستغناء سريعة، ملازم في المناهج يلخصون معلمين لجان تخصيص المفروض لم الطلبة أن حيث. كورونا زمن في ضاع الذي التعليم إعادة اي .القادم الفصل في المخلصة المناهج وتعليم .الفهم الحل يستطيع الاب وحتى الغش، يستطيع والكل ، الانترنت عبر نهاية اختبارات بعمل بالبحرين التعليم واكتفى يستفيدو، ملخصة تكون فصول من يليها ما وحتى .القادمة بالسنة ملخص بشكل المنهج إعادة المفروض ...	1
بالحقيقة بل الانترنت غير ليس التعليم يكون ان	2
على العبىء تخفيف و اسهل بشكل الطلاب مع التعامل ليتم الانترنيت تطبيقات في ازيد معرفة على المعلمين يكون ان الطلاب	1
أزمه اي حدوث حال في والقلق والخوف الضغوط لتفادي بعد عن والتعليم المنتظم التقليدي التعليم على الطلاب تدريب ممثاله	1
اكثر تفاعلي بشكل الدروس واضفاء القادمة الحقبة لمجاراة المعلمين تدريب	1
مثل المناهج تقليص الحياه في فائده لها ليس ومواد المطلوب من اكثر حشو فيها التي والمواد الدراسيه المناهج تعديل والعلوم الاجتماعيات مواد	1
إتقان مستوى الى للوصول الحديثة الاستراتيجيات باستخدام الأساسية المادة شرح على والتركيز المنزلية الواجبات تقليل التعليمي المستوى ومتطلبات للمادة الأساسية للكفايات الطالب	1
بعد عن التعليم في العليا التفكير مهارات تنمية	1
الله على بالتوك النفس وتحصين اكثر توعية	1
تام بشكل الكفاية إجادة من الطفل يتمكن حتى بكثرة الاختياريه الأنشطة توفير.	1
للعوده لا	2
الكمبيوتر على اولادهم لتدريس مؤهلون الاهل جميع ليس لان بعد عن التعليم في ابنائهم لمساعدة الاهل مساعدة نعم الانجليزيه اللغه يجيدون الاهل جميع ليس بمعني الكمبيوتر في المستخدمه اللغه عندهم الاهل جميع وليس	1
الدراسة عن تخلفهم و الازمات لتفادي دائما والاساتذة الطلبة تهيئة يتم.	1

Do you have any suggestions for improving online learning for a better student experience and participation? Or is there anything else you would like to add?

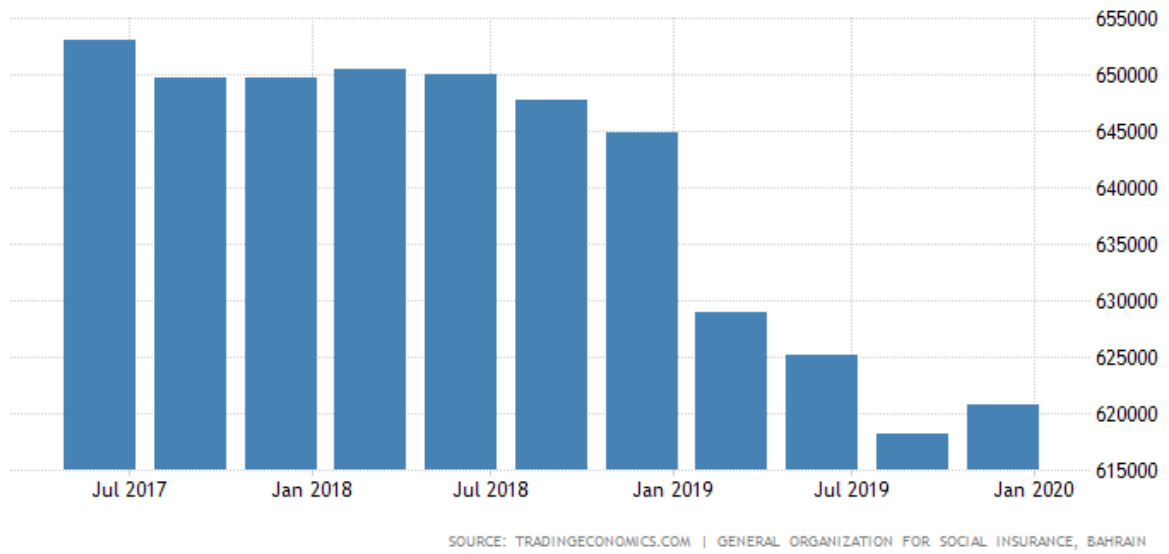| n	
1	شرح الدروس عن بعد وببث مباشر قبل من تفاعل الاساتذة لتعاهم معاهم الطلبة في وقت الشرح.
1	اختيار الوقت المناسب للجميع
1	مفهوم غير شرح مضى ما مثل وليس افضل بطريقه التلفاز على الشرح ويكون مؤهلين مدرسين اختيار ارجو
1	استخدام برنامج زوم حيث يمكن للطلبة والمدرس رؤية الآخر والتفاعل بالصوت والصورة
1	اقترح اشراك الاداعة في والتليفزيون خلق وبث برامج توعوية وتثقيفية على طول الاوقات السائر للأطفال والطلاب
1	وشكرا افضل بالتعون مع مختصين لوصول الى نتائج افضل بالتعون والمجتمع
1	اون لاين للتأكد ان الطالب هو نفسه من يقوم بالاجابة و ليس طرف اخر الامتحان
1	التعلم الافتراضي او عبر الانترنت قد يصلح لمن هم اكبر سنا و عيا اكثر مرخلة وفي وعي فكرية معرفية متقدمة ولا يمكن
1	علي المربي مقارنة نتائجه فالحلقات الاولية والتي تحتاج الي تعليم واقعي باشياء ملموسة استفادتها اقل لكثير و يقع عاتق التعليم
2	التعلم من المنزل افضل
1	ان لانعتمد على تكنولوجيا في تعليم أبنائنا
1	اهتمام اكثر من قبل معلمات المواد (باستخدام فيديوات تعليمية وشرح المادة باستخدام أساليب تشويقية ومحببة للطلاب
1	اداء الطالب عن مستوى أسبوعيه(مراعاة الحالة النفسية بسبب الحجر الصحي والتواصل مع الطلبة مع أولياء الأمور وإعطاءهم تقييمات
2	تدريب المعلمين من الجنسين طريقة الدراسه عبر الانترنت
1	رجعونا فاشله تجربه المدرسه
1	تخصيص شيء تقني متكامل ولا يجعل الطالب يستخدم أبوه أو للحل أمه.
1	تذليل العقبات للوصول والاتصال بالمنصة...ان يكن هناك تفاعل مع المعلمين والمعلمات والطالب حيوي وبحيث يتمكن
1	استيعابه للمادة وليس سماعها. من ويتلقى السؤال المناسبة حتى الردود من يتمكن ان هضم المادة التعليمية لا ان يلقى له الدرس... فالمهم هو
1	تقديم الانترنت
1	تقليل الانشطة
1	تقليل الفترة الزمنية للفصل الدراسي اذا استمر التعليم عن بعد مع تقليل الرسوم الدراسية للتعلم في المدارس الخاصة
1	تواصل الطالب مع المعلم وجها لوجه
1	حث الطلاب علي البحث عن الإجابات ومطالبتهم بتجربتها وعمل اختبارات أثناء الدرس بواسطة برنامج الكتروني
1	على الأهل أن يحفزوا أبناءهم للدراسة عن بعد والقيام بحل الواجبات بأنفسهم
1	يجب ان يجتمع اولياء الامور مع الاداره المدرسيه ويعطو الاهل بعض المقتراحات في حالة
1	حصول مثل هذه الجائحه يطلبو ويطلبو من الاهل اعطاء الاداره من اقترحات الاداره قبل الاهل للاداره في بدية كل سنه دراسيه يجب ان
1	للتدريس ليس جميع الاهل متفرغون للتدريس لان بعض الاهل يكونو مشغولين باشغالهم ووظائفهم وليس هنا وقت عندهم
1	هناك تجربه الجامعه والمدارس الخاصه
1	هناك عده أمور و متطلبات بما انه موضوع جديد الكورنا علي المجتمعات و من خلاله تعلمنا وضع وجديد و طرق
1	كوفيد١٩ من اقوي و مشابه جديده في التعايش. يجب أخذ الاحتياطات اللازمه و تاهيل المجتمع علي ظروف مماثله لو لا سمح الله اصبنا بفيروس

Figures

Figure 1 No. of labor in Bahrain, Source: trading economics.com

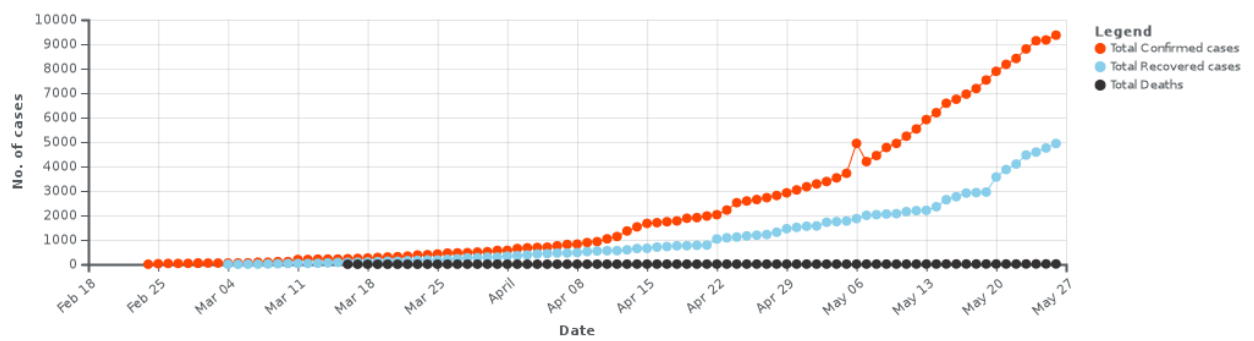

Figure 2 Source: Bahrain Wikipedia

Analysis of Probability and Usuality in Leaders' Spoken Texts by Using English Systemic Functional Linguistics

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Abstract

This study aims to investigate the use of probability and usuality as part of modalization in leaders' discourse. This study implements qualitative and quantitative content analysis as the research design. The data source is the utterances obtained from two sessions of the Indonesian leaders' debate held on February 17th and March 30th, 2019. The transcription was done by using sonix.ai and rechecked manually to improve the reliability. The data were in the form of words and clauses containing probability and usuality. In processing and analyzing the data, AntConc 3.4.5 software was utilized. The findings illustrate that probability and usuality types were used in the discourse totaling 307 occurrences divided into three levels of each category: high, medium, and low. The type of low probability becomes the dominant type totaling 210 occurrences (68.4%). The dominant use of low probability in their statements signals common belief possessed by the leaders.

Keywords: *Systemic Functional Linguistic, Probability, Usuality*

1. Introduction

1.1. The Background of the Study

In systemic functional linguistics (henceforth SFL), an approach proposed by Halliday, language is seen as a meaning-making resource (Eggins, 2004; Halliday & Matthiessen, 2014; Hanafiah, Yusuf, & Aswani, 2018; Zein, Sinar, Nurlela, & Yusuf, 2020). It studies the construction of meaning through the lexico-grammatical choices system (Sari, Ariani, & Santoso, 2018). Then, this approach also sees that language itself possesses three simultaneous meanings called language metafunction. Those three covers were ideational, interpersonal, and textual. This approach also views the clause as the highest rank in the hierarchy based on its function (Arifin, 2018). Dealing with the clause as exchange, the area covers interpersonal functions such as speech function, mood, and modality. This function reveals how language is used to express someone's behavior, opinion and maintain relationships with others (Arifin, 2018).

Modality is used as the degree between Yes and No. This is regarded as the speakers' viewpoint toward a proposal (Guan, 2018). Modality is also regarded as the interpersonal 'coloring' of utterances. In a broader sense, it is divided into two major categories, namely modalization (epistemic) and modulation (deontic) (Koussouhon & Dossoumou, 2015). Probability and usuality are parts of modalization. These types of modalization are categorized based on the degree, namely high, medium, and low. The example of modality is presented in table 1.

Table1. Value of Modal Verbs to Signal Modality (Zeng, 2019)

Value	Positive	Negative
High	Must, ought to, need, have/had to	Mustn't, oughtn't to, couldn't, mightn't/may not, hasn't/hadn't to
Median	Will, would, should, shall,is/was to	Won't, wouldn't, shouldn't, isn't/wasn't to, shall not, will not
Low	can, may, could, might dare	Needn't, doesn't need to, do/does have to

The leaders follow some steps in gaining a position as president and vice-president of Indonesia. One of those steps is the public debate hosted by the general election commission and broadcasted on a state or private television. It was scheduled that there would be five series of debates. The second and fourth debates would be the turn for the presidential candidate. The topics for the second debate are energy, food, infrastructure, natural resources, and the environment. The fourth debate was done under ideology, government, security, and international relationships (Permana, 2019).

Debate is one form of political discourse. Political discourse, time by time, constantly interacts with people's attention (Chen, 2017). This is reasonable since political discourse also spots cultural, linguistic, and social factors. Hadi & Guo (2020) state that politicians need to consider some factors to successfully deliver their speech, namely the listener's attitude, and emotion. The discourse used for political purposes is commonly used in manipulating, persuading, and catching the public's interest. This makes political text is unique due to its styles (Ritonga & Yusuf, 2020). This is expressed by implementing various linguistic strategies (Ademilokun, 2015).

Practical political discourse has a tremendous impact on the public, so organizing the utterances is crucial (Humaizi, Ritonga, Asmara, & Yusuf, 2020). In addition, the employment of language since language has a significant role for a politician to convey their intended purposes. Politicians tend to maximize the moments such as giving a speech to deliver their plan or telling the past achievement. Those are done to gain the trust of the voters. Ademilokun

(2015) believes that the text (for example, speech) transforms into a successful platform for political struggles and power. This is supported by Chefor (2019), claiming that political discourse is structured by combining various strategies in order to deliver the politician's ideology for voters or participants' better understanding. Liu (2012); and Xu (2015) state that political speaking has three aims: to convince, change or weaken their attitudes and choices.

1.2. Research Questions

Concerning the background of the study, the problem of this study is constructed as the following:

1. How is the use of probability and usuality in leaders' debate?

This study is expected to be useful practically and theoretically. Theoretically, the finding is expected to enrich the horizon in political discourse and practice, and it is expected to provide the information for further researchers.

2. Review of Literature

2.1. Language in Systemic Functional Linguistics Perspective

Halliday & Matthiessen (2014) state that systemic functional linguistic focuses on how language is used functionally as text in context as a system of choices. Other experts add that this approach deals with a social semiotic approach that uses grammar construction for text analysis (Hadi & Guo, 2020). Furthermore, according to this approach, meaning is an essential component that has a close relationship with language function. Text cannot be separated from context. There are two inseparable elements in SFL in analyzing text: the social and the semiotic. This is famously known as a social-semiotic (Salama & Dick, 2014). Therefore, SFL is regarded as an approach to explore language dealing with social semiotic.

Halliday & Matthiessen (2014) state that language has three simultaneous functions regarded as metafunctions of language. These functions comprise of textual (clause as message realized in Theme-Rheme structure), interpersonal (clause as exchange dealing with speech function, mood, modality, appraisal), and ideational function (experiential and logical function). A situation in SFL is realized through three aspects, namely *field, tenor,* and *mode* (Halliday & Matthiessen, 2014). These aspects are realized in metafunctions of language. The field is realized through ideational function, the tenor is through interpersonal function, and mode is through textual function. In conclusion, those metafunctions are inseparable and equal.

2.2. Interpersonal Function

An interpersonal function is a function in which language is used by the speaker to build communication and occupy their respective roles in the social sphere. This is also regarded as clause as exchange and the realization of tenor in the context of the situation. The interpersonal function assumes that language is a tool to enact with others people (Hulu, 2019). This type of metafunction can be realized in either written text and spoken text. Then, interpersonal meanings deal with the interactivity of the language and concern how we act upon one another through language (Eggins, 2004). Interpersonal function sees meaning by creating social relations and maintaining one another (Syamsidar, Yatmikasari, & Nurrachman, 2019). The importance of interpersonal function is seen from its function as constructing speakers' position and role and relationship with others (Nasita, Sugiarto, & Thoyyibah, 2020).

2.3. Modalization: Probability and Usuality

Through modality, a speaker expresses his ideas about obligations and expresses his/her attitudes (Hadi & Guo, 2020). Modality is the realization of interpersonal function and involves degrees and scales (Zeng, 2019). It can also show the relationship power among the interactants (Chen, 2017). From an SFL perspective, modality is the degree between the polarity of "Yes" and "No." Modality comprises modalization and modulation (Eggins, 2004; Halliday & Matthiessen, 2014). Other experts use different terms in outlining the category of modality, such as *deontic, boulomaic, epistemic,* and *perception* (Simpson, 1993). Fairclough (2001) divides modality into relational modality and expressive modality. This division is based on 'what direction authority is oriented in.' Fowler (1991) has its categorization of modality into distinguishes four types of modality, namely (a) truth, (b) obligation, (c) permission, and (d) desirability. So, to make it clear in the analysis, this study uses the terms modalization and modulation.

Modularization consists of probability and usuality, while modulation consists of obligation and inclination. Modularization or deontic modality is "the modal system of 'duty, dealing with a speaker's [or writer's] attitude (Salama & Dick, 2014). Along with this explanation, Eggins (2004) classifies the level of modality into three levels, namely high, medium, and low. This classification is according to the certainty or usuality degree, including high (must, certainty, always), median (may, probably, usually), or low (might, possibly, sometimes) (Apriliani & Priyatmojo, 2016).

Probability type occurs when someone states a condition or situation and something as a prediction that will happen in the future (Eggins, 2004; Halliday & Matthiessen, 2014). The

possibilities in probability are possible/probably/indeed (Halliday & Matthiessen, 2004). In the realization, the probability is expressed through the use of a finite modal operator in the vocal group, modal adjunct, or both together.

Usuality is a kind of intermediate possibility that shows frequency. The degree of usuality is sometimes/usually/always (Halliday & Mathiessen, 2004). In the realization, usuality can be expressed by a finite modal operator in the verbal group, a modal adjunct, or both together. The description of the modality values is presented in table 2.

Table 2. Three Values of Modality (Halliday & Matthiessen, 2014)

Values	Probability	Usuality
High	Certain	Always
Median	Probable	Usually
Low	Possible	Sometimes

2.5. Previous Studies

The studies related to the political speeches of influential people have been done by many researchers worldwide. Ademilokun (2015) attempts to break down the discursive strategies found in political speeches in Southwestern Nigeria. He sees the linguistic perspective to the discourse of rally by Nigerian politicians. Ademilokun focuses his study on political campaign discursive, while this study attempts to explore debate discursively. The phenomenon that he presents in his research findings covers the area such as code-mixing, code-switching, and provocative languages. It is clear-cut that this study departs from SFL theory, and the findings will be based on the SFL perspective. In addition, the place or region will affect the language used by the speakers. So, Ademilokun's research and this study are different from each other.

Chen (2017) presents an interpersonal function analysis of two American presidents. He further confirms that interpersonal function is beneficial to explore political speeches and provides a new horizon in political discourse. Chen's study is only focused on speech function; meanwhile, this study concerns with modality analysis. The different perspective analysis generates the different findings of these studies. Chen also adds that the speech function realized in mood is one of the strategies done in a presidential speech.

Dimaculangan & Dimaculangan (2018) analyzed speeches in Pnoy's first State of the Nation by Aquino and Duterte. The analysis uses some theories, including SFL, and confirms that consistency in using lexical choices and pronominal use can be seen in Duterte's discourse.

On the other hand, Medriano Jr & De Vera (2019) explore Duterte's speech by using the theory proposed by Foucault with absolutely a different result. Still, in the Philippines, Anudin (2019) depicts the discourse of the Senate plenary debates in the Philippines by using Gee's (1995) discourse analysis. His conclusion provides the understanding that legislative discourse is contextually urgent because it directly directs the public's mind. Those studies are different from this study in terms of the object of the analysis. Those studies were done in the Philippines context while this study discusses the Indonesian presidential debate.

In their result, Hadi & Guo (2020) see the interpersonal meaning of President Ghani's discourse. The source is from the speech delivered at the U.N assembly. Based on the analysis, they clarify that modal forms are used to ensure that audience understood and accepted his speech. This study is different from the research done by Hadi & Guo, specifically in the source of the data. Hadi and Guo explored the speech. On the other hand, this study is focused on the presidential debate.

