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Black Victim, White Savior: The Construction of Myth of Whiteness in The Blind Side Movie

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Abstract

This research specifically focuses on examining the construction of myth of whiteness in John Lee Hancock's *The Blind Side* (2009) through the portrayal of Michael Oher, American football player as a black victim and the Tuohy's family, the one who adopted Oher, as his white savior. Taking into account the theory of whiteness that treats whiteness as a social construction, the analysis argues that this movie still continues the myth which dichotomies the relation between black and white as the relation between the powerless and the powerful. This research problematizes the way blacks are represented in the movie through the construction of Michael Oher as a needy and powerless figure in a position of needing a helping hand to make him strong and accepted in the society and contrasted the construction of Tuohy, as a white rich family as the savior who could give exactly what Oher needs in order to achieve his dream. They construct Tuohy family as an ideal and perfect family, in which it can be interpreted that *The Blind Side* sends a message as a white savior film—in which blacks are unable to be independent without having to rely on white people.

Keywords: black victim, the blind side, white savior film, myth of whiteness

Black Victim, White Savior: The Construction of Myth of Whiteness in The Blind Side Movie

It has been more than one century of the abolition of slavery in America. Legally and physically the so called 'black' people has been set free from any kind of enslavement. However, the reality has proven the otherwise. In history of American people, blacks have never been treated as good as whites. Even in Hollywood movies, the old age stereotype of African-American seems to never die. Too often African-Americans are cast as social outcasts; the "Others" who live and exist in a small and dingy environment which does not fit the context of ideological themes, and characterizations that represents the norm (Campbell, 1995)

Phillipa Gates in his research about black representation in Hollywood movie states that blacks were always considered as something out of the norm, the rule breaker, and the bad even though American society presents itself as a melting pot of ethnic and racial difference where one race is not any less than another race is no longer there (Gates, 2004). Hence, contemporary popular cinemas only give nonwhite actors a little consideration as the leading roles and sometimes they are represented in such a problematic situation where later the so called white savior would come to help them.

Pearlie Strother Adams (2014), in his research, also figures out the same representation of African-American in Hollywood movie; African-Americans are often portrayed as lowlife thugs who live in bad condition where they have drug-addicted mother and they rarely know who their father is, they are void of family and respectable station in life. They are too often described as persons without legitimate jobs or formal education. And such portrayals have long been a dominant representation of them (p. 70-91).

As time goes on, the representation of African-American begins to see changes. They are sometimes still represented in the same way but in some other times they are represented

differently. They are sometimes portrayed as the main stars who are such good neighborhood kids or even the popular ones. However, it seems that even in that kind of representation, still their representation is problematic because although their representation is different from the myth, the rhetoric of the representation still gives the influence of white in changing their life. White people, especially females' characters, now always appear as either their 'sidekicks' or the 'buddies' who are always there to help the black men in their lives (Adams: 174). Sometimes they even appear more often than the blacks' and steal the show. Their significant characterization representation in the movie, despite their lesser position in the narrative, earns them the nickname 'savior'.

The portrayal of white as a savior is not categorized as new in the Hollywood industry. The characters differ slightly from one film into another, yet the characterization essentially remains the same. It means that in every white savior in film, the tendency to racialize morality by making the audiences identify themselves with the good white who saves non-white and framing the latter as being unable to be independent without having to rely on others still persists. Unfortunately, Hollywood has many movies of this type in the market; what is called as white savior syndrome. Julio Cammarota (2011) in his article *Blindsided by the Avatar: White Saviors and Allies Out of Hollywood* and in *Education* has argued that white savior syndrome has the tendency to render people of color incapable of helping themselves—infantile or hapless/helpless victims who could survive by instinct. People of color supposedly lack the capacity to seek change and thus become perceived as dispossessed of historical agency (p. 244).

Previously, white savior genre always had the tendency to make white males rise as heroes. However, the objective now has moved on to making the white female as the superwoman. White female is made to be perfect in both being a wife and mother and at the

same time being caring and saving the black children who suffers and in pain, automatically representing the black female as everything but what are mentioned (Adams, 2014).

The Blind Side is a based-on-true-story movie which tells about a successful athlete named Michael Oher. The director, John Lee Hancock, is inspired by Michael Lewis's book entitled *The Blind Side: Evolution of a Game* (2006). The main character of both the book and the movie is indeed Michael Oher. Kim on his online book review about Book versus Movie: *The Blind Side* states that the focus of the book is located on pretty much the sports and the technical development of football that placed important role on left tackle gives a big influence to Michael Oher, who played left offensive tackle for University of Mississippi, in becoming such a worth-bragging commodity for the future of American football. Meanwhile, the movie is not really about sports at all but something way bigger than just a game. (Kim, 2010) Indeed, the movie tells the different story that in way it is 'bigger' than just a sport movie. Instead of making it as a movie which gives full knowledge about American football's offensive strategy and at the same time gives full explanation about the success of Michael Oher, the movie highlights the story of Tuohy's family who gives salvation to Oher as the focus of the movie.

It, then, raises a question: is *The Blind Side* just another movie to add in white savior film's lists? Apparently, even though Michael Oher is supposedly described to be a person who is well-known for his successful career in becoming American football player, the highlight of the movie is located on how his adopted white family helps him to be the popular athlete. This movie focuses more on how this poor, homeless, and motherless black boy is saved from his unfortunate life by his white family, making him look like a victim and his white family as his savior. According to Hughey in his research about the meaning of white savior and whiteness, this film is exactly what people call as another white savior film since the typical plot of white

savior film heavily explains about how a white messianic saves a lower –or working—class, usually urban or isolated, nonwhite character from sad fate (Hughey, 2014).

The representation of African-American in typical Hollywood’s movies in which they are become sub cultural groups above have always been the concerns of the researchers that have been mentioned. Unfortunately, they do not mention specifically how their representation in the movie leads to the persistent construction of the myth of whiteness through the characterization which makes the black casted as the victim, especially when the so called victim is supposed to be described as a successful person. This article uses the based-on-true-story movie entitled *The Blind Side* (2009) to support the arguments in examining the representation of both African-American and white people with the intention of filling the gap from the previous researches. By examining this movie, this article is able to see and find out how myth of whiteness, as the part of American social construction, is manifested and constructed through movie.