In the Indonesian context, Apriliani & Priyatmojo (2016) explored Joko Widodo's speech at APEC CEO Summit 2014. Through appraisal lense in SFL, they conclude that Joko Widodo uses dominant appreciation in his speech to construct persuasive strategies. Their study is different from this study in terms of the theory used. Aprilyani & Priyatmojo conduct their research through appraisal analysis while this study deals with modality analysis even though the basic theory is still SFL. The differences among the previous studies made this study is essential to be done.

3. Method

This study implements qualitative and quantitative content analysis as the research design. The data were in the form of utterances. The utterances obtained from two leaders' debate sessions in 2019 were held on February 17th and March 30th, 2019, which performs a head-to-head race for president-vice president of Indonesia for the 2019-2024 period. The sources of the data were recorded video of debate which was downloaded from YouTube.com.

In analyzing the data, the downloaded video was processed by uploading the videos to sonix.ai to get online transcription. The transcription was rechecked for the words and spelling and named based on the speaker for every utterance. Then, the utterances from the host and the panelist were deleted due to the need for the analysis is only the utterances from the leaders (candidates). Then, the transcription was downloaded in the form of a word file extension. The following process is the data conversion from doc format to plain text. This stage was critical since AntConc 3.4.5 software was utilized, and the required format for the file is plain text.

The data were analyzed by searching the exact word, phrase, and clause, which shows the use of probability and usuality based on the SFL perspective. After that, the occurrences were tabulated and calculated to discover the predominant type. The last step is making the inference and conclusion based on the analysis. In enhancing the reliability, two experts from the linguistic department were asked for checking and verifying the analysis.

4. Result and Discussion

4.1. Result

After analyzing the data, two types of modalization, probability, and usuality were realized. The occurrences and distribution are presented in table 3.

Table 3. Probability and Usuality Occurrences

Value	Leader 1				Leader 2			
	Probability	%	Usuality	%	Probability	%	Usuality	%
High	49	15.96	2	0.65	20	6.5	3	0.98
Medium	4	1.30	1	0.33	12	3.9	0	0
Low	129	42.02	6	1.95	81	26.4	0	0
Total	182	59.28	9	2.93	113	36.8	3	0.98
Grand Total				307				
Percentage				100.00				

The analysis shows that there are 307 occurrences of modalization. Leader 1 dominated the use of probability and usuality, totaling 191 occurrences. The types cover probability (high, medium, and low values), with the predominant type is a low probability. Table 3 also describes that there are absences of medium and low usuality in leader two utterances. The description of the data was explained in the following.

4.1.1 Probability in Leader 1's Speech

Probability type occurs when someone states a condition or situation and something as a prediction that will happen in the future (Eggins, 2004; Halliday & Matthiessen, 2014). This study found out that there are 182 clauses of speech performed by leader 1 (L1) that indicate the use of probability. The values were also analyzed, covering three probability values, i.e., high, medium, and low values. The high value of probability implies that the speaker has a

strong belief in his statement that a specific condition or situation could indeed happen. It means the speaker's arguments indicating a positive or 'yes' sense. The median value of probability implies the speaker's belief that a particular condition or situation can happen. This median value indicates a sense between 'yes' or 'no.' On the other point, a low degree of probability implies that the speaker has a low belief in the statement written in the text. It tends to indicate a negative or 'no' sense.

The analyses of clauses that consisted of probability type in L1's speech are displayed in the following table.

Table 4. High Value of Probability in L1's Utterances

Number of Data		Clause	Value of Probability
14	PBW-30 MRT	I am certain that Mr. Jokowi is a Pancasila man.	High

From 335 clauses that contain modality, there are 49 clauses using probability type of modality indicating high degree, i.e.*, I am sure.* In data 14, L1 uses the phrase *" I am sure. "* As stated previously, a High value of probability implies that the speaker has a strong belief in his statement that a particular condition or situation could indeed happen.

Table 5. Median Value of Probability in PS's Utterances

Number of Data		Clause	Value of Probability
16	PBW-30 MRT	Again, I regard that there is a ***probability.*** You do not feel that we….	Median

Based on the analysis, four clauses contain modality, which indicates the median value of probability. Modality words contain in the clauses are *munchkin (*probable). This is stated by LI that there is still a probability of something happening.

Table 6. Low Value of Probability in LI's Utterances

Number of Data		Clause	Value of Probability
18	PBW-30 MRT	This is our commitment. We are sure that Indonesia ***can*** be independent and stand-alone	Low
23	PBW-30 MRT	… this is promising because we ***can*** use palm oil for biodiesel….	Low

Based on the analysis, 129 clauses contain modality, which indicates the low value of probability. Based on Halliday and Matthiessen (2014), modal expression *can* show ability is regarded as having low value.

4.1.2. Usuality in L1's Speech

Usuality types of modality express the speaker's judgments about the frequency of something happening, whether it is always, usually, or sometimes happen (Halliday & Matthiessen, 2014). The analysis shows that eight clauses indicate usuality type from LI's utterances. The high degree of usuality implies that the speaker strongly believes that a particular condition or situation always happens or is done almost all the time. The median degree of usuality implies that the speaker believes that a particular condition or situation usually happens. The low degree of usuality shows that a specific condition or situation rarely happens.

Table 7. High Value of Usuality in L1's Utterances

Number of Data		Clause	Value of Usuality
25	PBW-30 MRT	nation of great potential and will **always** be a nation of great potential.	High
28	PBW-30 MRT	The community of foreign journalist in Jakarta, They **always** say, Indonesia is a nation of ….	High

Based on the analysis, two clauses contain modality, which indicates the high value of usuality. Modality word that signs the use of this type in the clauses are *always*. In his statements, L1 highlights the condition of Indonesia that always great potential. The other condition highlighted by L1 related to the recursive action is the statement from the foreign journalist about Indonesia. The high degree of usuality implies that the speaker strongly believes that a particular condition or situation always happens or is done almost all the time.

Table 8. Median Degree of Usuality in L1's Utterances

Number of Data		Clause	Value of Usuality
45	PBW-30 MRT	It will affect the particular factory that possesses it. **Usually**, a car factory in German that has it.	Median

Based on the analysis, there is one clause containing modality, which indicates the median value of usuality.

Table 9. Low Degree of Usuality in L1's Utterances

Number of Data		Clause	Value of Usuality
48	PBW-30 MRT	There was the one who said *sometimes* it was inaccurate environmental effect analysis.	Low
66	PBW-30 MRT	So, this is a democracy, we want a debate. *Sometimes,* sorry, Mr., my voice is high.	Low

Based on the analysis, there six clauses contain modality, which indicates the low value of usuality. Modality word that is used in the clauses is *sometimes,* which is translated as *sometimes* in English. The low degree of usuality shows that a particular condition or situation rarely happens. In the debate, L1 sometimes used a high voice to show his emotion. Due to this fact, he apologized to his rival.

4.1.3. Probability Type of Modality in L2's Speech

Probability type occurs when someone states a condition or situation and something as a prediction that will happen in the future. The analysis shows that there are 213 clauses of L2's utterances that indicate probability. Three levels of values of probability were found in the data. In L2's speech, the values of probability are high, medium, and low degree of probability which is displayed as the followings:

Table 10. High Value of Probability in JW's Utterances

Number of Data		Clause	Value of Probability
111	JKW-17 FBR	*… land acquisition, the fee of land liberation certainly is a small portion…*	High

Based on the speech analysis, 20 clauses contain modality, which indicates the high value of probability. Modality words contain in the clauses are *certainly*. It means that L2 is sure about the fact stated above, as seen in data 111. It is also relevant to Halliday and Matthiessen's categorization (2014) about the value of probability that puts *'certainly'* in the high-value group.

Table 11. Median Value of Probability inL2's Utterances

Number of Data		Clause	Value of Probability
124	JKW-17 FBR	The first BUMN in fishery, **probably**, you do not know that we have it, Mr.	Median

Based on the analysis, 12 clauses contain modality, which indicates the median value of probability. Modality word that contains the median value of probability in the clauses is **mungkin (probably).** In data 124, L2 guesses that *probably* L1 do not know Indonesia has state-owned companies specifically in the fishery.

Table 12. Low Value of Probability in L2's Utterances

Number of Data		Clause	Value of Usuality
138	JKW-17 FBR	So that the fisherman can access the finance.	Low

Based on the analysis, 81 clauses contain modality, which indicates the low value of probability. The modality word found in the clause is "can."

4.1.4. Usuality Type of Modality in L2's Speech

Usuality types of modality express the speaker's judgments about the frequency of something that happens, whether it is always, usually, or sometimes happen. This study found out that only eight clauses indicate usuality from L2's speech, which is considered the high degree. The examples are presented in table 13.

Table 13. High Value of Usuality in L2's Utterances

Number of Data		Clause	Value of Usuality
175	JKW-17 FBR	In those international forums, I *always* say, in the beginning, that Indonesia……	High

Modality word that signs the use of this type in the clauses are *always*. In his statements, L2 highlights what he always delivers in the international forums. The high degree of usuality implies that the speaker strongly believes that a particular condition or situation always happens or is done almost all the time.

4.2. Discussion

The degree of probability and usuality signals the speakers' attitude towards probabilities what they may do for a better future, specifically from 2019 to 2014. Concerning probability, the degree shows their scale of sureness of what will happen and what he does for

Indonesia in the future (Halliday & Matthiessen, 2014). The high degree of probability used shows the confident feeling of the speaker.

The analysis shows that a low degree of probability is dominantly utilized by both leaders (Indonesian president candidates). This fact presents that both candidates are not confident about their plans and prediction for the future. It can be triggered by some factors, such as the limited source of information and the communicative purpose why the utterances are delivered (Chen, 2017). Usuality types of modality express the speaker's judgments about the frequency of something happening, whether it is always, usually, or sometimes happen (Halliday & Matthiessen, 2014). The data show that the low usuality appears in the data dominantly. It means that the leaders show that a particular condition or situation rarely happens. From the data description, it can be inferred that L1 used variation in his utterances. This is proven by the realization of the values in both categories. Meanwhile, L2 does not utilize median and low probability in his utterances.

5. Conclusion

Based on the analysis, the conclusion is drawn that probability and usuality types were used in the discourse totaling 307 occurrences divided into three values of each category, including high, medium, and low. L1 domineers in terms of the occurrences of each type while there is the absence of usuality type realized in L2's utterances, namely median and low usuality. The type of low probability becomes the dominant type used by both candidates totaling 210 occurrences (68.4%). The dominant use of low probability in their statements signals common belief possessed by the candidates.

6. Limitation and Further Studies

This study is limited to the analysis of the debate based on modalization analysis in interpersonal function. There are possibilities to explore more comprehensive meaning by analyzing three metafunctions of the language simultaneously, such as an experiential function to see how nation leader candidate express their experience or textual function to see the construction of message. The other point that can be seen is how ideology is represented in the utterances. The other limitation is the sources of the data. This study is only focused on the utterances of the Indonesian president. Prospective researchers are encouraged to compare the realization modalization in president vs. vice-president candidates or the construction of meaning based on the theme of the debate.

Acknowledgment

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An Analysis of Malay's Maritime-Oriented Texts by Using Critical English Eco-linguistics

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Abstract

This study analyzed Maritime-oriented texts of Riau Malay by using Critical English Eco-linguistics. In collecting data, the researcher used the documentation type by Sudaryanto (2015), then the data were then analyzed through qualitative descriptive technique. This study's data are words, phrases, clauses, and sentences containing the ecolinguistics aspects that sourced from the maritime oriented texts, that is in folklores, proverb, and Malay history. The technique of data analysis was the interactive model by Miles, Hubberman, and Saldana (2014). The results showed that there are four main ideologies found in maritime texts discussed, (1) Malay kingdoms have strong, upholding principles and wise leaders, (2) to defend the Malay territory from enemy attacks who are ambitious to control the Malay region, due to the function of the sea which is the artery of trade, politics and the main route of transportation, (3) to control and demonstrate the authority of the Malay territory, and (4) the existing power is used to preach to spread religion and maintain Islamic values.

Keywords: *Power Ideology, maritime texts, Riau, and critical ecolinguistics*

1. Introduction

There are several English texts related to the maritime environment. These texts can be found, for example, in folk tales, parables, poetry, and history books. These texts' emergence is related to the Riau region, which is surrounded by seas, rivers, and lakes. Accordingly, most Riau people live in the coastal area. Such natural conditions in Malay are indeed an inspiration

for text producers and story writers to take advantage of natural features as precursors, examples, and objects in conveying their intentions.

One of the exciting life stories to study is about the Riau Malay maritime texts, expressed through lingual constructs in the form of words, phrases, and sentences. This analysis is in line with the concept of critical English ecolinguistic studies by Stibbe 2015 "stories we live by." In critical ecolinguistic studies, the focus is the stories of human life related to the environment, whether it can save the environment or damage it.

There are numbers of previous researches discussing environment in the field of linguistics (Stibbe, 2015; Liu, 2015; Chen, 2016; Gach, 2016; Astawa et al., 2018; Samin, 2018; Edorita, 2018; Wu, 2018; Yi, 2019; Widayati, 2019, and Astawa, 2019). Only a few studies have analyzed Malay texts (Yusof et al., 2011; Jismulatif and Dahnilsyah, 2019; and Junaidi, 2019). Yusof et al. examined the Melaka kingdom's glory in the 16th century, where the Sultan of Melaka became the maritime ruler of the Melaka Strait. Jismulatif and Dahnilsyah (2019) discussed the sea's function and its correlation with the Riau Malay people's life as stated in history book and Junaidi (2019) found out the philosophy of people living in the maritime zone in four poems of Rida K. Liamsi. Previous research is about Malay maritime symbolic meanings, local wisdom on how to manage the environment, medicine, and the Malay people's philosophy of life. There is no research on the language analysis of Malay's maritime-oriented English texts using a critical ecolinguistic approach.

The primary goals of this study are (1) to delve into how language ideology is revealed in the maritime text, and (2) to show and maintain texts, which are one of the local Malay wisdoms that is not owned by other nations. They will be useless if they are not explored and analyzed. Thus, this research certainly contributes to maintaining local language associated with English eco-linguistics and the language ideology implied in folklores, history of Riau, and proverb.

Due to language maintenance, especially maritime texts, Dash (2019) stated that critical English eco-linguistics does not only believe that a language is endangered when the ecology is itself in danger. It accepts the ecological preservation leads to linguistic preservation. It reckons that the preservation of a language can never be possible without ignoring the language's culture and environment.

2. Review of Literature

2.1 Ideology through Language

According to Fairclough (1992: 87), ideology is produced and reproduced for the sake of priciple. Ideology is inherent in discursive practice so that ideology can be more effective if its existence is naturalized so that it becomes common sense (1992: 89). Furthermore, to find the reality behind the text, we require an investigation of the context of text production, consumption of text, and the socio-cultural aspects that influence text making (Fairclough, 1995: 57-62). Principle in discourse is related to the control and restrictions imposed by superior participants with inferior participants (Fairclough, 2003: 53). Fairclough's concept is in line with the Marxism viewpoint that is an ideology to be not neutral by displaying a link between ideology and power, in this case, intellectuals' power, and this perception offers a basis for further understanding of the term. (Nguyen and Chon, 2020). The connection between ideology and social priciple is emphasized ... Ideology is "meaning in the service of principle" and a tool to maintain domination (see Thompson (1990, p. 7 in Nguyen and Chon, 2020). To understand an ideology as a whole, the readers must understand the historical, social, and cultural conditions of the Malay community when the text was produced. Van Djik (2006: 333) says that political situations do not merely cause politicians to speak in specific ways but, instead, 'there is a need for cognitive collaboration between situations and talk or text, that is context. '

Besides using concepts of ideology and power as stated by Fairclough, Thompson, Nguyen and Chon, and Van Djik, this research uses Stibbe's idea (2015) on ideology. Stibbe says that an ideological analysis of ecolinguistics does not merely look for whether a particular ideology is right or wrong; however, whether the ideology implied in the text follows the philosophy. Ideology is a belief system about how certain groups share the previous, present, and future world in society. Stibbe classified ideological discourse into three types; (1) destructive discourses, (2) ambivalent discourses, and (3) beneficial discourses. Discourses that are destructive in nature must be opposed. These kinds of discourses encourage people to destroy the environment. On the one hand, ambivalent discourses are beneficial because they are maintaining the environment, but on the other hand, they are detrimental because they damage the environment. Meanwhile, beneficial discourses encourage human beings to manage and preserve their habitat.

2.2 Critical English Ecolingustics

The concept of critical ecolinguistics is used to critically analyze issues of the maritime texts related to the ideology. Critical English ecolinguistics views that humans' environmental

languages do not stand alone but are the result of social, cultural, and natural constructions in which humans live. Natural features influence human thought and produce language that cannot be separated from the environment's role. Nature as a source of inspiration for humans to be constructed into a part of the language used.

Recent English eco-linguistic studies are also influenced by another interdisciplinary science, namely critical discourse analysis. The combination of these two sciences is called critical eco-linguistics. Critical ecology-linguistics examines the environment and various forms of discourse whose ideology concerns humans and the environment. Environmental discourse with all its manifestations (spoken text, written text, pictures, and the internet) is called *Green Speak* or Harre's green discourse (Fill and Muhlhausler, 2001: 8).

Furthermore, Fill (2001; 73) states that the role of critical eco-discourse, namely "... the task of ecocritical analysis is a discourse-ethical one to watch the use of environmental terminology, the use of metaphors and euphemisms, and to show the ideologies and ethical concepts contained in the language on environmental topics and ecological issues ". Ecolinguistics can be used in all fields of linguistics that combine language and environment. Fill (1993: 126, in Lindo & Bundsgaard, eds, 2000: 40) defines "Ecolinguistics is an umbrella term for '[...] all approaches in which the study of language (and languages) is in any way combined with ecology '. The study of water texts or ecotourism studies is a study of the language contained in environmental discourses. The combination of ecolinguistic studies and CDA gave birth to critical ecolinguistic studies or critical eco-discourses, aiming to study the linguistic aspects contained in discourse or text about the environment (Yuniawan et al., 2017).

Stibbe (2015: 184) explores that at the beginning of its existence, ecolinguistics was more often focused on the grammar of English and other languages, describing how certain grammatical features encourage ecologically destructive behavior. Stibbe developed "The Stories We Live By" (life stories), a very prominent ecolinguistic model today. According to Stibbe (2015), ecolinguistics can analyze the language or stories we live in. Philosophical values in the form of opposing destructive narratives and contribute to finding new stories. Ecology supports life among humans, but understanding ecological norms and values depend on each individual. A linguistic framework can employ cognitive science theories, Critical Discourse Analysis, rhetoric, discursive psychology, or anything from many other related fields. Stibbe (2015) described eight types of ecolinguistic classifications in Stories We Live By (SWLB). "Critical Ecodiscourse" questions how discourse constructs ideology and a worldview that creates social power and hegemony (Astawa, 2018).

3. Methodology

This research uses qualitative research methods. Qualitative methods are widely used by previous researchers who discuss language and ecological issues (Katsara, 2016; Luardini and Simbolon, 2016; Astawa et al., 2018; Jimulatif and Dahnilsyah, 2019; Mudheher and Abdulmajeed, 2020; Nguyen and Chon, 2020). This research's data are in the form of Riau Malay maritime texts in folklores, proverbs, the history of Riau, and the Languages of Tunjuk Ajar Melayu. Apart from lingual data, the researcher also uses his intuitive ability to explain the data being studied in more depth. The method used to collect information is the documentation type (Sudaryanto, 2015). The observation method is used by listening to aquatic texts to reveal what ideologies are behind this folklore.

The technique used is the note-taking technique using the free-to-speak competent listening technique. In this case, the researcher only listens but is not involved in the story. The next, researcher carefully reads and notes the power ideology of Malay in the text. The data analysis technique used in this study refers to the concept of Miles, Huberman, and Saldana (2014: 16-20), which is an interactive analysis model using three steps, namely data reduction, data presentation, and concluding/verification. The collected data were analyzed using critical discourse analysis proposed by Norman Fairclough and critical ecolinguistics by Arran Stibbe.

4. Results and Discussion

The citations from the maritime texts convey the power ideology of Malay kingdoms in maintaining their maritime territory. The facts embedded in Malay people from generation to the next only about the ideology of power are related to the relationship between humans and the environment, human relations with fellow humans, and human relations with God. This connection is found in the lingual units contained in the maritime texts of Riau Malay, that is, in folklores, in the languages of Tunjuk Ajar Melayu, in Riau history, and the proverbs. In the concept of Fairclough (2003), language has power. Through language, individuals or groups in power can dominate or indoctrinate other groups that have no power. In contrast, in the concept of Stibbe (2015), in society, there are destructive discourses (destructive discourses), some are ambivalent (ambivalent discourses), there are also beneficial discourses. For Stibbe, in critical ecolinguistics, the search for ideology is not merely looking for whether an ideology is right or wrong.

4.1 Human Relations Based on Maritime Texts

Most of the Malay Riau society lives in the coastal area. The marine environment has been the livelihood of Riau Malay society. The relation of Riau Malay society with the sea has

been served to support Malay society's economic and political life (Jismulatif and Dahnilsyah, 2019). Attempts to instill an ideology of love for the oceans have been started since childhood. Schools throughout Indonesia have maps affixed to school walls and spherical world maps placed in classrooms, teachers' rooms, principal's rooms, libraries, and laboratory rooms. The purpose of introducing a map of the country's territory is to introduce the country's vast territory, including the ocean area, which is rich with various natural resources. This idea has to do with cultivating the national identity and efforts to defend the territorial waters from attacks and enemy interference from within and outside the Malay country. The Malays' life stories can be observed in the folktale "Kisah Lanun dari Negeri Bahari" as follows.

(1) 'Since their childhood, they have been introduced to an atlas filled with blue. The color of the oceans surrounding the thousands of islands. These islands are the places where the Malay Nusantara people live together as a nation of descendants of sailors'

Citation (1) above is placed at the beginning of "The story of Lanun di Negeri Bahari" which describes the sea area as the Malay people's residence. The discourse above shows the close relationship between the Malays and the natural world. Lingual unit *Sejak anak-anak pula mereka telah diperkenalkan dengan gambar atlas yang dipenuhi warna biru* 'Since childhood, they have been introduced to atlas drawings filled with blue' shows the existence of socialization carried out by the older generation to the younger generation about their identity. The efforts made by the older generation are to maintain the maritime environment as their environment for looking for life. This concept is in line with the idea of Stibbe (2015) that human activities that have the potential to care for the environment need to be appreciated.

(2) 'A series of islands surrounded by a wide sea, connecting to one another. So it was not only the marine wealth that became a mainstay but from sea to sea; the trading system developed and thrived until nations recognized it in the distant hemisphere. Then came the traders from these nations heading to the overseas land, an archipelago surrounded by the Malay sea.'

Citation in (2) above describes the Malay sea's strategic position and the potential of its abundant marine natural resources so that foreign nations are attracted to come and seize this region. It can be understood why the ancestors of the Malays struggled to find maritime areas because they stored a large number of natural resources and lived side by side with water was the Malay people's culture. Lingual unit in citation (2) *Rangkaian pulau-pulau dikelilingi laut yang luas, saling menyambung menjadi satu* 'A series of islands surrounded by a wide sea, connected to one another' shows the power of the Malay territory over the islands, the oceans, and the resources contained therein. The territorial waters that have been controlled and owned

by the Malay people can support and provide prosperity to their people because nature is used wisely. They practice their principles to manage their environment.

After centuries of living in a peaceful and prosperous sea area, other nations are interested in this prosperity, so they came and wanted to participate in enjoying the Malay world resources. At that time, in the Malays land, many kingdoms had established which built palaces near the sea and rivers and controlled the coastal areas. The arrival of other nations was initially to do business and gradually colonized the Malay territory.

(3) 'Even from that, royal rule in ancient times was primarily determined by its ability to control the seas' situation and conditions. So it is not surprising that there were many political events and wars over the sea include incidents of chaos, seizure of property, and murder by the Pirates. Pirate is the name for pirates and intruders who move by boat over the ocean. It is said that these pirates were known not only as treasure troves but often played a role as security disruptors paid by rulers who were in conflict with the kingdom. In fact, they often acted as spies who were paid dearly by the colonizers'

Citation (3) explores the pirates' malignancy, which implies two ideological things, (1) controlling of the oceans. The kingdom's sovereignty will be achieved when the sea is controlled, (2) politicization of the pirates. For the Malay kingdoms, the sea had to be held because it had implications for the economy, socio-culture, and religion. The Malay Ocean must be protected for the benefit of the Malay people. If the sea fell in the hands of the enemy, then Malay power would be paralyzed. Control over the sea area was crucial and became the primary target for the Malay kingdoms' sovereignty.

The ideological idea in citation (3) above shows that the oceans' control is the keyword for power. The chaos that occurs on the sea will seriously disrupt the sovereignty of the kingdoms. The Dutch tried to control Riau maritime areas, while the British attempted to control Singapore's island. All of that for their political interests. Likewise with the pirates, who consistently and cause trouble for the Malay kingdom. Their existence was sometimes used for political purposes, as can be seen in the lingual unit citation (3) 'These pirates were known not only as treasure troves but often played a role as security disruptors paid for by rulers who were opposed to the kingdom.'

The existence of the pirates greatly disturbed the community and disturbed the sovereignty of the Malay kingdom. The topography of the sea, islands, bays, and headlands is a comfortable place for pirates to hide stalking their prey, and they will efficiently act after seeing ships passing through Riau waters and becoming easy targets for them. They not only robbed people's ships and boats, but they also dared to steal royal ships.

(4) 'One day, it was reported that the two pirates' leaders had succeeded in intercepting a trading boat from the Malay kingdom that was passing through the Dasi Strait. As a

royal trading boat, of course, there were many people in it. Among the passengers were famous traders such as Encik Alim, Encik Bakak, Encik Maruk, and bodyguards from the kingdom. But apparently, he saw the incident as an opportunity to make the country even more chaotic. So the boat and all its passengers burned down until the passengers met their death over the wide sea. But there was still one among them who managed to escape the siege by plunging into the sea and then swimming to the shore.'

The pirates were well-equipped, so they were fearless enough to challenge the kingdom. Their aim to intercept and seize the royal boats was to frighten the Sultan and the Malay army. The people were united to fight against the pirates, but the matter of their very limited weaponry compared to the complete arsenal of the pirates. When they are trapped, and face to face with pirates, one of the pirates' leaders threatened to kill anyone who tried to fight them. They also challenged the Sultan and the Malay warriors.

The Sultan was furious and angry at the threats from the pirates. He felt harassed by the pirates and was about to get rid of them. As rulers of the seas, the Malay kingdoms understood very well that their enemies were very numerous and could easily reach their territory because the vast ocean was very easily navigable by people with good intentions and people with bad intentions. King, the Malay Sultan, is highly respected by the people because from a long time ago, from myth, the king was considered as a descendant of gods and a source of law. The strength of the kings of sultans was unwavering. The Malay Kingdom also had a strong navy and was fully equipped. Regarding the power of the Malay soldiers can be seen in the following citation.

(5) 'The threat of the pirates' leader reached the Sultan's ears. So immediately prepared the war troops and their equipment, then set a strategy carefully, then went along the sea to catch the two famous pirates' leaders. It is said that the chase was carried out continuously throughout the waters of Riau, and when the pirates were seen in front of them, they were surrounded and driven to Tanjung Pinang until they were pushed and climbed to the mainland, then there was a fierce battle on the edge of the forest. Until finally, the pirates were caught, while Merkung and Merasan surrendered with the king of Saban. Surrender also Si-Tengkuk, a former royal warlord who betrayed and allied himself with the pirates for personal gain.'

Even though the pirates had potent weaponry and extraordinary courage, in the end, the Malay army was able to defeat the pirates. This result shows the prowess of the Malay warriors in facing the enemy. The lingual unit from the citation above offers the sovereignty and authority of the Malay kingdom. The pirates' leaders were finally beheaded in front of the crowd to become a lesson for everyone so that no one dared to make trouble. It turns out, among the leaders of the pirates, there is the neck. He is a former royal warlord who practices and

allies himself with the pirates for personal gain. It appears that the pirates were used by those who opposed the kingdom to overthrow the kingdom and gain power or to take revenge.

(6) 'After the two big robberies were gone, the Sultan ordered his warlords to conduct patrols every day to find and arrest the small robbery that was still visible in the Malay sea, then punished him according to the mistakes he had made. However, it is also told, in the period after that; new pirates appeared in the middle of the same sea, but for different reasons. It is said that all this happened due to the invaders' plot to destabilize the safety of the sea and coasts in the Riau and Lingga regions'

The patrol was carried out to maintain security at sea and maintain the authority of the Malay territory. The new pirates made in the Netherlands were to disrupt maritime security so that it would be easy to pit the kingdoms against each other. The citation in (4, 5, and 6) above shows the Malay kingdom's seriousness in eliminating enemies and maintaining the country's sovereignty. The kingdom's work in destroying the enemy never stops; the enemy continues to disrupt and ambition to control the Malay maritime, as can be seen in the following texts.

(7) 'But that is history; it always repeats itself with almost the same events. Raja Kelana gave a report to the Sultan that the pirates had run out of the sea and that the British colonizers' ships began to arrive, intercepted, and controlled the Malay ships. But British captains also met and accused Dutch troops as the culprit ... that's the story of the pirates in the Malay sea long ago. They are not only competing to pile up assets, mostly because of political matters to gain power.'

Political matters have brought the pirates to power because there are strong people behind them. The Dutch exploited the pirates' existence to destabilize security, but after the pirates were crushed, the Malay naval forces no longer faced the pirates but with British ships, but the British accused the Dutch of being the culprit. Ironically, it was the Dutch who operated and seemed to be the Malay sea ruler, as in the following citation.

(8) 'Meanwhile, Dutch warships continued to operate in the maritime of Riau and Lingga, intercepting all the boats and traders suspected of allying themselves as royal spies. Until finally there was a civil war incident, then the Dutch troops also infiltrated behind him.'

Citation (8) shows that the Netherlands has controlled the seas and caught anyone allied with the kingdom. The Dutch continued to frighten and try to offend the Malay navy. They also continued to spread slander, which caused the royal officials to fight, resulting in division within the palace. As a result that, the Sultan was demoted and replaced by a new Sultan. The fact can be found in the Malay book "Sulalatus Salatin," containing the history of the Malay kingdom, especially the kingdom of Melaka and the Malay kingdom in Riau. The Malay kingdom, which used the sea to spread power, transportation, and a fertile economic source,

had made Riau a strategic area. Raja Ali Haji, in his writing "Tuhfal al-Nafis," that the "Shahadan" word "sahib al- ships" from Bengal carried poppy and other merchandise, and trading boats were also in Kuala Riau.." (Hasyim, 1998: 121). However, war after war occurred over in the maritime area of Riau due to attacks by pirates and also other Malay kingdoms who are ambitious to control Riau.

The efforts made by the Malay kingdom in saving the maritime environment from pirates attacks and enemies from other countries are in line with Chen's (2016) opinion. One of the possible directions for ecolinguistic research in the future is to get more involved with environmental politics and move towards the advice of a progressive rethinking of the human-nature relationship. However, it seems that studies involving politics, such as those in category (e) in the current analysis, can be more effective in dealing directly with unsustainable material capitalist growth and consumerism and engaging the general public at the behavioral level. Apart from that, getting involved politically can also bridge the epistemological gap between ecolinguistics and other contingent disciplines such as environmental communication, environmental education, and critical discourse studies.

The ecological texts showed the leader's portrait as reflected in the Riau folk tale "The Legend of Lancang Kuning Riau," in citation (11) below.

(11)   *Lancang Kuning travels in the night*
          Towards the deep, blue sea,
          If her captain is incompetent,
          Her destination shall come and go.
          (The Legend of Lancang Kuning Riau, 1991:32)

A captain must be skilled and proficient in shipping; that's why he was chosen as a captain because of his expertise. It was common for Malay sailors to have sailed at night. The choice of sailing time at night was due to wind direction considerations and to avoid enemy surveillance such as pirates. A captain is also required to be good at carrying sailing ships wherever they want, but he must even really understand many things, such as shipping management. He must manage the crew of the ship, dare to face the enemy, also demanded to be skillful at fighting, good at diplomacy, and wise in making decisions so that his men respect him. It is this skill in many things, as mentioned earlier, that makes the voyage so successful.

The citation (9), (10), and (11) above are revealing the symbolic meaning of the Malay leadership ideology. Implicitly, citation (11) states that a leader must be wise, have broad and high knowledge, thus bringing prosperity to the people he leads. If the people choose the weak

figure, they will suffer, and social conflicts will occur. Historically, Malay leaders were respected.

(12) Once upon a time, there lived a chief admiral on the island of Bengkalis, which was the center of a large fleet belonging to the royal family with roots in Malaysia. The head of the family was known to the people as **Datuk Laksamana Raja Dilaut with really meant "Prince Admiral, King of the Sea."** (The Legend of Lancang Kuning Riau, 1991: 8)

The citation (12) explores *Datuk Laksamana Raja Dilaut* "Prince Admiral, King of the Sea.". He is highly respected, fair, and trustworthy. He controlled the maritime area and the island of Bengkalis.

(13) The prince was a very revered figure among his substitutes who knew him as a just and trustworthy monarch. In the days of old, Bengkalis was an important place. Not only was it the haven for a large fleet, but it also was a center of military force under the command of Commander in Chief Hasan. Two commanders enjoyed the favors of the prince. They were Commander in Chief Umar, who was in charge of the fleet, and the Military Commander in Chief Hasan. Both possessed outstanding achievements, which got them primarily the much-coveted positions of the island. (The Legend of Lancang Kuning Riau, 1991: 12)

Datuk Laksamana Raja Dilaut has two very strong and brave commanders, namely Panglima Hassan and Panglima Umar. Pirates who have been troubling citizens for years can be obliterated easily during the heyday of this kingdom. As a royal delegation, Panglima Umar was very firm and wise in dealing with enemies. Umar's personality that friends and foes liked added to the majesty of the ruling Malay kingdom.

Further discussion about ideology and power related to maritime texts can be seen in the history book of Riau. The texts explore the sovereignty of the Siak kingdom, as in citation (14) that *Sultan Siak menguasai bagian hilir sungai Siak* 'Sultan Siak controlled the downstream part the Siak river' (Ghalib et al., 1977). At that time, the kingdom of Siak was ruled by Sultan Syarif Ali. During his reign, the Siak kingdom had large areas of power. With the control of the downstream Siak River, the upstream kingdoms must automatically surrender to Siak because the external arteries must pass through the Siak kingdom, such as the Tapung Kanan Tapung Kiri kingdoms.

Apart from the Dutch, who were very ambitious to control the maritime territorial of Riau, the British were also eager to control the maritime territorial by looking for an island that would be used as a port for its warships and merchant ships to anchor. In citation (15), when Raffles landed on the island of Karimun, he then conducted research on this island. Then he said 'Karimun cannot be made a good port' (Ghalib, et al.,(1977). Then he looked for another

island to his liking. '**Actually he knew that the island was under the sphere of Dutch influence, but he had to control the island'**. The island was the island of Singapore which he had controlled since 1819. With the British's entry into the maritime territorial of the Malay kingdom, the political atmosphere and sovereignty of the Malays further worsened.

The resilience of the Malay Kingdom over the maritime territorial can be seen in the citation (16), 'So they became known for the sake of their formidable navy, which controlled Kuala Kampar'(Ghalib et al., 1977). They had attacked Melaka because, at that time, trade to Melaka could not be carried out. After all, Melaka had already fallen into Portuguese.

Interestingly, Malay kingdoms have Undang-Undang Laut Melayu 'Malay Sea Law', which contains shipping rules. This rule is a reference for anyone who makes a voyage from the captain to the passengers; everything is arranged. For people who break the rules, the punishment is so severe that everyone is afraid to break it. Everyone realizes that the rules are for the common interest. This discourse shows people's wisdom in acting so that the maritime and their potentials are maintained. The power of the Malay kingdom over the marine area can be seen in the discourse of the "Malay Sea Law." This law was made during Sultan Mahmud Syah I (1488-1511), the King of Melaka, who later moved to Pekantua, Kampar-Riau. The Malay Law discourse established the rights and obligations of seafarers.

The Malay community's closeness to the natural environment of the maritime produced the parable of a leader with maritime features. A leader is likened to a shrewd captain in carrying his ship, knows how to read conditions, wind direction, and dares to fight enemies. Furthermore, through the above texts, it can also be seen that the sea is a vital vein. If the maritime area fell into the enemies, Malay kingdoms will be paralyzed and powerless. In social relations, marine texts also have a link between the ideology of power and social values. The Malay rulers sought to maintain a harmonious life for each member of society by protecting each member of the community's rights.

(17) 'When there was a storm, and about throwing into the sea, the captain should consult with all the captains in the junk because throwing away must be based on the number of goods carried.'

This text means that even though the captain has full power. They still have to discuss and protect the rights of others. The phenomenon about the leader's role in creating a harmonious and cooperative life can also be found in the story of *Asal Usul Negeri Lubuok Bandagho* 'The History of Lubuok Bandhagho village' as in the following text.

(18) '... The following nature and making it easier to get the necessities of life for a house, this country was deliberately built-in groups and not far from the riverbank. This was mainly

to facilitate transportation, the need for water for; bathing, washing, and a place to defecate, looking for fish and others'

4.2 Islamic Ideology Based on the Maritime Environment

The activity of implementing Islamic values can be seen from the compulsory worship that the community performs and in various aspects of life, for example, in the form of policies made. To regulate important matters in shipping, the Malay sultanate made *Undang-Undang Laut* 'Sea laws'. This law contains articles regarding the rights and obligations of sailors. This can be seen in the following citation.

> (19) '1.1. The tasks of all boat captains and crew.
> 1.1. The crew of the boat against the Master and builder will be hammered.
> 2. The person who commits adultery with the wife of the person in the junk will be killed; If the woman is free, she is single, hammered, and married. But people who commit adultery with servants will only be fined. If the servant has served as husband and wife by his Master for a long time, he can be fined or even killed. A servant who commits adultery with a servant will be beaten up the crowd.'

The Malay leaders made the existence of "Sea Law" because of its values and benefits, which are very important for the kingdom and society. In the Malay world, laws are made to be legal certainty for everyone. The sea is the world of the Malays as a place to find food and various countries. In ancient times, the sea was like everyone's home page. If he wanted to travel in another country, he would go to sea with his boat or for long distances he had to use a giant ship, and of course, the people who carried this ship had special skills because they had to understand wind direction and astrology to find the direction of the voyage.

This law is recognized in all Malay countries in the archipelago so that outsiders are reluctant and obey this rule if they pass through Malay maritime. The kingdoms in Riau, which did not recognize and there were no territorial boundaries of the Republic of Indonesia's unitary state, used this law. The phrase 'will be hammered, will be killed and will be hammered in a crowd' in citation (19) section (1.1) is a lingual unit of severe punishment for people who violate the law. If people are disloyal and do not follow the rules, the purpose of the voyage is not achieved. Citation (19) implicitly emphasizes the regulations that apply in the Malay world that have a relationship between social life and Islam. This rule describes the penalties for people who commit adultery on board. For an affair with someone's wife, the punishment is death. If adultery with an unmarried woman, both man and woman will be beaten and then married.

Meanwhile, if someone commits adultery with a slave, the punishment is a fine. If one commits adultery with a slave or had sex with her, one can pay a fine or even be killed, but if

the adulterer is a slave with a slave, the punishment is beaten up a lot. The rules made are very in line with Islamic laws, so that the Malay people understand these rules because they realize that these rules are made for the good of society for the current generation and are also passed on to the next generation.

The Malay people in Riau, who have adopted Islam as their way of life, see wisely how the relationship between faith and nature, as the Koran has previously stated, "has caused damage on land and in the sea by human behavior." A person's faith is visible in the obedience of performing the syari'at and reflected in attitudes and actions. This fact is what intertwines Malay culture with Islam so that the appearance of Malay culture has an Islamic content. (Hamidy, 2010: 102)

This condition is the same as Geertz (1981); the Malays in Indonesia are scattered along the coasts of Sumatra, Java, Kalimantan, and Sulawesi. They are known as devout Muslims (p. 4). Their obedience is not only assessed by the common worship they perform, for example, praying five times a day and night, praying on Friday, fasting, and finding many mosques and prayer rooms in the Malay community, but they practice the Islamic values in everyday life. In the history of Riau, there are texts related to the defense of Islamic ideology as in the following text.

(20) 'Using fiery rafts, as well as boats filled with gunpowder, the Siak warriors perform their jihad. Several Dutch ships could be sunk.'

They fight for the sake of upholding the religion of Allah. If they did not fight or fight against the Dutch at that time, it would impact Islamic values practices in Siak. So, the ideological ideas in this discourse are obvious in maintaining Islamic values in the Siak country. The sultans gathered all their strength and called their people throughout the country to unite against the Dutch to defend their religion, as mentioned in the citation (20) above.