Methodology

This research is a descriptive qualitative research. Qualitative research methods are developed in the social sciences to enable researchers to study social and cultural phenomena (Myers, 1997). Studying social and cultural phenomena could be done by analyzing its texts. Alan McKee states that “A text is something that we make meaning from” (McKee, 2003: 4). It is important to note that interpreting texts of cultures is considered to be qualitative since it cannot be quantitatively measured for cultures may ascribe different levels of value to things around them (McKee, 2003: 5). Meanwhile descriptive research goal is to describe phenomena and its characteristics. It presents the data based on particular topic and develops it through observation, classification, and interpretation of connection among categories to find conceptual pattern of social and cultural phenomena (Strauss & Corbin, 2003).

To help analyzing further about the movie especially in finding the myth of whiteness in white savior film, Steve Garner' theory of whiteness is also applied to find out how whiteness is constructed in the film. Thus, in detail, to examine and analyze the conception of myth of whiteness that is constructed in The Blind Side film, descriptive qualitative research method is used.

Findings and Discussion

It seems very natural for a movie starring a black person as one of the main characters to have this sort of problems in his/her life especially if it is made in America, and even more natural when his/her co-star is a white who would eventually help them to get through all those problems. This is a very typical Hollywood, Oscarish film. For the last decade almost ten movies of this kind are nominated as the best movie in Oscar Awards, with most of them winning it. It is most likely because the portrayal of relationship between white and black in America seems to never change, not in the movie at the very least. There would always be blacks as the victim, and whites as their savior. And it would remind people about the myth of whiteness in America that even up until now still somehow visible there. There are about three findings that is found by analyzing The Blind Side as the movie that constructs myth of whiteness and those are; Michael Oher as the black victim, Tuohy's family as the white savior, and myth of whiteness constructed in the blind side (the white privileges)

Michael Oher as the Black Victim

Michael Oher character is constructed to be the black victim in this story through a characterization which makes him look pitiful and miserable. This is not a rare case because almost in every film starring both black and white as main characters, blacks would be depicted as the more problematic person than the white. This condition is described by Glenn (2009) as a

tumultuous nature of race relation between black and white. The characterization of Oher is important in shaping the way white sees black. He is made to be the perfect example of victim that needs the help of white people, just like how Hollywood described their black characters in previous movies. Rocchio (2000) stated, “The contemporary status of race in mainstream American culture is intimately bound to the process of representations within and through the mass media” (p. 4). The typical problems that he has in his life that is represented in the movie and the way his white rich family helps him through all of those problems somehow ensure the way white audiences, the majority of American society, see themselves as the savior of the black victim. Therefore, there would be no question to ask why *The Blind Side* is able to win the hearts of the audiences; majority of them can relate to the experience that is told in the movie.

However, even though *The Blind Side* is called as a genius movie which erases the boundary of race between white and black by some people, the way this movie constructs the character of Michael Oher proves the otherwise instead. It might look as if Michael Oher represents black race who moves closer to the realm of the acceptability with the white race, however, as Mazama suggests, fact remains that whites have not completely accepted blacks as equals and blacks remain ensconced in attitudes that “confer superiority” to whites (Mazama, 2003: 13).

There are so many scenes in which Oher is portrayed as a weak, sad and pathetic boy who needs the help of other people (mostly from the whites) to do the right thing in his life, in other words, Oher is a “black victim”. This kind of plot is what people called as white savior film. This is a plot in which a white messianic saves a non white character from lower class from his/her sad fate (Hughey, 2014).

Besides being characters with sad fate, the literature also reveals that major problems continue to exist in Hollywood's representations of African-Americans. First, the African-American community has been criminalized disproportionately, giving the impression that criminal behavior is the norm and thus innate to this group whose representation, many suggest, "possess[es]" a hunger "not guided by normal perceptions of good and evil" (Campbell, 69; Hall 252; Lule, 124). Films also generally use exaggerated characterizations and limited roles of Black characters to appeal to broad audiences; these depictions show more positive interaction between people of different cultures, especially between Blacks and Whites (Glenn, 2009: 136). This would definitely give advantages that lean more onto the Whites because for nowadays society, being seen as good human being would make whites be adored all over the world even more, while blacks apparently still continue to be privileged and disadvantaged as localized and preferred as others.

Gates (2004) has stated that the existence of African-Americans can be seen as positive on screen. However, such images are offered only when they can be contained and regulated by specific cinematic codes of representation. The specific cinematic codes of representation mentioned is of course related to the way dominant American culture sees it as an acceptable act. Representation of Oher is for him to be the archetypal victim. Oher is constructed as a character with a terrible social circumstance that is saved by members of the dominant class. His characteristics as the victim are as stated below:

Weak and unfortunate. Oher suffers misfortune and has a very sad story. He has no place to be called a real home, and he has no friends to talk to.

Member of low and inferior social class. Oher is the victim of the lower class who could not compete equally alongside the whites, making him suffer from a very problematic life.

The victim of stereotype. Oher's biological mother suffers the stereotype of black women who are portrayed to only care about sex and drugs, could not raise her children properly, and are helpless and pathetic that they could not do anything except crying.

The victim of education standard. Oher does not seem to be able to understand the lesson that he should take because ever since he was small he was not able to study properly due to his family condition and also his surroundings.

The outcasted nonwhite. Oher does not adapt well to the sudden change when he is transferred to 'white' school.

Looking at five characteristics of blacks being the victim in white savior film, it is obvious that *The Blind Side* still follows the typical way of portraying them and delivers the message that the way white looks at black still does not change by making Michael Oher experience all five elements mentioned. Oher is weak and unfortunate without anyone to rely on before meeting his white savior, he lives in a slum area where everyone is either busy drinking or living carelessly, his mother is also a drug-addicted person, he cannot follow the education standard made by the whites, and last but not least, all of those things make him the outcasted nonwhite.

Tuohy's Family as White Savior

Pearlie Strother Adams (2014) has stated that in order to examine the representation of African-Americans characters in films we need to fully pay attention on the representation of the white characters first. The fact that this Oscar winning movie has emphasized this kind of theme means that Hollywood still wishes to strengthen the dominancy of white ideological culture in which they (whites) try to fix black people from its bad fortune(Adams, p.180).

There are many characteristics of white people becoming savior for needy people of color who are desperate for help. It is in fact something very common in white Americans' minds. That is why, there is no surprise that there are many kinds of white savior-ish movies made in the industry. Some of the examples are *Glory*, *Mississippi Burning*, *Cry Freedom*, *Dance with Wolves*, *Last Samurai*, *Django*, and *The Blind Side*.

There are common characteristics that can be found in those movies which reflect the archetypal of white savior:

Kindness and sympathy. All of the Tuohy's family accepts Oher wholeheartedly without any hesitation.

Power to help the unfortunate. Tuohy's family adopts Oher and they help Oher to get proper education in an elite high school.

Moral uprightness and justice advocate. Tuohy's family cares about Oher like their own family despite their surrounding's negative views toward him as a black boy.

Self-sacrificing hero. Tuohy's family as white people as heroes who do anything to protect the weak with a willingness to do it with no regards about their personal safety or well-being.

Through all those things mentioned above, it can be concluded how Tuohy's family is described as white savior. Their whole existence in the movie is to help Oher to be able to stand on his own feet by giving him a helping hand and appear as the angel in disguise for him by doing anything to protect him with a willingness to do it and with no regards about their personal safety or well-being.

Myth of Whiteness Constructed in the Blind Side: White Privileges

As the movie goes through, so many things can be found that would explain why this movie is considered as a white savior film that constructs the myth of whiteness that is yet explained in the previous researches mentioned above. This helps us to understand how the race of white in United States shapes the way they see and engage with the world. Under this point of view, ideas about race and ethnicity are constructed and circulated in ways to keep white privilege and power in their respective place.

Although this movie is a based on real life movie, one look to the movie and everyone would be able to comprehend the fact that this movie tries to appeal the Tuohys especially Leigh Anne. Not all the whites are portrayed as saint people in *The Blind Side*, and those are what actually make the Tuohys become even more special. Because the movie sets in the 1990s where blacks have been accepted and they have the equal rights with the whites but unfortunately the social myth about them does not do the same favor. It only further proves that white privilege is still invisibly exists there in American culture (or at least made to be so).

Peggy McIntosh states in her *Knapsack* article that as a white person, she is not taught to be aware about white privilege and made to be oblivious to its existence to the point she enjoys her white privilege so much without knowing why her race is found to be oppressive. For example Leigh Anne and her friends, Leigh Anne is described as this classy lady who socializes with the ladies of which husbands are not far off as rich as her own husband. They always spend time to gather on luxurious restaurants, in which most of the customers are also white, while eating overpriced food and beverages to gossip about something new and wearing some expensive clothes to show off their wealth.

The routine of eating while gossiping is something natural for lady of this class but Leigh Anne who does not seem to enjoy it tries to change the topic into something worth listening. She

tries to ask her friends whether or not they try to take a look at the condition on the other side of the town in which black people live. Apparently they brush the topic off as if it is nothing and they say they would not even want to go there because it would hurt their reputation. The conversation goes on with Leigh Anne's friends asks her why she bothers to think about that. It shows how the majority of white people at that time see black people. And that what is often called as white normativity. White normativity is like the power that white people have to determine the norms of society. They have the power as the privileged ones to shape the correct way of living according to their standard and have the right to devalue anything that strays from it.

They more likely believe that black people are lacking in intelligent department and they are lazy. That is why they are not able to go higher. This part, whether on purpose or not shows the racist side of most of white people in which even themselves are completely oblivious about it because they have thought all along that they are still morally neutral and normative and living the ideal life compared to the black people. And Leigh Anne who is described as a kind and generous person most probably also does not realize that she has shown off her privilege as white, thus making whiteness become even more invisible. And because whiteness could very much be akin to invisible "knapsack" of privileges (McIntosh, 1989), the dominance of white people are often go on without any question (at least by those white people) or are justified in reference to whites' supposed possession of "good values" (Hughey, 2014). Whiteness has mostly, whether white people realize or not, protect what could be counted as misfortune that would likely happen in society, especially American. Therefore, it is easy and more common than everyone would like to think to make this kind of white savior movie because there are majority of people who would be able to relate with the plot as it is considered as normal and

they can identify themselves the same way with what the characters do because they do something logical, Westernish and very rational.

Conclusion

From the analysis to the movie *The Blind Side* (2009), one might see that being a part of society in which one race is more dominant than the others is difficult, especially for the less dominant ones. *The Blind Side* becomes one of the proofs of movies which still deliver that exact statement. In the case of this movie, no matter how successful a black person can be, the shadow of the great white as the savior always follows him. Therefore, it can be concluded that this white savior plot has long been the most persistent form of media racism that capitalize the idea of portraying how white people are always exploring people of color's life and 'bettering' it with their whiteness. And it is still apparent for Whites as a major race in America that they are trying to show their power and dominancy in every way possible, explicitly or implicitly. And people often call it as myth of whiteness.

The persistent construction of myth of whiteness can be found in *The Blind Side* through three important things that makes it categorized as a white savior film, and those are: the representation of Michael Oher as the black victim, the representation of Tuohys family as the savior to Oher, and the construction of whiteness itself is found after analyzing both the representation of Oher as black victim and Tuohys family as the white savior. This movie depicts Tuohys family as people who use their resources and intellect to help a young black boy, transforming his life and creating awareness in him that he can forge a path out of the struggle he was so unfortunately born into. This automatically makes *The Blind Side* have a very typical plotline of white savior film. And the most logical reason of why this type of movie is popular in United States and most other developed countries is because whiteness is always associated with

either normativity or idealism which linked sets of behaviors, achievements, and statuses to which all who desire social and economic mobility should aspire (Hughey, 2012).