The ideological ideas in the maritime texts related to Islamic values in the form of worship will seriously bring God's help quickly. Allah will always protect those who obey Him and preach His teachings. Every time you start a job, you must always ask Allah for help so that your work results are blessed and beneficial. Another ideology is that Islamic values must be carried out to pass on from one generation to the next. If efforts are not made to maintain these values, these values will be lost or eroded slowly. The text below reveals the role of the Malay leader in spreading Islam.

(21) 'Islam came to Rokan Kiri / Kanan from Melaka in the middle of the 15th century, during the reign of Sultan Mansyur Syah (1459-1457). At that time, the Sultan sent two preachers with the Tiger King's titles and the King of Ganjut. These two brothers then

spread the message of Islam among the local population. Their arrival to this area from Melaka followed the flow of the Rokan river to its upstream, which is now famous for its ports on the Rokan river banks, namely: Bagan Siapiapi-Rangau-Muara Dilam. Arriving at Muara Dilam, they parted ways. Raja Harimau teaches Islam by going the Rokan Kiri river's rivers, while Ganjut went to the Rokan Kanan river.'

Sultan Mansyur Syah used his power to spread Islam. Due to his ability, Islam has spread all areas of Riau, especially in maritime regions. The preachers used water transportation to reach their destination. In fact, most of the Malay Riau society lives in a coastal area. This condition made preachers worked by canoe or boat, but it could deny that the Malay leaders' role was very influential in the spread of Islam. Interestingly, they took advantage

of natural conditions and existing natural facilities for the benefit of preaching. The maritime areas did not diminish their enthusiasm for preaching but instead becomes a means to facilitate them.

5. Conclusion

According to critical English eco-linguistics theory, the ideology that is revealed in Riau Malay texts is (1) Malay kingdoms have strong, upholding principles and wise leaders, (2) to defend the Malay territory from attacks by parties who want to control the Malay territory, due to the function of the sea which is the artery of trade, politics and the main route of transportation, (3) to control and demonstrate the authority of the Malay territory, and (4) the existing power is used to preach to spread religion. The ideology in the Riau Malay maritime text is closely related to the Malay leadership's critical role in defending the country's sovereignty. One of their efforts is control of the oceans. The sea is a crucial artery. With the control of the sea area, a kingdom will be paralyzed and helpless. The ideology of power in this research is not only on human relations with the aquatic environment but also with Islamic values, namely by using power to spread Islam by using water resources. Islam spread rapidly because it was fully supported by the authorities and took advantage of sea routes and rivers in its distribution. Further research on Malay texts related to maritime, social, and culture is still very possible. The texts are rich with local Malay wisdom and useful for the next generation.

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Attitude Analysis in Courtroom Discourse by Using English Systemic Functional Linguistics

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Abstract

The objective of this study was to analyze the types of attitudes created by the judges, public prosecutors (PPs), and witnesses during the court hearing by using English Systemic Functional Linguistics (SFL). The research method applied in this study was quantitative approaches in which linguistic elements such as grammar, semantics, and elements of the language context were analyzed comprehensively to determine attitudes. The data were collected from two trials in the courtroom at Provincial Corruption Court Office in Indonesia through documentation technique. Then, the data were analyzed by using English Systemic Functional Linguistics theory. The finding indicates three types of attitudes shown by judges, prosecutors, defendants, and witnesses in the courtroom discourse. They are appreciation, judgment, and affect.

Keywords: *Attitude, Discourse, and Systemic Functional Linguistics.*

1. Introduction

1.1 The Background of the Study

The study of courtroom discourse has been discussed in linguistics, covering both language and law. Coulthard & Johnson (2007) said that there are seven studies related to courtroom discourse. They are 1) language of legal documents, 2) language of police and law enforcement, authorities 3) interviews with child vulnerable witnesses in the legal system, 4) interactions in the courtroom, 5) linguistic evidence and testimony expert at the trial, 6) authorship and plagiarism (7) forensic phonetics and speaker identification.

Olsson (2008) said that if a text is involved in the context of criminal and civil law, it could be called a forensic text. Thus, there is an interactive relationship between language and legal issues (criminal and civil) during the trial. It also involves linguistic theory, which is a significant need in the trial and applied during the trial and which can also be applied in front of the courtroom when writing texts. The conflict between parties that occur in court must be resolved immediately, especially in cases that are brought to court. In the same way, Olsson (2008) asserted that forensic linguistics is based on the identification of authors in dubious documents. So, linguists began analyzing strokes in handwriting, language usage, word choice, and etcetera. This analysis helps them solve document obscurity, especially on author

identification, such as analysis of suicide notes, corruption, etcetera.

In the Indonesian context, the language of courts has remained unchanged from the past until the present and future. As far as the form of language is concerned, the meaning is often the same, although it is complex in the content of the courtroom proceeding to cover the yes/no questions, multiple Questions, which include several sub-questions that have been asked once (Andrade & Lintao, 2016; Gibbons, 2003).

1.2 English Systemic Functional Linguistics

The use of the English Systemic Functional Linguistic (SFL) theory is an essential topic in discourse analysis, and there have been many studies conducted in this field. For instance, Dong (2013) mentions implementing SFL theory in terms of interpersonal metaphors, especially in the analysis of modalities in courtroom discourse which is carried out directly, except with investigations in writing which are carried out in private. Chueasuai (2017) uses interpersonal meaning theory to explore a particular literary work, which then produces an imperative and declarative atmosphere that is dominantly used in the main characters' conversations. Surip et al. (2021) used English Systemic Functional Linguistics theory to analyze the new metaphors in mass media.

Following the previous studies, Sinar et al. (2018) stated that the interaction in the courtroom discourse reveals that material process as verbs of 'doing' and 'happening' is most frequently used among other processes in the courtroom interaction that is followed by three other processes, mental, relational, verbal and existential. However, previous studies are different from this current research in terms of analysis and the sources of the data undertaken. In this study, the analysis focused on the attitude of the subjects in courtroom discourse.

Systemic Functional Linguistics (SFL) theory puts forward a notion by Halliday in the late 1960s about language as a semiotic system. Language is a stratified semiotic system, not just a system of symbols, but is more related to language function and social context and the ability to absorb knowledge related to strata, from the phonological strata, which discuss the sounds of language, lexicogrammar, discourse semantics, and social context as means of expression, namely registers (situation context), genre (cultural context) and ideology.

Halliday & Matthiessen (2014) stated that in discussing questions and answers in interpersonal metafunctions, it could be done through the mood type, declarative, and yes/no interrogative terms in the indicative and interrogative types (declarative and interrogative). In addition, discourse semantics can be carried out to cover interpersonal meanings from the appraisal analysis carried out in this study. Appraisal analysis is a system that examines and

explains how language is used to evaluate judgments, take attitudes, construct textual people and manage interpersonal placement and relationships. The three explanatory frameworks are engagement, attitude, and graduation systems (Martin & White, 2005). Engagement is directed towards identifying the particular dialogic positioning associated with given meanings and describing what is at stake when one meaning rather than another is employed. Attitude is concerned with our feelings, including emotional reactions, judgments of behavior, and evaluation of things; affect, judgment, and appreciation. Graduation deals with grading phenomena whereby feelings are amplified and categories blurred (Martin & White, 2005).

1.3 Research Objective

Following the study's background, this study's objective is to investigate the attitudes type of judges, public prosecutors, defendants, and witnesses in courtroom discourse.

1.4 Research Question

What were the attitude types produced by the judge, the public prosecutor, defendant, and witness in courtroom discourse?"

2. Research Methodology

This study applied a qualitative method with a forensic linguistic approach (McMnamin, 2002; Olsson, 2008). With this design, linguistic elements such as grammar, semantics, and elements of the language context were analyzed comprehensively to determine attitudes in the form of traits, behavior, and positions of the parties involved in the trial. The reasons for choosing this research approach were (1) aiming to identify and describe the phenomenon of language use that had a legal impact using a scientific paradigm and (2) presenting raw data descriptively involving an interpretive approach (Cresswell, 2009).

The data source of this study was the transcript of data from two trials conducted in the courtroom at the Provincial Corruption Court Office in Indonesia. The parties' names (judges, prosecutors, lawyers, witnesses, defendants) were hidden because the cases being tried were criminal cases (Creswell, 2013). The data of this research were 1637 words that express the attitudes of the parties spoken in the court trial of the corruption case in Indonesia in the form of closed yes-no questions, accordingly closed. Specific questions conducted by investigators at trial, probing questions to explore cases that have occurred, open questions according to the chronology of events, and yes-no questions are identified accordingly in this article. The 1637 words were sourced from the clauses included in identifying questions, the responses found in

the text. The corruption trials as the source of data were obtained from North Sumatra High Court.

The data collection method refers to Creswell (2013) regarding the fact that a data collection process is documented periodically following the trial schedule. The data collected from the courts were organized and categorized according to the needs of the study (Creswell, 2013). In this case, the data collection procedure starts when the researcher wrote a letter to the provincial prosecutor based on the case studies used for this analysis and ends up in court.

Following the opinion of Coultard & Johnson (2007), the data were analyzed according to the problems being studied. This procedure is followed by identification in the courtroom with an analysis of the attitudes reflected in the interactions at the trial. Because these cases included the names of the witnesses and accused, their names were changed to a code to hide their identity and keep until the trial decided the verdict (Creswell, 2009; Silverman, 2000; Strauss & Corbin, 1990).

The data analysis was validated using a particular language and code to maintain confidentiality in preparing reports. The stages of data analysis as stated by Sudaryanto (2015), namely (1) data selection; to select data that is genuinely valid; (2) data classification; to sort and classify data based on research problems; (3) data analysis; analyze data based on the formulated problem; and (4) write and detail the data in a clear sentence.

3. Findings and Discussion

3.1 The attitude analysis

Attitudes analysis involves three appraisal categories covering effect, Appreciation, and Judgement. As analyzed in the forensic data, the results showed that the frequency of attitudinal meanings of the forensic text is dominated by Appreciation 69.3%, followed by Judgement 23.0% and Affect 7.7%.

Table 1: Results of Attitude analysis among the jury, witness, and public prosecutor

Affect		Appreciation		Judgment		Total
+	-	+	-	+	-	
78	47	397	138	231	146	
125		1135		377		1637
7.7 %		69.3%		23.0%		100%

The data above shows that the conversations at the trial involved requests for information and related statements between the jury, witnesses, witnesses, and the public

prosecutor. The examples of each speech appraised are shown in the following pronouncements 1 to 63.

3.2 Affect, Appreciation, and judgment

The type of attitude shown in pronouncement 1 is appreciation with + reaction as a sub-element. The word "your turn" shows appreciation (+ reaction) of the judge. The appreciation by using "your turn," which takes place, shows a phenomenon of respect. Pronouncement 3 shows the attitude of positive affect with + desire as a sub-element. The speech that denotes Affect with + desire is "want," which is carried out by judges and prosecutors in a trial to obtain further information. This shows the desire of the public prosecutor to know more details about the case so that the matter becomes clear. The dialogue attitude in speech is Affect with + desire as a sub-element. The words denote affect (+ desire) is or "say it." The judge wanted to confirm a deeper check into the witness's testimony about the total amount of money; therefore, he asked the witness again, in the Influencing Sub-element, this is + security.

The witness's attitude is Affect with + security as a sub-element. Pronouncement 6 indicated affect (+ security) is "Yes, right." The answer "yes right," which was carried out directly in the trial, showed a positive response that the witness knew the events that occurred and answered the question directly.

1	Judge: Mr. HN, this is your turn, please
2	Defendant : (nod)
3	PP: There is a detail that we want to ask
4	Judge: Wait a minute. Did you say that the total amount of money was 240 million, right?
5	*I did*
6	Witness: Yes, right.

Pronouncements 7, 8, and 9 listed below are influenced by attitudes of affect + desire as a sub-element. The verb "wanted to" is affect as desiderative modal or (+ desire). The verb "said" proved the instance of affect + desire with the surge of behavior that the witness knew about the percentage of 10 percent on the project after it was carried out.

The attitude of witness that occurs in pronouncement 10 below is influenced by + security as a sub-element. The affect of positive (+ desire) is "yes." The witness's answer and attitude in answering "yes" show that the witness is sure of what he said. That is why he answered the question to the point.

7	Judge (reads the indictment): I said to AB that
8	If he wanted to get that project, he had to give 10% fee
9	Before the auction, was that right?

10	Witness: yes

Pronouncements 11 to 20 in the following dialogue showed that the witness had something to do in court with the defendant's case. This assesses the method and choice of words taken by the prosecutor to retrieve data from witnesses (Appreciation / +). Many words are being ordered, and the questions are related to the witness's status as a subordinate / employee of the defendant.

11	PP: Regarding your capacity, what did you know about the project of reconstructing of Sentang Bridge at the border with Labuhan Ruku?
12	Witness: I knew Sir
13	PP: what year was the project?
14	Witness: 2017, Sir
15	PP: how much was the worth?
16	Witness: around 31 million, Sir
17	PP: Did the project operate by your party or by other parties?
18	Witness: Other parties, Sir.
19	PP: Who did the operation?
20	Witness: Mr. Situ, Sir

The judge and PP used more appreciation when requested the witness and defendant to answer his questions. PP strengthened his attitude towards the defendant on the subject evidence declared in the prosecution. Here, the examinations conducted by PP during the trial demonstrated his responsibility for proving the credibility of suspects and witnesses to the information provided in the trial.

21	PP	The questions were for Mr. SA about the project of Asphalt Concrete Overlay on Road Betterment Program in Talawi Street, Batubara district in 2017 and for the defendant Mr. Situ in 2017 about the bridge builder project in Sinabung and Sentang,
22		Is that right? There are two projects?
23		Can the witness explain how the defendants finally got the project?
24		What was the direction or instruction from the regent at that time about those?

Judgments were employed by the judge and PP with the nouns like 'a worth of contract', 'the projects,' 'the percentage,' 'a compensation,' 'a bank account,' 'the commission fee,' 'the cash,' 'cheque,' 'a contract for the tender.'

The following dialogue shows that the witness' responses have positive effects. This fact is demonstrated by the witness's conviction when answering questions from the public prosecutor (PP) to the point such as: yes sir, true, often sir, I know, etcetera.

Pronouncements 28, 30, 31, and 32 showed that negative judgments dominate the Judgments. This fact was demonstrated by the witness's reply, which was not convincing and seemed to be hiding something. For example: *(*Yes, I don't know Sir, I did not know anymore,

but I often saw him around at the back). In several answers like this, it was clear that the witness was hesitant to provide answers. He said that he didn't know but was accompanied by another fact. This fact invites the PP to judge that the witness is not too sure of the answer, which is not a good thing. That is why the witness's hesitation in answering showed the **judgment of** a negative attitude (/ -).

Meanwhile, the prosecutor asked the witness whether he knew the name of the BB Regent for the 2016-2017 periods. The witness in Pronouncements 21 to 24 confidently replied, "I knew," and Okaz was BB regent. This can be interpreted as a positive judgment (/ +).

25	PP: Did the witness know who the regent of BB 2016 2017?
26	Witness-1: I knew
27	PP: who?
28	Witness-1: Okaz was BB regent
29	PP: Did OKaz often visit the car Showroom Ltd?
30	Witness-1: often Sir
31	PP: in what occasion?
32	Witness-1: Yes, I did not know, Sir, but I often saw him around at the back.
33	PP: Who else did he meet there?
34	Witness-1: I did not know anymore, Sir.
35	But sometimes when AY was not there,
36	they also often met each other, Sir.

The witness's attitude in pronouncements 33 and 34 below consists of a Judgement with +capacity as the sub-element. The word that indicated judgment (+capacity) is "improving." It shows the capacity or ability of the CV Jodi project to be used in that case, which shows a good evaluation of the project. In the attitude, gradation also involved such as 'often,' 'only.'

The attitude of the witness in pronouncements 35 and 36 is judgment with +veracity as the sub-element. The word indicates judgment (+veracity) is "know only 2". It shows the witness's thoughtful response that he said the way it is.

37	Judge: Then, there was another project from CV. Jodi
38	It was also for **improving** the construction road of Lalang village to Pagurawan and Medang Deras.
39	Do you know which AB is used?)
40	Witness-2: **I know only 2**

Judgment with propriety as a sub-element was found in pronouncement 37. The statement indicating negative judgment (-propriety) in the investigation report is that "IDR 100 million exists". It shows the amount of money involved in the project that was charged as a contradiction. In this case, the judgment (–propriety) is related to the attitude of social punishment.

The attitude of pronouncement 38 is judgment with negative veracity as the sub-element. The –veracity indicated that "Mr. Okaz did not assert that." However, the judge confirmed that in the witness's prosecution, it was written 250 million. The judge's attitude in pronouncement 39 indicates judgment with –veracity as the sub-element. This is written 250" "in your BAP (police investigation report) shows that the judge claimed that the witness was hiding something. It can be seen from the statement made by the judge to show the fact in the prosecution.

41	Judge*: On 7th April 2017, there was IDR 100 million
42	Witness*: but, Mr. Okaz did not assert that
43	Judge*; in investigation report was 250

The witness's statement below shows that following the statement in pronouncements 40 and 41, he worked at Ada Jadi Ltd in the fieldwork, whose job is to go to showrooms to collect Book Vehicle Owners, blocking requests, Motor Vehicle Letters, and license plates. This gives the listener/reader a positive assessment that the witness has given honest testimony. In terms of attitude analysis, the witness's testimony in 40 to 43 is considered a positive appreciation form (/ +).

44	PP: What were you doing there (Ada Jadi Ltd)?
45	Witness: I was on the field works
46	PP: What was your job description?
47	Witness: What I did was like going to showrooms to take Book Vehicle Owners, blocking requests, Motor Vehicle Letters, and license plates).

In the following conversation (44 to 59), the PP's assessment between judges the witness's honesty whether he was doing the right thing in cashing the cheques. He admitted that he returned it to Mr. Situ and even returned it when the cheque was cashed. In this case, the attitude is a positive judgment (Judgment / +). In the following dialogues, the PP tried to determine why the witness only carried out Pak Situ's orders without knowing the reason. The implication of this sentence implies that the witness may know something unkind behind it but do not want to admit it. This is, of course, a negative assessment of the witness's attitude (judgment /-). In terms of affect, the verbs showed a surge of behavior desire 'cashed, returned, requested, delivered,' and there is a sense of gradability with these verbs.

48	PP: When you received that cheque of 1.5 billion from the defendant.
49	What did you do with it?
50	Witness: I cashed it, Sir
51	PP: **To whom**
52	Witness: To TN, after I cashed it, I returned it to Mr. Situ

53	PP: Why was it returned?
54	Witness: because it did not concern with Ltd. Ada Jadi's administration
55	PP: What was about the second cheque?
56	Witness: the same, Sir. I requested Mr. BU to cash it
57	and then he gave it to me
58	then I delivered to Mr. Situ
	he gave the cash to me
60	PP: No, I mean…when you said in December,
61	how long did it take, witness?
62	Witness: It was cashed on 21st January, Sir
63	On the same day, at the same day the cash was given to Mr. Situ?)

4. Conclusion

From the findings above, it can be concluded that there are three types of attitudes identified in the data, namely: appreciation, affect, and judgment. So from the data, the appreciation features are the most dominant, followed by Judgement and Affect in appraisal analysis above. This is because the courtroom interaction deals with how the judge, PP assessing things like projects, money, cheques, and the participants' behavior. The people in the courtroom gave 'yes,' I do, Okay, about what they feel of an event. All replies and responses agree on the things or performance the individual has said.

In addition to that, judgment plays the 2nd major dominant in the analysis. This happens because the Judge and PP often estimated the defendant's characters. This may take personal observation based on society's moral parameters or even personal subjectivity.

The minor frequency of appraisal feature that we can discover is Affect. The reason is that very few words appraised deal with evaluating emotion (personal feelings) in this case. When we talk about the formal discussion in a court, speech, or even debate, the speakers are urged not to show off their personal feelings (positive or negative mental state) because it can ruin the objective assessment of the discussion. Therefore, the numbers of affect features are the least among all.

5. Acknowledgment

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Discourse Analysis of Indictment Text by Using English Systemic Functional Linguistics

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Abstract

This study aims at analyzing the discourse (action & reaction) in the indictment text in corruption court cases in Indonesia. The phenomenon that occurs in open trials in corruption cases concerns academics, media, and society. The use of language in the trial becomes essential to studying forensic linguistic studies in the current era. The language pattern has been analyzed using the English Systemic Functional Linguistics (SFL) theory of experiential meanings. The method of research used is qualitative descriptive research. The data are the clauses of the Public Prosecutor while reading out the indictment against the accused during the open trial, which amounted to 685 cases of corruption from 2020-2015. The results showed that the dominant material process used in the text indicated the action and reaction DNA of corruption cases. Therefore, English SFL theory in analyzing the discourse of indictment text is instrumental in finding out the action and reaction from the text. SFL is recommended to use for any discourse analysis.