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The Analysis of Spoken Narrative Performed by the Male and Female Students of the
International Program in SMP Kristen Kalam Kudus Surakarta

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Abstract

This article discusses the spoken narrative performed by the students of the International Program in SMP Kristen Kalam Kudus Surakarta. This study belongs to descriptive qualitative research. The sources of data are taken from the wordless book by Mercer Mayer entitled “Frog, Where are you?” The data, in the form of spoken narrative stories told by 3 female and 3 male students, were collected by recording the story-telling activity then they were transcribed to get the students’ sentence production. The collected data were then analyzed to reveal if the participants were able to compose complete sentences and complete the requirements of the grammatical rules and syntactic features of Standard English. The data were then divided into two: the narrative produced by male participants and by female participants, and compared. The findings show that both male and female participants can produce complete sentences, although they often make some inconsistencies in the tenses they use, and use some nonstandard syntactic features since they are misled by the rules of their first language. The results also suggest that the female participants can make more detailed stories than the male participants do.

Keywords: second language acquisition, spoken narrative, grammatical features, syntactic features

The Analysis of Spoken Narrative Performed by the Male and Female Students of the
International Program in SMP Kristen Kalam Kudus Surakarta

The tendency of people in Indonesia to encourage their children to learn English has led the Indonesian educational system to provide English as a school subject at formal schools although Imperiani in Lestariningsih (2015) said that before the 1994 curriculum revised, English was not necessary at elementary school . The Ministry of Education then allowed elementary school to include English as a subject for students of grade four, five, and six after the 1994 curriculum was revised. Since the curriculum has been renewed, the urge as well as the interest to learn English is getting bigger. Even nowadays some schools provide international programs to introduce their students to English as a means of daily communication.

In language learning, we can master any language not only by knowing the rules and the theories but also by practicing the language as much as we can. Explained in a research by Steinberg (1993), there are two factors involved in second language acquisition. They are the psychological factors and the social factors. Psychological factors are the factors that involve the intellectual processing to learn grammatical structure and rules of the second language, memory and motor skills involving the use of articulator speech that is used for the production of a second language sound, while the social factors are related to the situations that pose an effect on the ability to learn second language. There are two types of situations involved in these factors. They are the natural and the classroom situation. For second language learning, children are considered to have a better understanding than the adults whenever they try to learn any language. It is based on the common observation that young learners seem to obtain another language more quickly than the adults.

According Dardjowidjojo (2003) psycholinguistics is a study of mental process occupied of human being in using language. It is a study about mental processes in working with language which defined into four topics; comprehension, production, biological and language acquisition. One of the researches on psycholinguistics was conducted by Daiute (1981). In her research entitled “Psycholinguistic Foundation of the Writing Process”, she presented the basis in studying psycholinguistic aspects of the writing process and outlined a model of writing based on psycholinguistic model of talking. The research examined the errors made by the college students who participated in the research. The analysis of errors demonstrated the usefulness of studying writing as derivative of normal speaking processes.

Language acquisition is considered to be an important process for human in acquiring language. Chaer (2002) defines language acquisition as the way how people get the first language or the mother tongue. Language acquisition is related to the exposure of somebody to a language. The research by Seale (2007) focused on the syntactic and lexical features in Indian English (IE) across a homogeneous group of highly educated IE speakers. In her research entitled “An Analysis of the Syntactic and Lexical Features of an Indian English Oral Narrative: A Pear Story Study”. She found that there was a possible relationship between lower level of English exposure and use and the distribution of nonstandard syntactic features presence. A similar relationship with a lesser extent was also found with nonstandard lexical features presence.

People respond differently to text from various genres. The researches by Kamberelis (1999), Shine & Roser (1999) and Donovan (2001) focused all on genre. The study by Kamberelis (1999) entitled “Genre development and learning: Children writing stories, science report, and poems” focused on children’s working knowledge of narrative, scientific, and poetic

genres. The study has shown that the participants had significantly more experience with narrative genre than either scientific or poetic genres and that they had significantly more working knowledge of narrative genres than other focal genres. The findings suggest that the children develop increasingly differentiated and flexible lists of genre forms and functions. While Shine & Roser (1999) described how a small group of preschoolers responded to four genres of picture books such as fantasy, realistic, poetic and information.

The study, entitled “The Role of Genre in Preschoolers’ Response to Picture Books”, discovered different ways of response for each genre. Children took stances of imagining, recognizing, knowing and appropriating in responding to fantasy, realistic, information, and poetic picture books respectively. Even, the youngest children could differentiate the genres with over half of all kindergartners and first graders constructing texts classified at some level of organizational complexity above labels and statements; while almost all of the second grader students could classify it well (Donovan 2001). All of the three studies focused on how the participants react to the text genres. The result is that children have their own language to respond to different genre, this understanding of genre is related to structural analysis which means the further children understand language the better they understand different genre.

I conduct a research on the oral skill ability of the international program students of SMP Kristen Kalam Kudus Surakarta (one of private bilingual middle schools in Surakarta). This research focuses on analyzing how well the research participants produce narrative story based on the wordless book entitled *Frog, Where Are You?* by Mercer Mayer. The analysis covers three basic discussions, which are the genre of the text, the error in sentence formation, and lastly the relationship between gender and fluency. My main point is to compare how male and female students perform better in telling the story. As shown in the research by Schepens et al (2015),

gender gap has a role in SLA. Females are thought to be better when it comes to learning languages. While Feery (2008) argued there is a correlation between gender and SLA, it is also argued that it is hard to isolate gender as a factor influencing SLA. My research, however, aims to show that female and male participants have different level of SLA. Also, I try to find the factor that may influence the gender gap.

Methodology

This research uses psycholinguistics approach focusing on the second language acquisition as the object of analysis. This is a descriptive qualitative research which employs purposive sampling technique. Sutopo (2002) stated that descriptive method analyzes the data according to the various characteristics which is similar to the origin when the data are taken. This method is based on what occurs in the reality. The data of this study were taken from stories told by the third grade students of the international program in SMP Kristen Kalam Kudus Surakarta. There were three male students and three female students from the international program of SMP Kristen Kalam Kudus Surakarta taken as samples in this research. In this case the samples are taken because they are thought to be representation of the whole class. The participants were asked to tell the story in narrative genre based on the book entitled "Frog Where are you?" by Mercer Mayer. The tenses used in the story can be in the present form or the past form.