1. Introduction

1.1 Background of Study

The prosecutor always writes indictment text following the operational standards in the Law of the Republic of Indonesia on Criminal Proceedings concerning making the indictment. The indictment was read out in an open court witnessed by judges, court clerks, legal advisers, witnesses, defendants, and audiences, namely family, relatives, print media, and online media. The indictment reading has been qualified to be read if it meets the minimum requirement that two items of evidence held by the defendant and were read previously by investigators in the investigation. This indictment is in Indonesian in both spoken and written forms. The implementation of a trial in court is based on the discipline of law. There are three essential fields of study to help understand the role of sensation in discursive interactions of judges, namely: ethnography, rhetorical criticism, and, finally, discourse analysis (Malphurs, 2014). Based on the legal basis applied by the government, the judicial process to be carried out received appreciation from visitors. It is intended that the courts were implemented to run smoothly, safely, and control. Public compliance in attending trials is a form of upholding the law, and all of its rights are the same before the law. If viewed from the context of language, especially discourse analysis, the trial has a function, form, purpose in the text and context. During the trial took place, with the witnesses' language experts (forensic), or can be called by the linguist. Linguists must have credibility, accountability in scientific linguistics, and flying experience hours (Asmayanti, 2019). It is a mandatory criterion for other people who will plunge into the expert witness (forensics). Given the need for expert witnesses, language at the hearing is needed. Therefore, training and education to become an expert witness are expected to produce quality in providing information and information about the case is running.

According to Vass (2017), the differences of opinion in the court for the defendant, the suspect, and the witnesses who provide information in the trial become the minority in the court's decision. In the trial that took place. Shashoua & court (2016) mentions that the process of change more in-depth will require more time. Expert discourses reproduce a complex social construction of gender, class, and race (Laberge, 2000). To obtain the best strategy in the judiciary in dealing with cases that occur in the community, then the alternative charges allow the judges held a selection of the indictment which has been proven and freely stated that the charge of the other is not proven, without deciding in advance about the first indictment (Yudhistira & Surgana, 2016).

The topics in this research are about the action and reaction in the indictment read out by the prosecution against the accused in open court. As the study of linguistic science, the indictment is needed to identify practically. The English Systemic Functional Linguistics (SFL) theory was pioneered by M.A.K. Halliday.

1.2 Research Objective

Following the background of research, the objective of this research was to investigate the realization of the action and reaction of the indictment in the open court in dealing with cases of corruption in Indonesia.

2. Literature review

2.1 previous Related Studies

Erdian et al. (2020) researched the code of language corruptors in the corruption court in the forensic linguistic approach stated that the code in the corrupt act is a mutual agreement for common goals and interest in achieving mutual benefits. Meanwhile, Sinar et al. (2020), in their paper identification of speakers' voices in open trials of corruption cases: acoustic-phonetic analysis, states that the identification of the defendant's voice in court can be proven through Praat's software which successfully tested the sound in acoustic-phonetic form.

Schütte (2012) conducted a discourse analysis of the court case that occurred in Indonesia. She said that the Anti Corruption Department in eradicating corruption in Indonesia has been running its vision and mission by showing that corruption committed by state officials in an institution or agency and the relationship with the private sector can no longer enjoy impunity. Vian et al. (2012) mentioned that incentives that are more adequate for officials not to commit acts of corruption behavior and improve the behavior of positive work for the institution in overcoming various obstacles/conflicts encountered. Gebel (2012) states that the handling of corruption cases has to do with the conception specialized in handling and prioritizing what can solve corruption in a society.

The differences in previous research show that talking about the law that occurs for the case of the corruptor in Indonesia is still a deep study about the penalties and punishments. It compared foreign countries, namely: China, Malaysia, Japan, Korea, Germany, and United States. The differences that occur in the judiciary handle in every country in the world give a unique thing, and so is its application in the field. It can be known from handling the case that happened in the world through the indictment and there opened publicly, and there is also a closed one. This is done for the transparency of every phenomenon that occurs in the community.

There is a difference in terms of the verdict and the indictment proven applicable law in international continues to experience growth and evolve to cover new forms of war crimes or genocide (Špadina, 2018). Change and civilization of culture in quality control have the language skills, and cooperation is interconnected (Agirre et al., 2020). So, it is the case in the

indictment that the chances of that happening that under such assumptions, resources have been devoted to bringing as much as possible violators to court (Prabowo, 2014). To learn more about the prejudice the chances of that happening in the power of language command, then the investigation is the actions of the investigator concerning the manner prescribed by law to search for and collect evidence, with evidence that can clarify the violation and found the suspect (Wahyuningsih & Sunaryo, 2017). The prosecutor's office as a law enforcement agency in the criminal justice system in Indonesia is the role of law enforcement to conduct investigations against criminal acts under the law (Yanto et al., 2019). Examples of such comparisons can be done deepening again to gain a repertoire in the judiciary in the case of corruption going on between us. To realize an equation in truth and justice, then the togetherness it takes a discussion of a more focused and language and usage in the judiciary.

Language is a communication system (Prosse, 2018). In this broad sense, human language is a code that communicates the meaning of expressions (McMenamin, 2002). Language has its structure and word formation (Surip et al., 2021). The language of the indictment text against the defendant is a horizontal communication about codes, signs, and words related to the defendant's actions in the case that he is currently facing. Language and law have a very inherent relationship in the trial, so language has power and control (Stratman, 2015). To discuss the language concepts built into the indictment since the language is text on its own, that must be resolved following linguistic principles. The analysis can be done under forensic linguistics using English Systemic Functional Linguistics (SFL) theory as a new trend study of language based on micro and macro linguistics.

2.2 English Systemic Functional Linguistics (SFL) Theory

English Systemic Functional Linguistic theory (SFLT) is a way of studying the text from the lowest to the highest level of the semiotic system. SFL was initially based on the meaning-making resources that he developed from some languages. Halliday & Matthiessen (2014) mentions in Systemic Functional Theory, emphasizing exploring the power of seismogenic language (making meaning), providing the grip we need to understand language as involving deliberate acts of meaning. Text type refers to the length and structure of discourse (Beckman, 2007). Furthermore, Beckman (2007) states that discourse, both oral and written, inherently carries information about the speaker's beliefs, attitudes, prejudices, personality, sense of humor, among many other insights.

Insights in discourse have a deep understanding of the language conveyed so that each word has its inherent meaning and meaning. Halliday (2004) states that the meaning of signs is defined as stable things that exist. This fact is evidenced by how signs are classified

according to the nature of their substance (acoustic, manual-brachial, visual, etcetera.). The facts in the discourse constitute a reduplication of the case committed by the defendant so that the reading of the indictment during the trial is an imitation of the defendant. Sinar et al. (2020) acknowledge that fundamentally, systemic functional linguistics (henceforth SFL) is suitable for analyzing and explaining how meanings are created in linguistic interactions. In its development through discourse analysis, this theory covers the following concepts:

Figure 1: Contribution of Systemic Functional Linguistics

2.3 Action and Reaction

A language that occurs in everyday life cannot be separated from the cultural context that humans practice. Language and culture are very complex constructs, and each part must be seen concerning the whole (Halliday, 2016). Furthermore, Halliday and Martin (1993) states that for one thing, he makes the degree of intertextual closeness explicit, enabling precise statements about how and how directly the text is related. These different options are available to speakers and writers when interpreting their experiences of the flow of events (Halliday & Matthiessen, 2014). Concerning the above statements, the series of events that occurred by the defendant in a court is a complex construct of intertextual language and context, which is produced and structured in meaning-making activities.

All forms of human knowledge can be interpreted as text (Halliday & Webster, 2006). Furthermore, Halliday and Webster (2006) stated that the lexicogrammar who first transformed the experience into meaning, this experience already existed as a 'virtual' text. The chosen

indictment text in this study pays attention to the action and reaction following the rules of the language used. Through discourse analysis Halliday (2004) initially gave fundamental to three functional components of meaning, ideational, interpersonal, and textual are manifested in all grammar. Martin (1992) then put forward to expand the mentioned network to handle calling, greeting and reacting sequences. Calling and greeting exchanges are realized as adjacency pairs: reacting exchanges may consist of one or two moves depending on whether attitudinal grading is negotiated, such as the following:
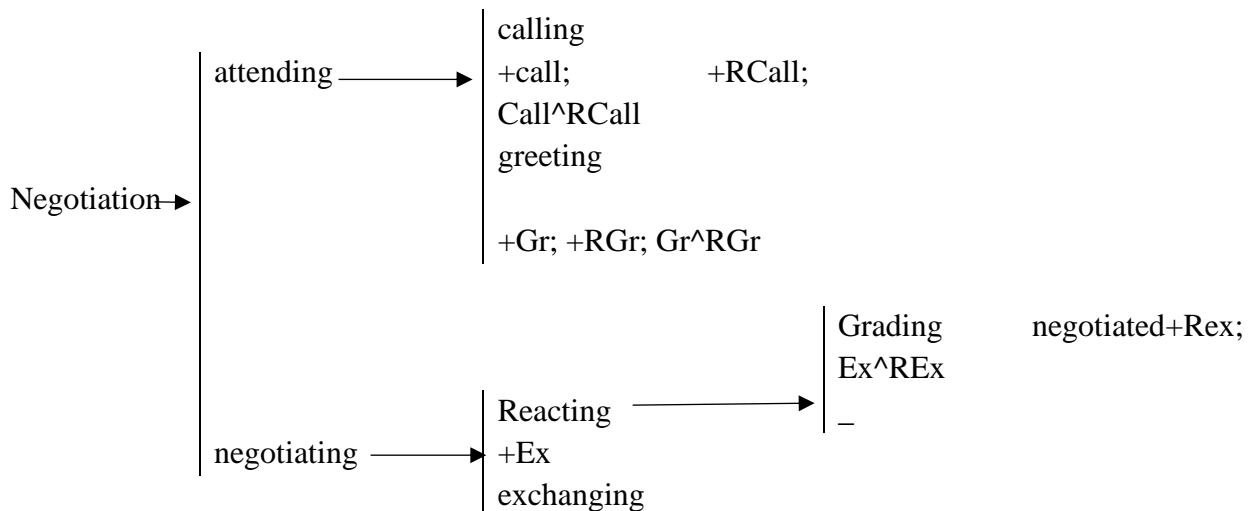

Figure 2: Negotiation - *primary delicacy* (Martin, 1992)

Furthermore, in terms of discourse semantics, Martin (1992) used 'move' as resources for dialogue to Halliday's four speech function as 1) statement (S); 2) question (Q); 3) command (C), and; 4) offer (O).

The term reaction is to counter a stage of interpersonal reaction when a crisis stage includes discord, insecurity, frustration, satisfaction, security, or fulfillment in a genre, such as an anecdote. The reaction is similar to interpretation in exemplum and evaluation in the narrative (Martin, 1992). Reaction emphasizes the critical nature of the events told in the crisis. This study reaction can be seen through the material process, mental process, epithet, and modality.
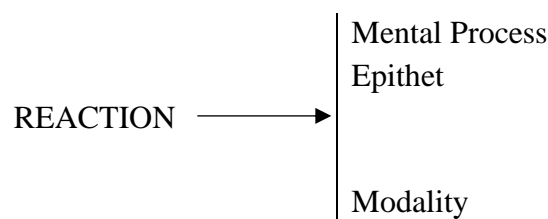

Figure 3: Reaction

2.4 Research Questions

Following the literature review, the research question is formulated as follows:

1) What are the discourses (action & reaction) elemtsnts in the indictment text of corruption court in Indonesia?

3. Method

The method used in this study was a quantitative research approach (frequency and demographic). Miles et al. (2014) state that research should have a research design and management to find a framework, questions, sampling, instruments, and data management. This research focused on finding out the linguistic features of action and reaction in the data. Therefore, a documentation technique was applied to collect the data. The data were collected from the case of corruption indictment text contained in the Indonesian court. The data source was carried out by collecting a total of 685 corruption cases from 2020 - 2015 in open trials of Indonesian court's domain taken through the website of the Medan district court during the last five years resulted:

Table 1. Total corruptions cases from 2020-2015

Year	Cases
2020	83
2019	86
2018	128
2017	129
2016	136
2015	123
Total	685

Furthermore, a technique of data analysis was an interactive model as offered by Miles et al. (2014) through three processes, namely data condensation, data display, and conclusion drawings through verification. The data were analyzed by using Halliday's Systemic Functional Linguistics (SFL) theory. Then, the numbers for each category were tabulated using Descriptive analysis in SPSS to get the frequency and percentage.

4. Results and Discussion

The experience that happened to the defendant influences life through text and social context. The defendant's influence in the corruption case was due to the use of language born from the ideology of a discourse. It can be seen in the picture above that ideology lies at a high level in language life. The language in the text of the indictment was due to the defendant's behavior, who had committed an act that deviated from the norms of social life. Based on data analysis of the indictment texts in the open trial as follows:

The indications of action that occurred in a corruption case can be seen in Table 2.

Table 2. Action Move of Corruption Case

Move Type	Year and Percentage											
	2020		2019		2018		2017		2016		2015	
Statement (S)	228	12,58	203	11,96	294	11,13	66	4,65	46	4,83	62	5,74
Question (Q)	270	14,89	276	16,25	441	16,70	203	14,32	20	2,10	97	8,98
Command (C)	1202	66,30	1167	68,73	1801	68,19	1133	79,90	879	92,33	886	82,04
Offer (O)	113	6,23	52	3,06	105	3,98	16	1,13	7	0,73	35	3,24
	1813	100	1698	100	2641	100	1418	100	952	100	1080	100

The table above shows in the comparison between actions in 2020 to 2015 in the form of percent, among others, the statement action has the highest value in 2020 of 12.58, and the lowest value occurred in 2017, namely 4.65. Whereas for the question action, there was the highest value in 2018, namely 16.70, and the lowest value occurred in 2016, namely 2.10. for command action, the highest value occurred in 2016 with the number 92.33, and the lowest value occurred in 2020, amounting to 66.30. finally, for the bid, there was the highest value in 2020, which was 6.23, and the lowest value occurred in 2016 with the amount of 0.73

Table 3. Material Process

Indication/Year	2020	2019	2018	2017	2016	2015
to occur,	21,07	7,31	21,61	38,19	25,00	23,59
to give,	10,09	2,32	1,34	5,56	3,85	11,30
to design,	8,90	0,71	8,80	0,00	0,00	9,97
to melt,	6,23	11,76	6,69	18,06	15,38	6,31
to find,	6,23	25,49	38,81	11,81	9,62	10,30
to cut,	5,93	1,60	0,76	1,39	0,00	6,64
to draft,	3,56	0,71	0,19	2,78	0,00	3,99
to form,	2,37	5,17	2,87	12,50	26,92	2,66
to produce	1,19	0,18	0,96	6,25	3,85	1,33

to arrange	1,19	0,00	1,15	1,39	3,85	1,33
to wake up,	0,89	21,75	0,00	0,69	0,00	0,00
to appear,	0,59	1,25	0,00	0,00	0,00	0,66
to broken,	0,30	2,32	0,76	0,00	0,00	0,33
to build,	0,30	4,46	0,96	1,39	3,85	0,00
to develop,	0,00	1,25	0,76	0,00	0,00	0,00
to happen	14,18	12,73	18,28	31,89	12,26	17,79

The description above shows a result obtained from the language of the indictment that the indicator contained in the process material is the word "image," which has the highest value 29.38 and while "developing" has the lowest value, namely 0.00. What determines the defendant in deviating from the norms of society can be known through the situation and time that occurred in an event so that to compile the events that have occurred, a very intense and in-depth study is needed. The study of context leads to an analysis of the type of situation and language in a discourse born in society (Halliday & Webster, 2006). To organize the discourse in a way that fits optimally with the context of language use and is maximally efficient in achieving the communicative goals of the interlocutor (Beckman, 2007). Therefore, the defendant does not need to play an active role in the pretrial process, nor is he required to speak on his behalf at the trial (Bempah, 2016). The following table is the reaction consisting of mental processes, epithet, modalities, euphemisms, and connotative meaning. The result obtained from 2020 to 2015 are as follows:

Table 4. The reaction of Corruption case

REACTION	Total											
	2020		2019		2018		2017		2016		2015	
Mental Process	1437	65,32	898	61,05	2067	62,67	839	55,02	884	46,62	400	76,80
Epithet	400	18,18	772	24,83	605	18,34	188	12,33	78	9,09	131	11,38
Modality	323	14,68	359	11,55	533	16,16	439	28,79	374	43,59	105	9,12
Euphemism	40	1,82	80	2,57	93	2,82	59	3,87	6	0,70	31	2,69
Total	2200	100	3109	100	3298	100	1525	100	858	100	1151	100

In the table above, mental processes, epithets, euphemisms, and finally, the connotative meaning in 2020 to 2015. As for mental process reactions, the highest value in 2015, namely 76.80, and the lowest value occurred in 2016 and had a value of 46.62. Meanwhile, epithets have the highest value in 2019 with 24.83, and the lowest value occurred in 2016 with a value of 9.09. For the modality category, the highest value occurred in 2016 with 43.59, and the value occurred in 2015 with a value of 9.12. finally, euphemism has the highest value in 2017 with a value of 3.87, and the lowest value occurred in 2016 with a value of 0.70. The meaning of the controversy is not found in the text of the indictment obtained from the website of the Medan

district court. Based on the findings above, the most dominant type of action is the statement action, and it is very different from the question, order and offer action.

The statement made by the defendant in the series of events that occurred that the defendant had made a fee of 400 million through transfers to the project organizer. With this statement that this action was an action that the defendant had carried out. Seeing from the four elements above, the defendant fulfilled the element of action in the text of the indictment read by the prosecutor in an open trial. Furthermore, to find out about the reactions that occur in the indictment text, it can be seen as follows: mental processes, epithets, modalities, euphemisms, and no connotative meaning is found in the indictment text.

4.1 Mental processes

Mental processes involve the senses, perception, cognition, and emotions in the indictment text. The finding in the highest mental processes is giving and is followed by giving, talking, and showing. Providing in this case, it is clear that the project is given to a priority contractor by showing part of the project and talking about the mechanism carried out in the auction. The superiority of the word giving to the accused in the text of the indictment explains that giving has a specific purpose and purpose. Furthermore, the sentences contained in the text include:

Table 5. Mental Process

Indication/Year	2020	2019	2018	2017	2016	2015
to disgust	50,53	0,00	17,31	28,65	8,49	15,04
to taste	7,80	12,42	10,03	4,32	15,09	13,28
to feel	3,19	1,24	6,96	9,73	0,00	0,00
to guess	3,19	6,21	1,94	0,00	0,00	0,00
to desire	3,19	0,62	0,32	0,00	0,00	1,25
to please	3,01	0,93	3,24	0,00	0,00	0,25
to complete	2,66	9,94	10,19	9,19	15,09	14,29
to remind	2,13	0,00	0,65	0,00	0,00	0,00
to divert	1,24	8,39	4,85	0,54	4,72	5,51
to decide	1,06	0,31	3,72	2,70	3,77	5,51
to picture,	29,38	13,73	14,34	6,94	7,69	19,60

The mental process contained in the above sentence shows an attitude of the defendant's behavior through reconstruction carried out by the prosecutor in evidence in an open court. This proof is based on the defendant's actions in a series of events that can be justified.

4.2 Epithet

The epithet in the indictment text describing the characteristics or characteristics of something can be found as follows: The sentences contained in the text of the indictment are as follows:

In explaining the above sentence, it is found that the defendant's text was explicitly addressed to the person who reacted to an incident that occurred at the bank. In this act, the defendant transferred money to the project organizer from the contractor who agreed on the awarding of the project to be carried out following the plotting of the meeting.

4.3 Modality

In the text of the indictment in the trial, modalities are found low, medium, or high, among others: The sentences contained in the text are as follows:

1. Or at least in a place included in the jurisdiction of the Medan District Criminal Court.

The sentence above explains that the defendant's trial in the corruption case was carried out in the jurisdiction of the Corruption Crime Court in Medan.

Table 6: Modality

Indication/Year	2020	2019	2018	2017	2016	2015
Will	41,39	47,61	41,14	37,28	29,74	34,54
Must	29,63	33,70	30,78	31,45	42,81	41,05
Should	13,83	10,14	13,46	8,83	12,75	6,69
Can	7,41	4,27	8,93	5,65	0,65	5,79
Certainly	4,25	1,39	2,30	7,42	13,07	4,70
Can not	3,27	1,39	2,03	1,94	0,00	1,08
No Need	0,22	0,00	0,34	6,89	0,33	0,00
Maybe	0,00	1,49	1,01	0,53	0,65	4,34
Possible	0,00	0,00	0,00	0,00	0,00	1,81
Impossible	0,00	0,00	0,00	0,00	0,00	0,00

Through the table above, the result obtained from 2020-2015, which has the highest value in the world, will with a position of 47.61, and then for the lowest value lies in the position of the word impossible with a position of 0.00. This comparison will be a study that the differences will be obtained in other district courts will add wealth for linguistic researchers.