The participants of the research were chosen from this school because the students have identical language as they commonly use Bahasa Indonesia as the means of daily communication and English as the means of communication at school. Furthermore, the students of the third grade were chosen as the participants of the research since they were considered to have better

understanding in English than the others as they have been exposed of spoken and written English for more than two years at school.

The aim of this research was to analyze the sentences produced by the participants; it was done to see if the participants were able to compose complete sentences and complete the requirements of the grammar and syntactic features of Standard English. Finally, the spoken narratives composed by both male and female students were compared to see who could perform the narrative story better: the male participants or the female participants.

Findings and Discussion

Findings

The aim of this study was to compare the production of narrative stories between the male students and the female students. In this case, the data were analyzed in three parts. The first was to analyze the types of sentence. The data were classified into two types; they were the complete sentences and incomplete sentences. After being classified into the types of sentence, the data were analyzed by the grammar and the syntactic features. At last, the data were compared between the narrative stories produced by both male and female students.

Type of sentences. In this case, sentences can be identified as complete and incomplete sentences. A sentence is regarded as a complete sentence if it fulfills the requirement which is that the sentence must have a subject, a verb and an object or a complement; or it may consist of subject and verb only (a short sentence). Meanwhile an incomplete sentence is a sentence that doesn't meet on of the requirements whether it is the subject, the verb, or the object or the complement.

Complete sentence.

Simple sentence. The example of simple sentence can be seen on the sentences below:

AB01 One day, there's a boy named Robert.

AB02 *He have a dog and a frog

The examples given previously show that a simple sentence is a sentence that consists of one clause only. It also ends with one punctuation mark, such as a full stop, a question mark, or an exclamation mark. The sentence AB01 is considered as meaningful and grammatically correct. It also fulfills the requirements of a complete sentence; the word 'there' stands for the subject, while the be 'is' stands for the predicate of the sentence, meanwhile the phrase 'a boy named Robert' stands for the object, the sentence also has an adverb of time which is indicated by the phrase 'one day'. The second sentence (AB02) is also considered as a meaningful sentence even though it is grammatically incorrect. The sentence also fulfills the requirements of complete sentence in which the subject is indicated by the pronoun 'He', the predicate of the sentence is indicated by the verb 'have', and in this case the sentence has two objects indicated by the phrase 'a dog and a frog'.

Complex sentence. The examples of complete sentences can be seen as follows.

AB06 And in the morning he was shocked because his frog was gone

CH11 *Then he go to a forest where he had found his frog

From the two given examples, it can be seen that the sentences consist of two clauses and are connected by a subordinating conjunction, meaning that one of the clauses is dependent on the main clause.

Incomplete sentence. As mentioned previously, a complete sentence is a sentence that consists of subject, verb, an object or a complement; while an incomplete sentence is a group of words which does not meet the requirements of complete sentence. The examples of incomplete sentence can be seen through the following sentence.

CH33 *A shallow lake

The datum mentioned previously only consists of a determiner, an adjective and a noun.

Therefore the datum is considered as a noun phrase instead of a sentence.

GY11 *Then make him fall to swamp

It can be seen that the datum has no subject to begin with. It consist only a conjunction, a verb (predicate), an object pronoun, and an adverb of place.

IC16 *”ouch”

This datum consists of only an exclamation of the character in the story made by one of the students. The following is given a table of the number of sentence production composed by the participants.

Table 1

Number of sentence production

Participants	Complete sentence		Incomplete sentence	Total
	Simple	Complex		
AB	15	11	-	26
CH	15	22	1	38
IC	10	15	1	26
GY	5	9	1	15
JN	7	13	-	20
MD	1	12	-	13

Grammar and syntactic features. In building sentence, one must understand grammar. Grammar is considered as a system of the rules that defines the structure of a language. And it is also related to syntactic features.

Tenses inconsistencies. The consistency in building sentences can be obtained by following the rule of each tense. As there are two kinds of tenses used in this research, the analysis is classified into two parts: the present tense and the past tense.

Tense inconsistencies in Present tense. The verb in use in present tense is the base form of verb (V1) and the base form added with suffix –s or –es. But in the data, some tense-inconsistencies in the sentences are found. Here is the example of the positive and negative sentence.

CH34 * Then he continued his searching for his frog

CH05* And he's searching in his boots, his jacket, his bed and he didn't found any sign that his frog is there

From the data shown previously, it can be seen that there are some inconsistencies in the verb form. In this case, with the subject of the third person 'he' the verb must have been 'continues' instead of 'continued'. Since the subject is indicated by the pronoun He, the verb must be "doesn't find" instead of "didn't found".

Tense inconsistencies in past tense. Different from present tense that uses the base verb, the verb in use in the past tense is the past form of the verb (V2). Some sentences that do not follow the given rule can be found in the data. Here are the examples:

AB18 * Suddenly the bees chase the dog and a owl came out from the tree and Robert fell off the tree

The verb used in the previous sentence is in the base form while the sentence in the positive sentence of past simple tense should employ the past-form of the verb (V2).

IC01 * One day at night there are a little boy and a puppy

This datum is an example of the nominal sentence in past tense in which needs an auxiliary verb to build the sentence. In past tense there are two auxiliary verbs to build a nominal sentence, they are 'was' and 'were'. These auxiliary verbs are differentiated between the singular and plural subjects or objects. The singular subjects or objects use the auxiliary was while the plural subjects or objects use the auxiliary 'were'. From the data can be seen that there are two objects mentioned in the sentence. Since the construction is composed in past tense, the auxiliary verb that should be used is 'were' instead of 'are'.

Agreements. As the data are analyzed, it is known that the data show different construction to the rule. The categories include agreement of subject – verb and plurality.

Subject – verb agreements. As there are two kinds of tenses found in the data, the analysis is divided into two parts; the subject – verb agreements in present tense and in past tense.