4.4 The implication to Register and Genre

The development of forensic linguistics in Indonesia in this decade in law has received high appreciation in the world of education, especially in universities. This is indicated by collaborating with register and genre-related to language and law. As time goes by, several

universities in Indonesia provide particular concentrations in register and genre studies to answer problems regarding language in the realm of law.

To get closer to the study of register and genre, we must pay attention to considering the type of text that is sometimes asked to be examined by interdisciplinary in that it refers to practical concerns of legal discourse, particularly court proceedings. The use of social language The text of the indictment is done to find the DNA test of the defendant in the corruption case the defendant committed.

Through the written language read by the prosecutor in an open trial, language is an association of sounds, words, and sentences with conventional meanings that are used and understood by the speaking community (McMenamin, 2002). A deeper understanding of the use of the written language using discourse analysis in the research will assist law enforcement in the investigation until the trial (open and closed).

The language of indictment carried out by linguists in open trials uses a forensic linguistic approach, which has a linguistic relationship as a scientific discipline. This close relationship will help law enforcers to understand better the language that occurs during the trial. Law enforcers also recognize the power of the law-language meeting in internal proceedings (Coulthard, 2007). The closer the relationship between law enforcers and linguists is made, the use of language in the trial will be better, more straightforward, and have elements in language rules.

5. Conclusion

After knowing between the actions and reactions in the text of the indictment following, a conclusion can be drawn below: The text of the indictment of corruption cases found in linguistic forensic studies is a series of events that the defendant committed after reconstruction investigator. Through action statements, questions, orders, and offers is a mechanism that can be proven in an open court by the accused's reaction through mental processes, epithets, modalities, and euphemisms. However, the text of the indictment does not find the connotative meaning of the defendant.

The role of discourse analysis in analyzing the language of an indictment text resulted in the text and context for the accused. Furthermore, this text and context can be used to criticize the defendant in the series of events he carried out. The concept and function of the meaning of the experiential discourse in the indictment text become scientifically intact with an interrelated relationship. The relation between discourse and indictment text cannot be separated from linguistic theories. Research on the text of this indictment on corruption cases

cannot be found in a connotative meaning. The finding of the highest and lowest scores in action and reactions indicate a comparison that occurs in corruption cases so that in the last five years, it is known that the decline in corruption cases that have entered open trials in the Medan district court is a good change from before. Last from this discussion that connotative meaning as meaning that has no expression in only in the mind of the listener/ reader. Spoken language and a writing language that happens in the trial that amounted to 685 cases in court can be analyzed by using discourse analysis using the theory of M.A.K Halliday. Through the sophistication and cutting-edge technology, one can now use the software AntConc as the one in between, provided by the inventor of the software is Laurence Anthony. This study showed that the action and reaction contained in the indictment have text that can be used as the DNA in each of the cases that went to trial. Through the open court in a criminal case and the civil code, the language has a role in completely expressing various cases.

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Enhancing University Students' Writing Achievement by Using Macromedia Flash

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Abstract

This study aims to examine the improvement of university students' writing achievement by using Macromedia Flash. Therefore, a classroom action research design was implemented in this study to find out the writing achievement improvement of 30 students. There were two cycles in collecting the data process with four steps in each cycle: observation, planning, action, and reflection. The test results show that the number of students who got A (90 – 100) increase 36.7% from the first cycle to the third cycle, and the number of students who got B (80 – 89) increase 33.3% from the first cycle to the third cycle, while the number of students who got C (70 – 79) and D (0 – 69) declined 100% from the first cycle to the third cycle. Moreover, this study indicates that Macromedia Flash was very effective teaching and learning application to improve university students' achievement in writing. Therefore, Macromedia Flash is highly recommended to use in any writing class, and it can be applied to other skills such as listening, reading, and speaking for further research.

Keywords: *Language Learning*, *Writing Skill, Macromedia Flash, and Action Research*

1. Introduction

1.1 Background of Study

Writing skill is one of the essential skills that students must master. Writing is a linguistic skill that must be learned continuously; good writing provides clear information to the reader (Daulay et al., 2021). In Language learning, writing competence is one of the big points in several courses given in lectures besides speaking, reading, and listening competencies. Practically, learning the lessons taught writing after speaking, listening, and reading. Nevertheless, this does not state that learning writing was not significant. Since writing is critical, writing is taught after the three essential elements are taught, and writing also is a very challenging subject for the students (Sanjaya & Agustina, 2019). Writing becomes a benchmark in expressing one's opinion in writing. Therefore, learning writing material must be adjusted to the needs of students in the working world and develop following the demands of revolution 4.0.

Along with the development of the Industrial Revolution 4.0 in the world of education, information technology (IT) in the classroom is developing very rapidly. The teaching and

learning processes become more creative and do not use manual teaching materials. The use of IT makes teaching materials more varied and developing following the new era demand. Language learning is currently created with infinite reach so that the learning process is not always in the classroom, but it can be done anywhere and anytime (Daulay et al., 2021). Teachers use this situation to create creative ideas of learning materials by utilizing IT, adding the treasury of language learning. Language teachers try to make teaching materials using IT to improve the ability of language learners in writing competence.

Several factors influence writing an essay, including linguistic abilities, interests, motivation, ability to write texts themselves, sources of ideas, creative thinking, perseverance in practice, and completeness of writing (Sanjaya et al., 2015). All of these factors are not separate but interrelated. All these factors are related to one another. Students' writing works well if they master the factors, which are needed in writing activities.

In the Indonesian context, students at the university should have good writing skills as they have to write a thesis at the end of their studies. Therefore, the Indonesian curriculum requires students to get a minimum Grade C (score 70 – 79 over 100) to pass the writing subject. There are four grades in grading system in the Indonesian grading system, especially at Universitas Negeri Medan. They are Grade A (score 90 – 100), Grade B (score 80 – 89), Grade C (score 70 – 79), and Grade D (score 0 – 69). Grade D is considered failed in the subject.

1.2 Problem Statement

Based on the observation at the students of Foreign Language Department, Faculty of Languages and Arts, Universitas Negeri Medan, Indonesia. The researchers found that students still found difficulties in writing, and their score was below the standard (Grade C). Moreover, the students have low competence in writing skills and are not interested in the learning process. It is indicated through the following indicators: 1) the students get difficulties in exploring the idea for their writing; 2) they get difficulties on producing grammatically correct sentence and vocabulary varieties to express language function; 3) they do not have self-confidence and afraid of doing mistake in writing; 4) their participation in the class is low, they refuse to create their writing and show up in front of the class; 5) they complained that learning writing is a very dull and monotonous thing.

These problems are often assumed to come from the media and the method used by the lecturer in classroom teaching. Concerning the problems, the lecturers are recommended to select relevant media and methods in their teaching. The lecturer's teaching media and method are two crucial factors in creating a good atmosphere in the classroom activities and

encouraging the students' learning writing skills effectively. The lecturer should know how to build the learners' interest during the class and know how to design materials that students easily understand.

The teacher applied various media of teaching writing, such as mind mapping, sequence picture, song, video, movie clip, e-learning, etcetera. Some of them are considered effective in teaching writing. One of the media, which can be applied in writing, is Macromedia Flash.

Macromedia Flash is a learning system using software and hardware that simplify the process of data in the form of a picture, video, photography, graphic, and animation, in collaboration with sound, text, and voice data interactively controlled computer. It is also providing a kind of quiz that will make the teaching-learning process more attractive than before. That is why Macromedia Flash was chosen to be applied in this research (Lisda et al., 2015).

Many advantages of using Macromedia Flash in the learning process: teachers can inspire, intrigue, and motivate students. It also supports students to increase understanding, interpret data more accessible, present data to be more interesting, and make new information more accessible.

The researchers believe that using Macromedia Flash animation in teaching writing may be a suggested solution to develop learning effectiveness. It will help the lecturer present interesting lesson material to make students more engaged, feel fun, interactive, and encourage them to write.

1.3 Objective of Study

Following the problem statement, the objective of this recent study was to investigate the improvement of university students' writing achievement by using Macromedia Flash at the Faculty of Languages and Arts, Universitas Negeri Medan, Indonesia.

1.4 Research Question

Following the objective of the study, the research question is formulated as below:

1) Does the use of Macromedia Flash in teaching writing improve university students' writing achievement?

2. Literature Review

2.1 Macromedia Flash

Macromedia flash animation can facilitate the delivery of an abstract concept in its application that uses a computer and projector. Macromedia Flash animations is an object-

oriented program that can design vector-based images to produce animated motion and sound and can be used as website creator software. With the advantages, it has, Macromedia Flash Animation as audiovisual technology, capable of generating new features that can be utilized in education (Macromedia, 2005).

Moreover, Philipus (2008) said that Macromedia flash is one of the software applications of animation that is very popular for developers and multimedia designers. It is one of the most used products of Macromedia that very applicative and flexible, as it is used and applied in a broad field such as entertainment, business, and education. Flash is a professional standard to create a webs experience on a high taste.

From the definition above, Macromedia Flash is an instrumental media for language teaching and learning as lecturers can create exciting and challenging teaching aids. Besides, the Macromedia Flash is a popular medium for developers and multimedia designers. Lecturers can quickly learn how to use this application in language teaching and learning. Therefore, training is needed for language teachers or lecturers.

2.2 Writing

Writing is a process of formulating and organizing ideas in proper words to deliver the aim and present them on a piece of paper (Sanjaya et al., 2015). Moreover, Deporter & Heracki (2002) stated that writing is a whole-brain activity, which uses a bright brain side (emotion) and left-brain side (logic). Although the right and left-brain sides are used in writing, the right-brain side has a prominent position because it is a place, which appears new ideas and emotions.

On the other hand, in the extended composition profile, Jacob et al. in Weigle (2009) point out five components in writing. They are content, organization, vocabulary, structure, and mechanics. Good writers go through several steps to produce a piece of writing. Zemach & Rumisek (2008) described six steps of the writing process as the components of the four main steps, namely prewriting, drafting, reviewing and revising, and rewriting.

2.4 Previous Related Research Findings

Tristagil et al. (2020) researched the development of Macromedia Flash base media in project-based learning to improve students' motivation and achievement in learning a foreign language. The method used in this study was experimental research. The findings indicate that Macromedia Flash improved students' motivation and achievement in the learning process.

Lisda et al. (2015) researched enhancing students' writing skills by using Macromedia Flash animation. They used a quasi-experimental research method. The finding of the research

indicates that Macromedia Flash Animation can enhance students' English writing skill.

Pun (2013) researched analyzing the use of Macromedia Flash in English language teaching in Nepal. The results show that the non-native speakers of English as language teachers can teach English more efficiently if they use multimedia technology. The result of the research indicated that the utilization of multimedia technology could fully improve the students' thinking and practical language skills.

Kayaoglu et al. (2011) conducted a small-scale experimental study using animations to learn vocabulary in Turkey. The research finding shows that using multimedia such as animations contributes to students' achievement in vocabulary learning. Multimedia applications can be integrated into language classes not as an alternative way but as an additional way to contribute positively to the atmosphere of class and students' motivation.

From the previous study, the use of Macromedia Flash in language teaching is constructive as it can improve the students' language skills and make the students active, interest, and motivated. Therefore, using Macromedia Flash in improving students' writing achievement at the Faculty of Languages and Arts, Universitas Negeri Medan, Indonesia, is hopefully relevant.

3. Research Methodology

3.1 Design

Action Research (AR) design was applied in this current study. There are two main elements to action research: firstly, it is cyclic, and secondly that it is participatory (Drummond & Themessl-Huber, 2007). The participatory element is reasonably easy to define: research, which is being undertaken by the researcher in *partnership* with the research participants. All involved move forward together in a democratic research process.

The cyclic element is relatively easy to sort out as well. Similar to Kolb, since the early 1980s, Kemmis and McTaggart's (1990) iterative and virtuous model of plan, action, observe and reflect has been used as a learning spiral for conducting action research. In line with Susanto (2010), this research was designed by using the Action Research method with procedures, namely 1) planning, 2) implementation and observation, and 3) reflection. The description of the research cycle in this study is as shown below.
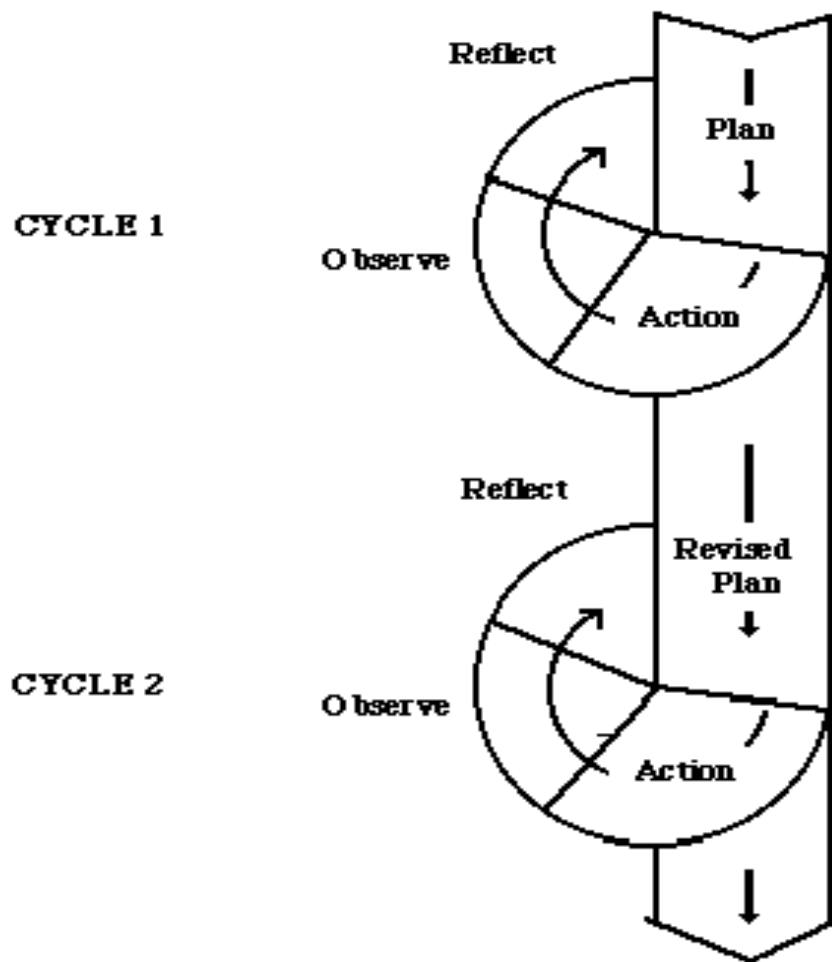
Figure 1: Kemmis and McTaggart (1990) Cycle of Action Research

The aim is to learn from each cycle, helping all participants get closer to 'knowing' what will work and discard that which will not. There are three cycles implemented in this current research (Cycle 1, Cycle 2, and Cycle 3).

- Planning

This activity aims to: (a) prepare an action plan to be carried out in Action Research, (b) prepare support instruments of research, and (3) preparation exercises for teaching and learning.

- Actions and observations

Activities at this stage were (a) lecturers who act as teacher, teaching by using Macromedia Flash 8 media in the *writing* course, (b) observers and record learning activities by using observation sheets of lecturer and student activities, and (c) The observers note other essential things that are not accommodated in the observation sheet of the lecturer and student's activities in the field notes sheet.

- Reflection

Reflection activity after observation is conducted to analyze more deeply the process and learning outcomes of each meeting and every cycle, which is carried out. The reflection activity at each meeting aims to (a) find problems that still occur in one learning process, (b) find alternative solutions to improve learning at the next meeting, and (c) draw up an action plan at the next meeting. Reflection after the first cycle is carried out to decide whether the research needs to be continued in the next cycle or stop because indicators of research success have been achieved. An indicator of the success of this action research is if $\geq$ 100% of students get a score of $\geq$ 80 after one research cycle was completed.

3.2 Participants

Thirty students have participated in this study. The range of their ages was from 18 – 19 years old. The participants were selected from bachelor's degree students at the Faculty of Languages and Arts, Universitas Negeri Medan, Indonesia. Besides, the students were from the first and second semesters, but they had the same proficiency level, which was achiever (B1) according to the result taken from University Test.

3.3 Instruments

Composition test: The test at the end of each cycle was administered to students after being taught using Macromedia Flash. The test is asking the students to write a describing process essay based on the diagram given. Thus, the test asks the students to summarize the information by selecting and reporting the main features and making comparisons where relevant, but the students were only given 30 minutes to complete the writing task, and they need to write a minimum of 120 words.

Writing Rubric: The rubric is taken from city & guild writing rubrics and developed by

researchers. This rubric has five (5) indicators in assessing the describing process essay. They are task fulfillment, grammar, vocabulary, organization, and punctuation. The highest score for each indicator is four (20), and the lowest score is zero (0). Accordingly, the total highest score is 100 for each essay.

3.4 Validity & Reliability

The composition tests were examined by two lecturers who have been teaching writing subjects for more than ten (10) years at the Universitas Negeri Medan, Indonesia. They have reviewed and evaluated many of the students' essay writing, including descriptive writing. Therefore, the composition tests are intelligibly valid since two (2) experienced and qualified lecturers have examined the tests. They concluded that the tests are relevant and valid as the tests ask the students to describe the process.

The reliability of the composition tests was measured by using inter-rater reliability using three examiners. The examiners were two (2) lecturers from the Universitas Negeri Medan, Indonesia, as the first and the second examiners and one researcher as the third examiner. The result shows no significant discrepancy among the score mean of students' writing from the first, the second, and the third examiner. The result of the inter-rater reliability (IRR) or Kappa on the students' writing score is 0.76 (reliable: between 06 and 0.79)

3.5 Data and Data Collection Procedure

The data is the students' scores from each composition test. The data were collected through the test. The test was administered to the students at the end of each cycle. Students wrote descriptive writing in 30 minutes, and they have to write a minimum of 120 words. Then, three examiners marked the essay, and the average scores from the three examiners for each student's essay were the primary data in this current study.

3.6 Data Analysis Technique

This study aims to investigate the improvement of students' writing achievement by using Macromedia Flash 8. Therefore, the quantitative data (writing score) were analyzed using demographic analysis in SPSS version 21 to determine the percentage of students for each grade. There are four (4) Grades of students' scores in Universitas Negeri Medan's Grading system. They are Grade A (90 – 100 score), Grade B (80 – 89 score), Grade C (70 – 79 score), and Grade D (0 – 69 score). Grade D is considered failed in the test.

4. Results and Discussion

4.1 Results

The objective of this recent study was to improve university students' writing achievement by using Macromedia Flash 8. The data were collected from the students' writing test scores in the first cycle, second cycle, and third cycle. The results of each test from 30 university students are presented in the following tables:

Table 1: Number of Students (%) who got grade A, B, C, and D from three consecutive cycles

Grade	Score	Number of Students (%)		
		1st Cycle	2nd Cycle	3rd cycle
A	90 – 100	3.3	23.3	40
B	80 – 89	26.7	56.7	60
C	70 – 79	53.3	20	0
D	0 – 69	16.7	0	0
	Total (%)	100	100	100

Table 1 describes the percentage of university students who achieved grades A, B, C, and D in writing test results from Cycle 1, Cycle 2, and Cycle 3. The number of students fluctuated in each grade from the first cycle to the third cycle.

In the first cycle, only 3.3% (1 student) scored 90 – 100 (Grade A) while a score of 80 – 89 was achieved by 26.7% (8 students) students, and a score of 70 – 79 (Grade B) was obtained by more than half of the students (53.3%) while the lowest score (Grade D) with a range of score from 0 – 69 was obtained by 16.7% (5 students).

In the second cycle, the percentage of students who got Grade A (90 – 100) and Grade B (80 – 89) dramatically increase to 23.3% (7 students) and 56% (17 students), respectively, compared to the first cycle. On the other hand, the percentage of students who got Grade C (70 – 79) and D (0 – 69) significantly decline to 20% (6 students) and 0% (0 students), respectively.