Subject – verb agreements in present tense. There are two verb forms that are used in the present tense, they are the base form of verbs and the base form added by the suffix –s or –es. The base form of verbs is employed after the subject I, you, we, and they; while the verbs which are added by suffix –s or –es comes after the subject he, she, and it. But it is found in the data that some of the sentences do not follow the rule mentioned previously. The examples are as follow:

CH12 * Then he go to a forest where he had found his frog

Referring to the rule of the simple present tense, it can be inferred that the verb in sentence CH12 does not meet the agreement with the subject. As the subject is he the verb used must be added with suffix –s. the sentence should be revised as: Then he goes to a forest where he had found his frog.

CH10 *And then suddenly Steven is jump from the window and he breaks the jar

In simple present tense, it is known that ones do not need to add a ‘be’ before the verbs with base form or verbs added by suffix -s. Thus the sentence CH10 should be revised into: And then suddenly Steven jumps from the window and he breaks the jar

CH09*And his naughty dog called Steven is using the frog’s jar to searching for the frog

Different from the previous examples, this sentence mistakenly uses the verb “to searching”. This verb is in the form to is followed by the present participle form, while the rule for this construction is that the word “to” should be followed by an infinitive form of verb. Thus the sentence should be revised as:

CH09 And his naughty dog called Steven is using the frog’s jar to search for the frog

Subject – verb agreements in past tense. In simple past tense, the verb that is used is in the past form known as ‘verb 2’, or the base form verb added by suffix –ed. Different from the present tense, this kind of verb is employed with all subject pronouns. Whereas in the sentences that have no verbs or in the passive forms, the ‘be’ used are in the form of ‘was’ for the singular pronouns such as I, he, she, it and ‘were’ for the plural pronouns such as you, we, they. Although it seems that the rule is simpler than it is in present tense, there can be found some mistakes in the sentence produced by the students. These can be seen in the following data:

IC04 * In the morning the boy and the frog was surprised, “where are the frogs?”

From the previous sentence, it can be seen that the student made a mistake in employing the 'be'. As the sentence has two subject – the boy and the frog – the 'be' used in this sentence should be 'were' instead of 'was'. Thus it should be revised as: In the morning the boy and the frog were surprised, "where are the frogs?"

SA13 * The dog was look out the bees' nest, the bees was came out altogether and make the bees' nest falling in the ground

SA19 * Then they-the deer put Vincent to the lake and he was falling in the lake

Referring to the rule of simple past tense that says the verb used in simple past tense is in the form of verb 2, without being added by 'be'. Thus the sentences should be revised as:

SA13 The dog looked out the bees' nest, the bees came out altogether and make the bees' nest fell in the ground

SA19 Then they-the deer put Vincent to the lake and he fell in the lake

Plurality. Plurality is an agreement of the nouns which should be employed in producing sentences. Plurality consists of some other aspects such as the agreement of nouns and quantifiers and the agreement of nouns with the verb be. The examples of plurality problems can be seen from the following data:

AB24 *And he found a couple of frog

SA22 *Then they find a couple of frog with their children

It can be seen that there is a quantifier used. If a quantifier is followed by a countable noun, the noun should be in plural form. As the noun that is mentioned in this sentence is 'frog' which belongs to the countable noun, it must be in the plural form. Thus the sentence should be revised as follows:

AB24 And he found a couple of frogs

SA22 Then they find a couple of frogs with their children

AB26 *Robert was happy and bring one of the child

SA23 *One of the frog is the-Vincent frog

From the sentences mentioned previously, the quantifier used is ‘one of’ as mentioned previously to mention plural nouns, the noun following the quantifier must be added by the suffix –s. thus the revision of the sentence can be

AB26 Robert was happy and bring one of the children

SA23 One of the frogs is the-Vincent frog

JN09 * But Michael accidentally found a mole, and Vincent accidentally found a bees

Different from AB24 and AB26, in this sentence, there can be seen a determiner before the word ‘bees’. The determiners ‘a’ or ‘an’ are used to mention a singular countable noun in a sentence while in this case the noun are plural. Instead of using a determiner, it should use a quantifier before the noun. Thus the sentence should be revised as:

JN09 * But Michael accidentally found a mole, and Vincent accidentally found some bees

Discussions

Narrative genre is considered a genre which is familiar with children. It is the first genre which is introduced to children in the form of fairytales, legends, or any other kinds of fantasy story. Children are exposed to narrative genre at earlier age; it is the genre that they know and understand. The research by Kamberelis (1999) supported this statement. Due to the familiarity of this genre, I used a wordless picture book entitled “Frog, Where are You?” containing a narrative story. The result that I hope to see in this research is that all participants can develop the story well.

The understanding of narrative genre does play a part in the participants' ability to tell the story by seeing only the pictures in the book. The data of this research shows that all participants are capable of interpreting more than 50% of the 24 panels in the wordless picture book, all in the form of narrative. While the understanding of narrative genre does not significantly affect the participants' overall language use, it does affect on how participants' create the whole story and build the plot.

The analysis of the sentences produced by the participants shows that there are still errors in the sentence structure in terms of syntactic features such as subject-verb agreements and the rule of plurality. Participants tend to use nonstandard English and ignore the common rule of narrative genre, which is the use of Simple Past Tense. This is expected because none of them is the native speaker of English. Errors are bound to happen as English is their second, or even foreign, language. The most common errors found in this research are the pluralization of a noun. This is due to the difference between the structure of English language, as their second language, and the structure of Bahasa Indonesia, their first language. While in Bahasa Indonesia, the pluralization of a noun is made by repeating the noun, in English, the pluralization is achieved by giving the suffix *-s/-es* after the noun. In telling the story, most participants ignore both rules, which results in the non-pluralized nouns while there should have been pluralized.

The second most common error is the incorrect subject-verb agreement. While narrative story is generally told in simple past tense, most participants use simple present tense in telling the story. In the simple past, all subject and subject pronouns use the same form of the verb, which is Verb2, unless the verb used is in the form of be (*was/were*). In the simple present, however, the subject and subject pronouns have to be in agreement with the verb. A singular, third-person, subject, is followed by a verb with *-s/-es* suffix. In Bahasa Indonesia, there is no

such rule as all subject and subject pronouns take the same form of the verb. From the analysis of the errors made by the participants, it can be seen that even though the participants are naturally easy to develop a story, errors are bound to happen due to the different grammatical rules in their first and second language.

Further in this study, I also compare the narrative story performed by the male participants (GY, JN, MD) with the stories performed by the female participants (AB, CH, IC). Referring to the findings, it can be seen that the female participants can perform a longer narrative story than the male participants do. This can be seen from the numbers of the sentence productions from each participant. The female participants can compose an average of 30 sentences out of 24 panels seen in “Frog, Where Are You?” while the male participants can only produce an average of 16 sentences out of 24 panels. From this finding, it can be concluded that female participants are more detailed in telling their story. They tend to follow the storyline seen on each panel. They can develop their narrative by composing more sentences. The female participants are also able to employ some dialogs between the characters in the story that makes it more attractive and lively. While the male participants seem to be less detailed in telling the story, it can be concluded that there are some skipped panels. They barely use dialogs in their story either.

In the first language acquisition (L1), a massive number of researches have shown that gender, indeed, plays an important role in L1. Females do not only understand L1 better, but they also develop L1 younger than males do. In contrast, the correlation between gender and second language acquisition (SLA/L2) is under-researched. Saville-Troike in Schepens et al (2015) critically has argued that this is due to a widespread belief, which is almost regarded as a fact, that females tend to be the better ones than males in terms of second language learning.

Generalization derived from researches on L1 also sustains this belief. Nevertheless, in the research conducted by Frans W. P. van der Slik, Roeland W. N. M. van Hout, and Job J. Schepens entitled *The Gender Gap in Second Language Acquisition: Gender Differences in the Acquisition of Dutch among Immigrants from 88 Countries with 49 Mother Tongues*, it can be concluded females, indeed, fare better in speaking and writing than males do (Schepens et al, 2015). This statement supports my findings, in which I also find that in my research, female participants produce more sentences, with more complexities, than their male friends do.

There are many factors that may affect the SLA; gender is just a variable out of many. In my research, all of the participants are in the same class, thus receiving the same L2 teacher and the same learning material. It is important to note that while educational background does affect L2, in my research, it is not the variable that I focus on. The difference of results from male and female participants, meanwhile, is shown in this research. The next question is why such difference exists.

Firstly, considering the genre of the picture book which is in the form of a narrative story, girls are more exposed to this genre than boys are. Girls are fond of creating made up stories in her play. Most girls also like reading fairytales and fantastic stories. This particular attachment to narrative, combined with their L2 learning, creates a situation where a girl may be able to develop a longer and more exciting storyline.

Secondly, females are more interested in learning languages than males. This affective behavior plays an important role in the acquisition of L2. According to Ludwig in Feery (2008), males choose to learn foreign languages for practical matters while females choose to learn because foreign language is interesting. The female participants in my research are all excited

and eager to learn English, and they do not hesitate when they are asked to perform and use English to tell a story.

The causes are not limited by those two mentioned. It is hard to isolate and to pinpoint which causes that may become the most important cause of why there is a gender gap in SLA. However, the differences between genders, as shown in this research, exist.

Conclusion

Based on the research findings, there are two kinds of sentences produced by the participants; the complete and incomplete sentences. The complete sentences are divided into two parts; they are the simple and the complex sentences. The findings suggest that the participants can compose more complex sentences than simple sentences in telling their story. The findings also show that both of the female and male participants often make some inconsistencies in the tenses they used, and use some nonstandard syntactic features since they are misled by the rules of their first language which they use in daily basis. As seen on the data, the female participants can produce a more detailed narrative than the male participant can.

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Translation Techniques and Quality of Computer and Internet Terms in a Book Entitled Wireless
Networking in the Developing World 2nd Edition

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Abstract

This research aims at revealing the categories of computer and internet terms found in “Wireless Networking in the Developing World 2nd edition” book. It also aims to find out the translation techniques applied by the translators and their impact toward the translation quality in terms of accuracy, acceptability and readability. Through analyzing data which have been collected by conducting focus group discussion with raters and respondents, the results show that the majority of the data are categorized as accurate, acceptable and readable translation. Pure borrowing and established equivalent techniques tend to produce qualified translation. Meanwhile, discursive creation and literal translation are more dominant in producing low quality translation.

Keywords: computer and internet terms, translation techniques, translation quality

Translation Techniques and Quality of Computer and Internet Terms in a Book Entitled Wireless Networking in the Developing World 2nd Edition

As the world develops, new technologies are developed rapidly and new terminologies related to technology are introduced every year. Due to this technological terms development, translating terms related to technology, especially computer and internet, come across as one of the most challenging tasks to be performed by a translator. The understanding of the source text terminology is an important factor in the process of translating because terminology is loaded with special meaning (Al Ma'ni in Argeg, 2015: 17). Hence, dealing with terminology, a translator must have an excellent knowledge of the subject and relevant terminology to get the best translation result.

Additionally, dealing with computer and internet terms translation, a translator may face numerous problems related to science and technology since the language of technology is in constant change and development. A translator should analyze a number of equivalents and choose the appropriate one when dealing with terms in the source language that has more than one meaning in the target language. Moreover, a translator is required to have the basic and up-to-date knowledge of computer and capable of special expertise in computer sphere in order to reduce some misconceptions of translation during the translation process.