In the third cycle, the number of students who got Grade A (90 -100) and Grade B (80 – 89) slightly rise to 40% (12 students) and 60% (18 students), respectively. Meanwhile, none of the students got Grade C (70 – 79) and D (0 – 69). The comparisons of students' numbers for each grade from the three consecutive cycles are presented in the following diagrams.
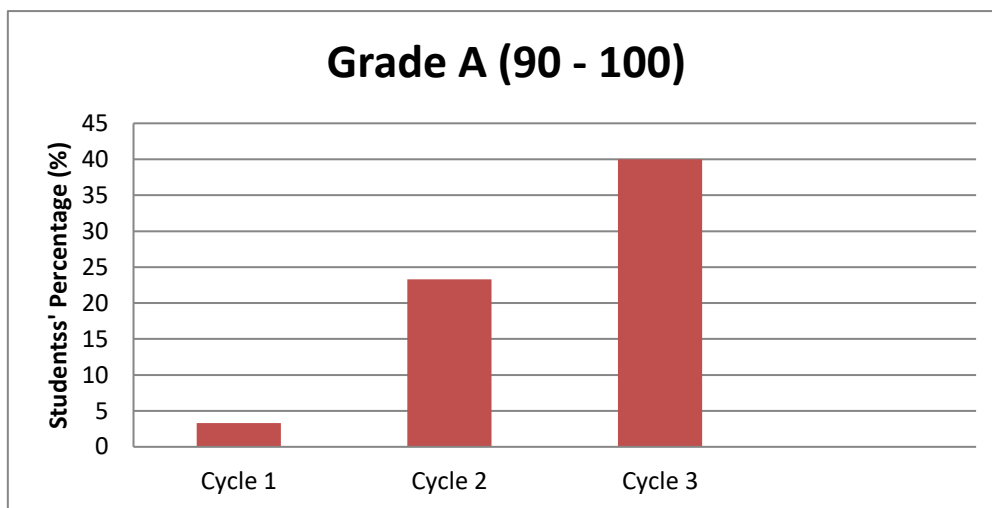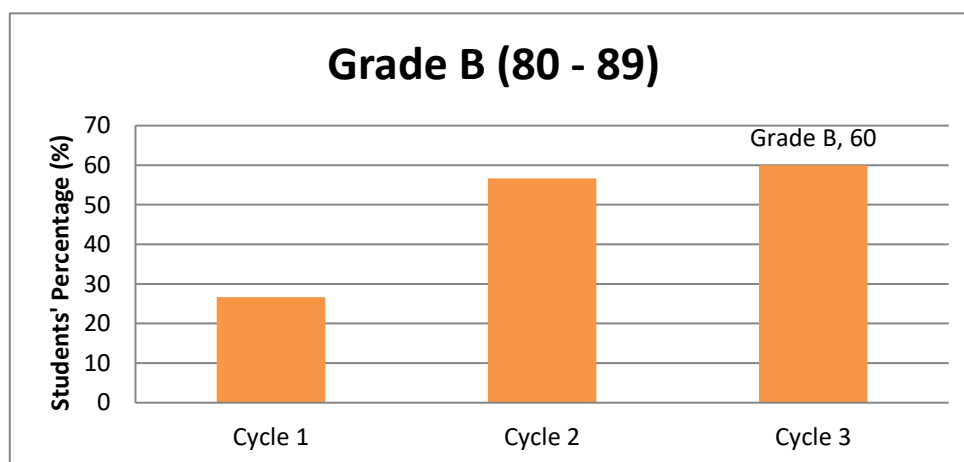
Figure 1: Comparison of students' percentage in the cycle for Grade A

Figure 1 illustrates the percentage of students' number from three consecutive cycles. From the diagram, it can be seen that the number of students who got Grade A (90 – 100) continuously increase from the first cycle (3.3%), second cycle (23.3%) to the third cycle (40%). The percentage increase from the first cycle to the second cycle is 20% and from the second cycle to the third cycle is 16.7%. Meanwhile, the significant rise from the first cycle to the third cycle is 36.7%.

Figure 2: Comparison of students' percentage in the cycle for Grade B

Figure 2 presents the percentage of students' numbers from three consecutive cycles. From the diagram, it can be seen that the number of students who got Grade B (80 – 89) continuously increase from the first cycle (26.7%), second cycle (56.7%) to the third cycle (60%). The percentage increase 30% from the first cycle to the second cycle, and from the second cycle to the third cycle, the numbers of students increase only 3.3%. Meanwhile, from the first cycle to the third cycle spectacularly rise 36.7%.
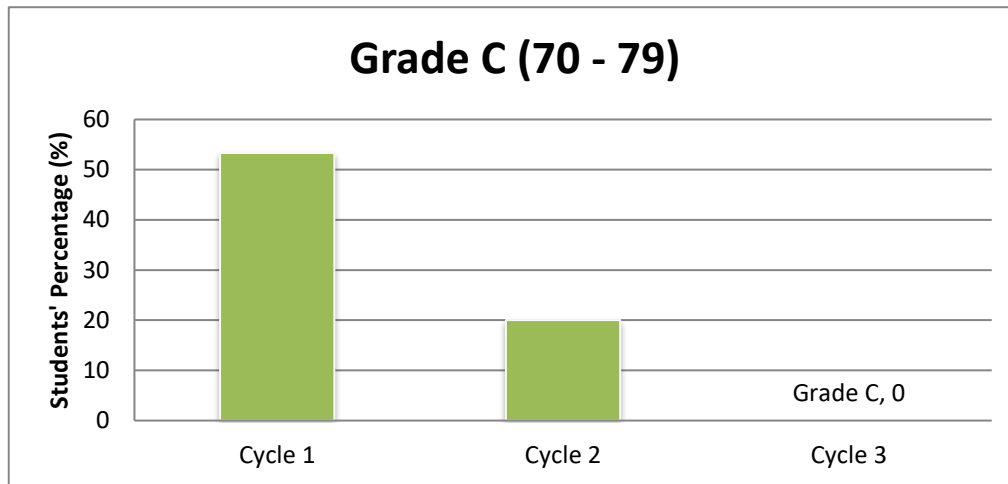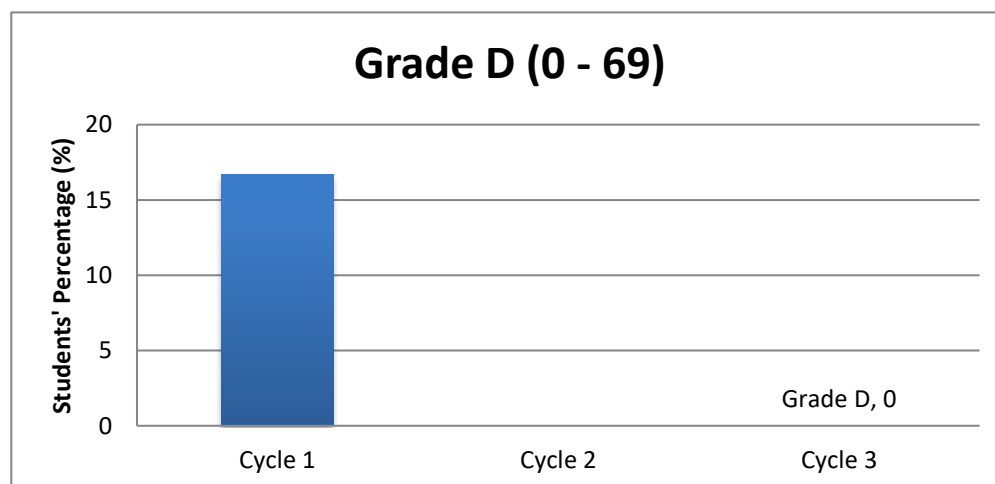
Grade C (70 - 79)

Figure 3: Comparison of students' percentage in the cycle for Grade C

Figure 3 describes the percentage of students' number from three consecutive cycles. From the diagram, it can be seen that the number of students who got Grade C (70 – 79) continuously decrease from the first cycle (53.3%), second cycle (20%) to the third cycle (0%). The percentage decrease 33.3% from the first cycle to the second cycle, and from the second cycle to the third cycle, the numbers of students drop 20%. Meanwhile, no students got Grade C.

Grade D (0 - 69)

Figure 4: Comparison of students' percentage in the cycle for Grade D

Figure 4 describes the percentage of students' number from three consecutive cycles. From the diagram, it can be seen that the number of students who got Grade D (0 – 69) sharply drop from the first cycle (16.7%) to the second and third cycles (0%), and none student got Grade D in the second and third cycles.

4.2 Discussion

There have been many studies on implementing Macromedia Flash in language teaching as a foreign or second language. Even though the research method might be different from one study to the other studies, the primary purpose of each study is to create the teaching and learning language process to be more effective and efficient and enhance students' achievements. In this part, a discussion of the result in connection with the research question (RQ) is presented as follows:

Does the use of Macromedia Flash in teaching writing improve university students' writing achievement?

The results of this study indicate that Macromedia Flash improved university students' writing achievement. It can be seen clearly from the test results from cycle one, cycle two, and cycle three. In cycle one, half of the students got a score below 80, then in cycle two, the number of students who got below 80 declines to 20%, and none of the students were failed. Meanwhile, in the third cycle, 100% of students got a score of 80 and above. Therefore, these research findings are in line with the previous findings such as Lisda et al. (2015), Pun (2013), and Kayaoglu et al. (2011). They said that the application of Macromedia Flash as a media in teaching-learning activities had enhanced language learning achievement, especially in writing skills.

Moreover, Mayer (2001) stated that computer-based multimedia learning environments - consisting of pictures (such as animation) and words (such as narration)-offer a potentially powerful avenue for improving student understanding. Using together multimedia elements such as images and animation that are equipped with sound, video clips, and text will give precise meaning to those who need it. The research focuses involve five aspects of writing skill; they are content of the text, organization of the idea, vocabulary mastery, language use, and mechanics. The results showed that those aspects had better achievement after the research was conducted.

On the other hand, Macromedia Flash is an exciting and motivating media to the current students as by using this media, and the lecturer can create exciting teaching and learning materials with animation audiovisual technology (Macromedia, 2005).

5. Conclusion

Following the results and discussion, the implementation of Macromedia Flash in language teaching and learning, particularly in writing skills, can improve students' achievement. In cycle three, none of the students got Grade C and Grade D. Therefore, the target of teaching and learning results at Universitas Negeri Medan, Indonesia, could be achieved as 100% of the students scored 80 and above. The research method used in this study

was Classroom Action Research and the data limited to quantitative data from students writing results. In addition, this research focused on writing skills. Therefore, further research is recommended to use Macromedia Flash to teach other skills like speaking, reading, listening, and other language components like vocabulary and grammar.

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Indonesian Perception of Code-Switching in Online Advertisement

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Abstract

This study aimed to investigate the impact of code-switching (Indonesian language to the English language) in online advertisement. Therefore, a descriptive analysis research design was implemented to determine Indonesian tertiary students' perception of code-switched online advertisement. The instrument used in this study was a questionnaire, and the data were collected from university students (N = 300) in Indonesia. The collected data were then computerized and tabulated by using descriptive statistics (frequency and percentage). From the analysis, the result shows that most Indonesian tertiary students agreed that code-switched online advertisement was more influential than the mono-language advertisement. It is always coming across their mind and giving positive perception since the code-switched advertisement was creative, attractive, not confusing, clearly understandable, and not obliterating the Indonesian language. Moreover, most respondents agreed that code-switched online advertisements managed to influence them to buy the product offered. Therefore, code-switched advertisement has positive impacts on the online business environment in Indonesia because it is one of the very creative, influential, and practical ways to good marketing skills.

Keywords: *Code – Switching, Advertisement, Online Business Environment, and Perception*

1. Introduction

1.1 Background of Study

Bishop (2007) described the code-switched advertisement as an advertisement where the message is not entirely delivered in the target language but two or more languages within

an advertisement. This advertisement is unique compared to the traditional advertisement in which only one language is used.

This kind of advertisement can be found in the bilingual community. Using two or more languages is commonly known as code-switching, and the fundamental reason to use more than one language is the lack of language resources in one language (Heredia & Altarriba, 2011). Moreover, code-switching occurs in the community for two reasons: first, the speakers can merely communicate with the target language, and second, the diverse communication objectives (Gysels, 1992; cited in Duran, 1994). It means that, by applying two (2) or more languages in an advertisement, the bilingual community will quickly understand the information in the advertisement itself.

In the Indonesian context, code-switching is very common among society, especially for the young generation who can mainly observe a second or foreign language. Code-switching refers to the use of two languages within a sentence or discourse. It is a natural process between multi-lingual speakers who share two or more languages in common. From this exposure, interlocutors mix the first language with the second language, which researchers see as a part of being bilingual. In this sense, code-switching is broadly discussed and used in linguistics and a variety of related fields. Today, code-switching is widespread in almost all forms of communication, whether formal or informal such as meetings, seminars, letters, advertisements, and dialogue with friends (Lopez & Batang, 2019).

In the advertisement context, the advertisers can easily persuade and engage the buyers by implementing code-switching since the advertisement's intended message is delivered effectively to the readers or buyers. Luna and Perrachio (2005) confirmed that code-switching is a positive way to deliver a message to the bilingual community. Inserting foreign/second language in an advertisement, for example, slogan, tagline, and maybe the name of products, can attract bilingual speakers.

In Indonesia, the tertiary students commonly use more than one language in their daily communication as most of them have their local language (mother tongue), Indonesian language as the national language, and English language as a foreign language. Therefore, there must be negative and positive effects of the online code-switched advertisement to Indonesian tertiary students.

This study aimed to explore Indonesian tertiary students' perception towards code-switched (English) online advertisement by giving a Likert Scale questionnaire developed by

Sulaiman, Rahin, and Yahaya (2013). Moreover, the research objectives and questions are formulated as below.

1.2 Research Objectives

Following the background of the study, the Research Objectives are formulated as follows.

1) To describe the respondents' profile in terms of age, gender, and first language.

2) To explore the Indonesian tertiary students' perceptions and reasons for those perceptions towards online code-switched advertisement.

3) To figure out the code-switched online advertisements' influences on the Indonesian tertiary students' decision to buy the product.

1.3 Research Questions

1) What are the profiles of the respondents in terms of age, gender, and first language?

2) What are the Indonesian tertiary students' perceptions towards online code-switched advertisement?

3) What are the reasons for their perceptions towards online code-switched advertisement?

4) Does the online code-switched advertisement persuade them to buy the product?

2. Literature Review

2.1 Business Environment

Every business operates in a particular environment, and each business unit has its environment. A change in environment presents opportunities to some and threats to others. In general, the business environment is the surroundings in which business exists. Particularly, the business environment is defined as the combination of internal and external factors that influence a company's operating situation, including employees, customers, management, supply and demand, and business regulations. The business environment can include clients and suppliers; its competition and owners; improvements in technology; laws and government activities; and market, social and economic trends (Hans, 2018). In addition, another expert has defined business environment as 'the forces, factors and institutions with which the businessman has to deal with to achieve its objectives (Cherulinam, 2012)

Thus, Business Environment is the total of all external and internal factors that influence or affect a business together. The business environment is a dynamic concept or a phenomenon with emerging trends in business ethics, corporate social responsibility, corporate

governance, consumer citizenship, and etcetera.

The 21st century is presented without doubt the most significant changes in technology and its effects on Business Environment. According to Kumar et al. (1999), the technology consists of two primary components: 1) a physical component which comprises of items such as products, tooling, equipment, blueprints, techniques, and processes; and 2) the informational component, which consists of know-how in management, marketing, production, quality control, reliability, skilled labor, and functional areas.

The second definition of technology has connected the business environment with the Internet or online system. Many companies go through a restructuring of traditional sales activity, trying to implement online sale systems. Of course, this restructuring is still regarded with some reticent by consumers.

The Internet has created opportunities and challenges for existing businesses and start-ups that have direct relationships with customers. Regarding the supply chain, some intermediaries have emerged, while others have been replaced. New business models have emerged, which showed organizations how to use technology to achieve a competitive advantage and a more considerable income (Gay et al., 2009).

To be competitive, the company must embrace new advances to grow ease in investigation buyers' conduct, set up cozy relations with its customers, and create reliability. Not exclusively are new sorts of items, yet in addition, there are new contenders, new markets, inquire about techniques, and the sky is the limit from there, that animate the business visionaries to be profound, inventive, and imaginative constantly. Through the Internet, the business can fabricate or improve the upper hand, a preferred position that ought to be founded on genuine realities that are not quite the same as contenders offer and are critical to expected clients.

The Internet is quick, productive, and brimming with assets that help anybody discover what the person in question needs. An online nearness offers renown to a business, improves brand visibility, and increment the certainty of expected clients in the organization's offer. Late investigations demonstrate that the absence of online nearness prompts clients the inclination that they are managing a small and poor organization, turning out to be hesitant about the acquisition of the item. A cutting-edge business, paying little heed to measure, is without an online nearness, either a neighborhood business, with no down-to-earth application at separation, either a specific actualized business, absent many viewpoints in reality.

According to Brooks, Weatherston, & Wilkinson's (2010) reasoning, the use of or lack of use of technology has a strong influence upon the competitiveness of firms, sectors, and nations. Technological innovations affect the culture, corporate productivity, and relationship among employees, suppliers, clients, and customers.

Many competitors have substantially greater resources to invest in technological improvements. Pearce & Robinson (2005) state that the vigorous growth of technology requires speedy reaction by businesses to survive in an emerging competitive environment and keep up with new developments and innovative services that other competitors might be offering. These include both products and processes that can bring out opportunities and threats. However, organizations need to create a competitive advantage and survive in the global business environment.

Thus, technology has brought business to the online system. In other words, this technology makes a new environment for business, which is called Online Business Environment. Whether the company likes it or not, each company should adapt to the online business environment. Therefore, every business should be visible on the Internet using a website, blog, and social media such as Facebook, Instagram, Twitter, and etcetera.

One of the most critical business activities is marketing, and this marketing activity is related to the second definition of technology, an informational component (Kumar et al., 1999). Nowadays, most companies and even small businesses use technology to advertise their products through visible on the Internet. Current customers tend to find product information, materials, price, and purchasing process through the Internet or online system. Therefore, advertisement is one of the most critical business activities in an online business environment.

2.2 Bilingualism

Bilingualism in the Indonesian language is called "*kedwibahasaan"* (Chaer and Agustina, 2004). Of the terms proposed by Chaer, it is comprehended that bilingualism or identifying with the utilization of "*kedwibahasaan"* by individuals bilingual speakers in their everyday exercises. There are a few meanings of bilingualism, even though basically the same. Romaine (2000) expressed that the act of bilingualism is then again from one language to another language by a speaker. At that point, bilingualism is the capacity of a speaker to utilize two dialects similarly well.

Following the past assessment, Sumarsih, Siregar, Bahri & Sanjaya (2014) contend that bilingualism can utilize two dialects by somebody with tremendous or nearly as incredible,

identified with two dialects' information little heed to level. From the past articulations, it may be reasoned that bilingualism is the utilization of two dialects by a speaker in connection with the speaker of another language. Close to bilingualism, there is multilingualism. The idea of bilingualism and multilingualism is the same. Be that as it may, multilingualism is regarding utilizing the condition of multiple dialects by a speaker when speaking with others this way (Chaer and Agustina, 2004). The field for bilingualism or multilingualism is commonly discussed under code-switch and code-mix.

2.3 Code-Switch

One of the most critical areas in language research is code-switching due to the fast-growing bilingual population and advanced technology worldwide. Nowadays, everyone from any country can easily communicate, and information can be easily separated through technology such as through Facebook, Instagram, Twitter, Email, YouTube, etcetera. That is why code-switched language becomes popular among the community.

Code-switched can be defined as moving from one code (language) to another for a particular reason, such as showing solidarity, reducing social distance, or delivering a specific message (Holmes, 2008). Moreover, code-switching is a combination of two or more languages. Then, the structure of language in code-switching does not obliterate the rules of the languages (Sumarsih, Siregar, Bahri & Sanjaya, 2014). In addition, according to Hymes (1976), code-switching is a change of use of two or more languages, some variations of one language, or even some kinds of style.

Poplack (2001) also defines code-switching as the integration of more than two languages in discourse by bilinguals or multi-lingual between and among persons involved in a particular conversation, within a particular group of people, or even in a specific subject or theme. This particular feature of code-switching enthralled researchers and linguists for its prominent feature that switching may occur within words elements or even sentences.

Therefore, code-switching is a language product produced naturally by the speaker who uses multiple languages either a doubling in the level of words, phrases, and sentence and the sentence does not violate the rules of this product in the preparation of the structure of words, phrases, and sentences which in both languages.

2.4 Code-Switching Studies on Advertisement

Many scholars have done studies on the impact of code-switching variously. Schau, Dellande, and Gilly (2007) studied the impact of mixing languages on service counters. The

purpose of their study was to investigate whether the code-switch that occurred in the scripted service gained positive or negative outcomes as the script was formulated for the customers. The techniques used to collect the data were interviews, observation, and documentation. The result from this study showed that code-switching improved workers and customers to run an appropriately in-service operation. They claimed that code-switching could bring a positive outcome to the efficiency of an organization, but dialect and brand-mixing languages brought negative impacts.

Banatao & Temporal (2018), in their research entitled " Code-Switching in Television Advertisements," found that Syntactic Structures of Code-switches in Television Advertisements are an effective way to persuade the audience as its principal function. Copywriters capitalized on projecting their creativity on language use for communicative competence since English is used as the second language. Code-switching becomes a strategy wherein it is a vehicle for the persuasive purpose. The Pragmatic/Discourse functions of code-switching prove that advertisements directly address the audience to examine themselves on the action to take after watching the advertisements. Since advertisements do not require an immediate answer or action, these Pragmatic/Discourse Functions enable communication with the audience for persuasion. In line with Motivations for code-switching in TV commercials, it proves that effective language use by the copywriters is vital since there are underlying reasons (e.g., air time, audience) which are considered, and code-switching is an effective way to reach the consumers with the presence of these. These motivations also prove that TV advertisements make a connection with the audience in order to persuade.

Moreover, research on the role of code-switching in increasing advertising effectiveness among Mexican – American youth has been done. The analyst examined how mixing languages associated with the medium's setting language impact specific results identified with promoting adequacy. He explored the Spanish– English code-switch that happens among bilingual Hispanics living in the United States. As indicated by him, this population is expanding consideration by advertisers as Hispanic when all is said in done from the most prominent U.S. minority bunch with unstable anticipated development rates and spending powers. The researcher found that the members' promotions were better reviewed by the members when the ads utilized more words in Spanish with specific components of English as opposed to a different way (Bishop, 2007).

Furthermore, Leung (2010) completed a study on code-switching in the print promotion to see its social ramifications in Hong Kong. In light of his investigation, code-switching is a

typical wonder in Hong Kong. English, Japanese Kanji, and vernacular Cantonese are saturated and blended with Chinese basically in each segment of the economy, an etymological asset to draw in customers. Leung's study broke down 125 code-blended print commercials created in Hong Kong somewhere between 2008 and 2009. Because of Leung's study, it is discovered that there are various explanations behind individuals blending English, Japanese Kanji, and vernacular Cantonese in print commercials, and this mirrors the general significance of the blended dialects in Hong Kong society. English was blended in commercials as this specific language is constantly connected with innovation and headway just as more consideration is effectively advertised.

Last but not least, Sumarsih, Siregar, Bahri, and Sanjaya (2014) researched code-switching and code-mixing in Indonesia. This research aimed to investigate the language level of code-switching and code-mixing used in Indonesia. The method used in this study was descriptive analysis, and the technique of collecting data was interview and documentation. This study found that 53.7 % of the code-switch used in Indonesian conversation was word level, and 25.3% was phrase level, and then the rest 17.3% was in sentence level. It means that in Indonesia, the most code-switched language level is the word. That usually is how the advertiser switches the language in the advertisement, which is in word and phrases level.

From the previous study, it can be firmly concluded that the use of code-switching in an advertisement positively impacts customers' perceptions and the advertisers. However, the impact of code-switching might be different from one place to the other place because of different conditions, situations, and participants. Therefore, to be the more authentic and valid result on the impact of code-switch online advertisement in Indonesia, new findings are essential.

3. Research Methodology

3.1 Research Design

This research was designed in descriptive analysis research design by using survey research technique. In this design, the investigator administers a survey to sample for describing attitudes, opinions, characteristics, and behavior. The quantitative data were tabulated to find out the demographic result from the formulated questionnaire.

3.2 Population and Sample

The population of this study was the students of the University in Medan City, Indonesia. Three hundred (300) students were randomly selected as the samples. As

information, their ages were from 19 – 23 years old. Even though their first languages are not Indonesian language, they use the Indonesian language for daily conversation. English is a foreign language for them, they hardly use it, and most of them could not speak English.

3.3 Instrument

The main instrument of this study was a questionnaire. Systematically, there were two sections on this questionnaire named Section, A consisting of demographic questions, and Section B, which consists of 8 questions to get their perceptions on a code-switched advertisement. Section B was formulated using the Likert Scale in order to get the quantitative data. The participants were required to rate the statements on the questionnaire on a scale of one (1) to five (5), in which one is represented Strongly Disagree, and five is represented Strongly Agree. This questionnaire was developed from the questionnaire used by Sulaiman, Rahim & Yahya (2013).

3.4 Data Collection and Analysis

The questionnaires were distributed at five different universities in Medan City on the selected date. Two lecturers assisted the researchers at each university in distributing the questionnaire to students. The questionnaire was online so that it was easy for the lecturers to share the link with students at their universities. When the students filled in the online questionnaire, the completed questionnaires were directly received by researchers.

The 300 completed questionnaires were randomly selected and then analyzed using descriptive statistics on Statistical Package in Social Science (SPSS) version 21. The frequency was presented for each response, and the data were tabulated and converted to percentages to answer the research questions.

4. Results And Discussion

A quantitative approach was applied to this study in which questionnaires were used as the instrument to get the data. There were three (3) demographic profile questions and eight (8) Likert-scale questions to answer the research questions of this study. To answer the first research question, the demographic profile of the respondents is presented in the following figures:
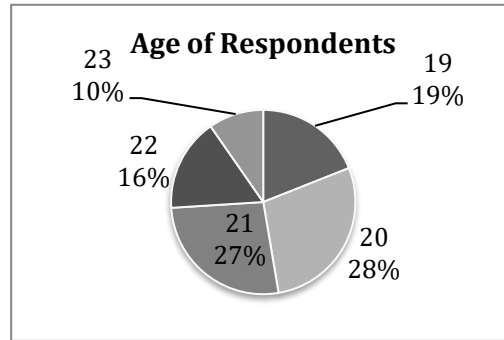
Figure 1. Percentage of Respondents' Ages

From Figure 1, the highest number of respondents was from the age of 20, which was 28 % (85 students) and followed by 21, which was 27 % (80 students). Then, the third and the fourth-highest were from the age of 19 and 22, 19 % (57 students) and 16 % (49 students) respectively. The lowest number of respondents was from the age of 23, only 10% (29 students). The total number of respondents was 300 tertiary students (100%) in Medan city, Indonesia.
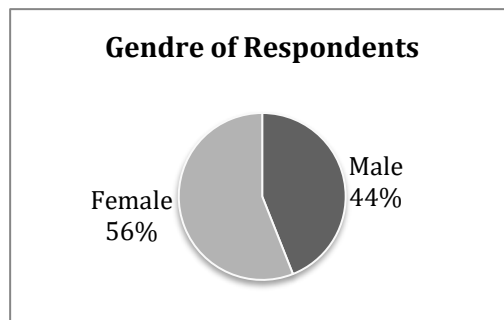

Figure 2. Percentage of Respondents' Gendre

The number of female respondents was higher than male respondents, about 12 %, in which female respondents reached 56 % (164 students) meanwhile male respondents was only 44% (136 students). The total of respondents was 300 tertiary students (100%).
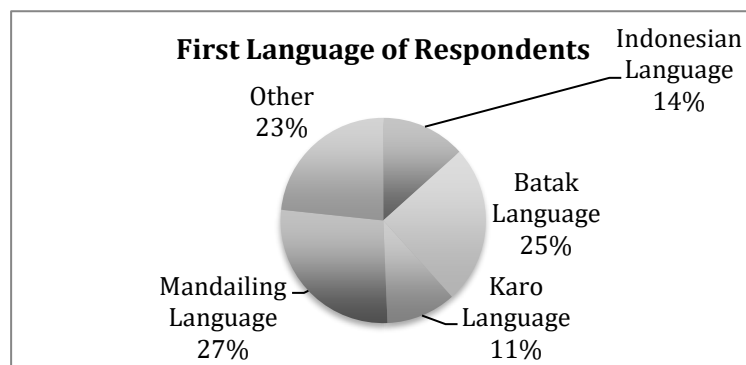
Figure 3. Percentage of Respondents' First Languages

Of the 300 students, 27 % (82 students) of the respondents use the Mandailing language as their first language; meanwhile, Batak and Other Languages are used by 25 % (75 students) and 23% (70 students) as their mother tongues. Then, the Indonesian Language is used by 14 % (40 students), and Karo Language is used by 14% (33 students) as their first language. However, all the respondents use the Indonesian Language as the national language, and they use it for daily communication in intercultural communication.

4.1 Indonesian Tertiary Students' Perceptions towards Online Code-Switched Advertisement

There were three (3) questions in the questionnaire. The questionnaire asked if students always encounter code-switched advertisement, the comparison of mono-language and mixed language advertisement in terms of influence, positivity towards code-switched advertisement. The result of the analyses is presented in the following table and figure.

Table 1. Frequency of Indonesian tertiary students' responses to Q1, Q2, and Q3.

No.	Questions	Frequency of Likert Scale					Total
		SA	A	Av	DA	SDA	
Q1	I always come across this type of advertisement.	28	120	80	70	2	300
Q2	This advertisement is more influential than the one that only uses the Indonesian language.	3	150	87	45	15	300
Q3	I get this advertisement positively.	60	126	104	8	2	300

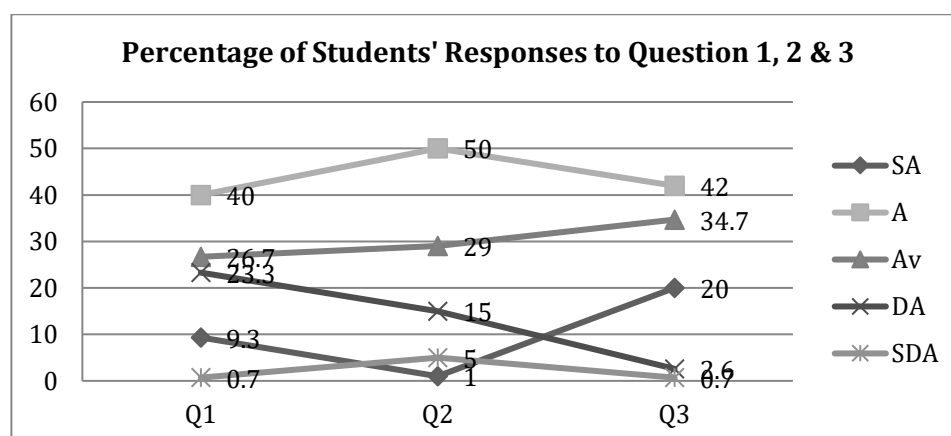*SA: Strongly Agree, A: Agree, Av: Average, DA: Disagree, SDA: Strongly Disagree*

Figure 4. Percentage of Indonesian tertiary students' responses to Q1, Q2, and Q3.

Table 1 and Figure 4 illustrate the frequency and percentage of Indonesian students' perception of online code-switched advertisement. The perception was scaled from Strongly Agree (SA), Agree (A), Average (Av), Disagree (DA) to Strongly Disagree (SDA).

Most respondents agreed that they always come across code-switched advertisement as from Table1 and Figure 1, 40% (120) of respondents answered agree, 26.7% (80) average, 23.3% (70) disagree, 0.7% (2) strongly disagree and the remaining 9.3% (28) strongly agree.

Furthermore, the majority of respondents were in the mindset that code-switched advertisement was more influential than the advertisement using Indonesian language only. This is stated by 50% (150) of respondents answered agree, 29% (87) average, 15% (45) disagree, 5% (15) strongly disagree, and 1% (3) strongly agree to this statement.

In addition, Table 1 and Figure 4 indicate that most of the respondents get positive responses toward code-switched advertisements because the response for this particular question in the questionnaire were dominant on agreeing with which is 42% (126) and strongly agree 20% (60) and average 34.7% (104). Only 2.6% (8) of respondents stated disagree, and 0.7% (2) strongly disagrees.

The Indonesian tertiary students' perception of code-switched online advertisement generally was as cheerful and influential. It is in line with the research finding from Luna and Peracchio (2005). Therefore, code-switched online advertisement is highly recommended in the Indonesian tertiary students' environment.

4.2 Reasons of Their Perceptions towards Online Code-Switched Advertisement

There were four questions (Q1-Q4) asked to get the response for RQ 3. This is connected to the reasons for their positive and influential perceptions. The first question was about interest, confusion and understanding, and obliteration. The result of the analysis is presented in the following table and figure.

Table 2: *Frequency of Indonesian tertiary students' response to Q4, Q5, Q6, and Q7.*

No.	Questions	Frequency of Likert Scale					Total
		SA	A	Av	DA	SDA	
Q4	Code-switched online advertisement attracts my interest.	10	100	107	80	3	300
Q5	Code-switched online advertisement is confusing.	5	70	100	105	20	300

| Q6 | I can understand code-switched online advertisements and without any problem. | 25 | 220 | 40 | 10 | 5 | 300 |
| Q7 | Code-switched online advertisement obliterates the Indonesian language." | 16 | 40 | 150 | 90 | 4 | 300 |

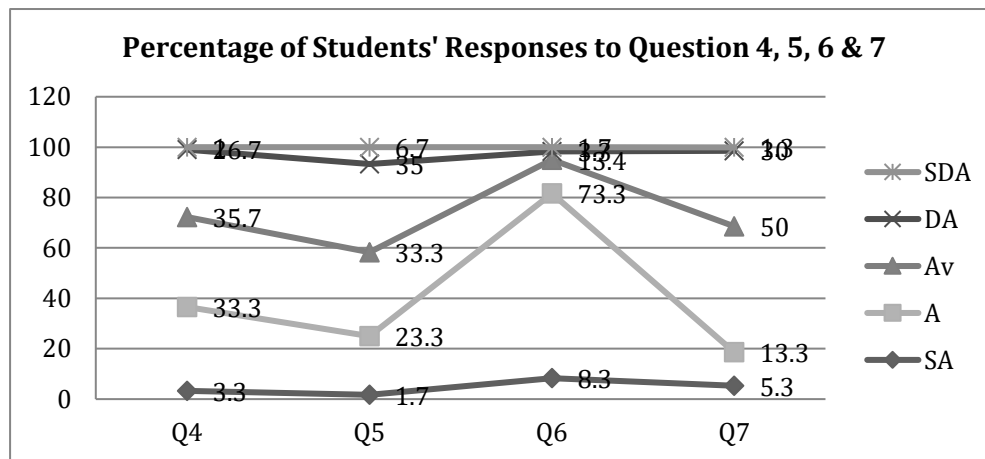*SA: Strongly Agree, A: Agree, Av: Average, DA: Disagree, SDA: Strongly Disagree*

Figure 5. Percentage of Indonesian tertiary students' responses to Q4, Q5, Q6, and Q7.

Table 2 and Figure 5 show the frequency and percentage of Indonesian tertiary students' reasons for their perceptions towards code-switched online advertisement. There are four statements measured by using the Likert Scale in a questionnaire starting from Strongly Agree (SA), Agree (A), Average (Av), Disagree (DA), and Strongly Disagree (SDA).

Stood at the first statement (Q4), majority of the respondents said that the code-switched online advertisement attracted their interests with 33.3% (100) and 3.3% (10) of the respondents responded agree and strongly agree respectively to these statements. Meanwhile, 35.7% of the respondents chose Average as a response to this statement. Interestingly, not more than 30% of the respondents said that code-switched online advertisement did not attract their interests as only 26.7% (80) and 1% (3) of the respondents chose to disagree and strongly disagree, respectively to this statement.

The second statement (Q5), which is stated that code-switched advertisement is confusing, was responded to in contrast to the Q4 by the respondents. The majority of the respondents chose to disagree, which is 35% (105), and 6.7% (20) respondents said they strongly disagree with Q5. Moreover, almost similar with Q4, more than a third of the respondents (33.3%) chose average to respond to this statement. Then, not even 30% of

respondents said that they were confused by the code-switched online advertisement as only 23.3% (70) and 1.7% (5) of the respondents chose to agree and strongly disagree, respectively, with this statement.

Furthermore, the third statement (Q6) questioning whether the respondents clearly understand the code-switched online advertisements without any problem or vice versa. Amazingly, more than two-thirds of the respondents said that they understand the code-switched online advertisement without any problem, in which 73.3% (220) and 8.3% (25) of the respondents chose to agree and strongly agree to this statement. Then, 13.4% (40) of the respondents chose average as their response to this statement. Only 5% (15) of the respondents said that they disagreed (3.3%) and strongly disagreed (1.7%) with Q6.

Last but not least is Q7. This statement asks about the respondents' response to the statement that "the code-switched online advertisement obliterates the Indonesian language." Half of the respondents (150) chose average as their response, and more than a third said that code-switched online advertisements do not obliterate the Indonesian language, with 30% (90) choosing for disagreeing and 1.3% (4) choosing for strongly disagree. This number is higher than the respondents who said that code-switched online advertisement obliterates the Indonesian language as only 13.3% (40) and 5.3% (16) of the respondents chose agree and strongly agree respectively as their responses to this statement.

4.3 Online Code-Switched Advertisement Persuade Students to Buy the Product

There was only one statement (Q8) in the questionnaire. This statement is questioning their perception of code-switched online advertisements persuade them to buy the product. The result of the analysis is presented in the following table and figure.

Table 3. Frequency of Indonesian tertiary students' response to Q8.

No.	Questions	Frequency of Likert Scale					Total
		SA	A	Av	DA	SDA	
Q8	The code-switched online advertisements manage to persuade me to buy the product.	30	110	100	50	10	300

SA: Strongly Agree, A: Agree, Av: Average, DA: Disagree, SDA: Strongly Disagree
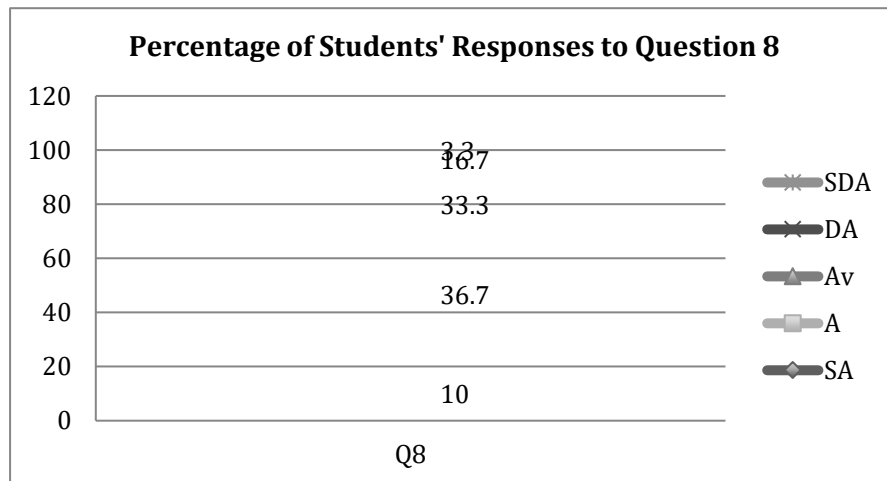
Figure 6. Frequency of Indonesian tertiary students' responses to Q8.

Table 3 and Figure 6 present the frequency and percentage of Indonesian tertiary students' responses to the statement of "*the code-switched online advertisements manage to persuade me to buy the product*" (Q8). This statement was measured by using the Likert Scale starting from Strongly Agree (SA), Agree (A), Average (Av), Disagree (DA), and Strongly Disagree (SDA).

More than a third of the respondents said that code-switched online advertisements manage to persuade them to buy the product offered as 36.7% (110) and 10% (30) of the respondents chose to agree and strongly agree, respectively, as their responses to Q8. Furthermore, 33.3% (100) of the respondents chose average as their response while 20% (60) in a total of the respondents said that they are not persuaded by the code-switched online advertisement as 16.7% (50) and 3.3% (100) of respondents chose to disagree and strongly disagree respectively to Q8.

5. Conclusion and Recommendation

In line with the result and discussion, three main variables were measured in this study. They are perception, reasons to the perception, and influence. Most Indonesian tertiary students agreed that code-switched online advertisement was more influential than a mono-language advertisement, always coming across their mind and cheerful. The reasons were that the code-switched advertisement was creative, attractive, not confusing, clearly understandable, and not obliterating the Indonesian language. Moreover, most respondents agreed that code-switched online advertisements managed to influence them to buy the product offered.

Following the conclusion, code-switched online advertisement positively impacts the environment of online business as it benefits the advertisers and people in business. More than that, since this study focused on tertiary students as the audience and only for the online business environment in Indonesia, further research on broader and broader samples is recommended so that the impact of the code-switched advertisement on the online business environment will be more valid and reliable.

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