Since translating terms related to technology especially computer has become a challenging task for a translator and also become an interesting topic, several studies in computer terms translations have been undertaken. A number of translation techniques proposed by some experts can be used to examine the translation of computer terms. The theories of translation techniques proposed by Vinay and Darbelnet (in Munday, 2001: 56-57), Molina and Albir (2012), and Newmark (1988) are mostly used in previous researches to examine the computer

terms translation. It is due to computer terms are in the level of words and phrases, hence their translation techniques are considered as the suitable theory. Vinay and Darbelnet suggested seven translation techniques, namely calque, loan, literal translation, transposition, modulation, equivalence, and adaptation. Molina and Albir introduced 18 techniques; they are adaptation, amplification, borrowing, calque, compensation, description, discursive creation, established equivalent, generalization, linguistic amplification, linguistics compression, literal translation, modulation, particularization, substitution, transposition and variation. Lastly, the techniques proposed by Newmark are couplets, triplets, through translation, and shifts or transposition. Unfortunately, all of the previous studies only used one theory proposed by one expert in analyzing the data. Moreover, most of them only focused on analyzing the translation techniques. There is still limited discussion regarding the relation between translation techniques and the result quality. In addition, none of them analyzed the categories of computer terms.

Two researches done by Keumala (2009) and Hadithya (2014) use the translation techniques proposed by Vinay and Darbelnet to analyze computer terms in two different computer books. The two have resulted in the same conclusion. Keumala's research has found that computer terms in Andrew S. Tanenbaum's "Computer Networks 3rd edition" mostly are translated by using borrowing technique. In line with Keumala, Hadithya has found that the most dominant technique used in his research is borrowing technique. Both Keumala and Hadithya only analyzed the translation techniques used by the translators in translating the computer terms. They did not describe the impact of the translation techniques toward the translation quality. They also did not identify the categories of computer terms.

Soualmia (2010), within the context of English-Arabic translation, conducted a research that analyzed the method and difficulties in translating computer terms. In analyzing the

translation techniques applied by the Arabic translators, she used translation techniques theory proposed by Ghazzala. Ghazzala defined five translation methods, they are: transcription, naturalization, derivation, revival and neologisms. Soualmia revealed that Arabic translators tended to use neologism method to translate the computer terms. By using neologism method, the translators introduced new terms and concepts into the Arabic language by translating the meaning. Unfortunately, she did not further discuss the impact of neologism method towards the target readers. She did not analyze whether the new terms introduced by the translators are acceptable for target readers or not. Meanwhile, Pourbehzad (2013) examined translation of computer and information technology terms from English into Persian. Pourbehzad analyzed the computer terms from different point of view. He analyzed whether the Persian equivalents for English terms of computer and information technology introduced by the Academy of Persian Language and Literature have really been used or not. Besides, he discussed the attitude of Iranian translators in using translation techniques, which influence the choice of particular strategy of translation. The result shows that Iranian translators have used equivalents other than the ones the Academy of Persian Language and Literature have introduced, which indicate that Iran's Academy of Persian Language and Literature has failed to reach its goal of providing acceptable Persian equivalents for English terms of computer and information technology.

Morison (2014) focused on the translation techniques of computer terms and information technology in a movie entitled "The Social Network". The theory used to analyze the data was proposed by Molina and Albir. Further, Morison also analyzed the impact of translation techniques toward the translation quality in terms of accuracy, acceptability and readability. However, in analyzing the data, Morison only used one theory proposed by Molina and Albir. He also did not identify the classification of computer terms.

Therefore, in order to provide a broader discussion on computer terms translation, the objectives of this research are to find out the categories of computer and internet terms found in “Wireless Networking in the Developing World 2nd edition” book, identify the translation techniques applied in translating the terms by using the theories of translation techniques proposed by Molina and Albir (2012), Newmark (1988) and Vinay and Darbelnet (in Munday, 2001) and describe the impact of translation techniques toward the translation quality in terms of accuracy, acceptability and readability. Translation quality assessment is used to find out whether the translation delivered to the target readers is qualified or not.

Methodology

This research is descriptive qualitative as it focuses on analyzing the computer and internet terms translation. This research also belongs to a single-case study since the result of analysis could not be generalized to other data sources with the similar object of analysis. Employing a purposive sampling technique, the primary data purposively selected based on the theme of this research. They were limited in the translation of computer and internet terms found in “Wireless Networking in the Developing World 2nd edition” book. The data were collected by reading, selecting, and classifying the computer and internet terms. Furthermore, all of the information related to translation techniques and translation quality from raters and respondents were used as the secondary data. In determining what translation techniques used by the translators, this research used the theories of translation techniques proposed by Molina and Albir (2012), Newmark (1988) and Vinay and Darbelnet (in Munday, 2001). Meanwhile, the instruments of translation quality assessment proposed by Nababan et.al. (2012) was used to know how qualified the translation is from three aspects, which are accuracy, acceptability, and

readability. In this research, two methods of data collection were used to collect the data, namely content analysis and Focus Group Discussion (FGD).

Finding & Discussion

There are three findings of the research related to the types of computer and internet terms, the translation techniques applied by the translators and the impact of the translation techniques on the translation quality. The first finding precisely indicates that there are 108 data of computer and internet terms found in “Wireless Networking in the Developing World 2nd edition” book. In accordance with their definitions and functions, there are eight types of computer and internet terms found in this book. They are hardware, brainware, software, computer network, search engine, operating system, database, and other category.

The types of computer and internet terms above are translated by employing the translation techniques proposed by Molina and Albir (2012), Vinay and Darbelnet (in Munday, 2001) and Newmark (1988). The results show that there are nine translation techniques applied by the translators, i.e. established equivalent, naturalized borrowing, pure borrowing, modulation, literal, particularization, discursive creation, couplets, and triplets. Pure borrowing technique is frequently used in translating the majority of the computer and internet terms. The second major number of translation technique used is established equivalent. Then it is followed by couplets technique. Couplets technique is combining two techniques respectively for dealing with a single problem (Newmark, 1988: 91). The next technique used is triplets technique. As stated by Newmark (1988), triplets’ technique means combining three different techniques for dealing with a single problem. The following techniques applied are literal translation, modulation, discursive creation and particularization. The last technique is naturalized borrowing, which means replacing the term of the source language by using similar form

familiar in the target language. See the table below to get a clear distribution of the translation techniques applied by the translators.

Table 1

Distribution of Translation Techniques

No	Technique	Total number of data
1	Pure Borrowing	50
2	Established Equivalent	35
3	Couplets	15
4	Triplets	2
5	Literal translation	2
6	Modulation	1
7	Discursive Creation	1
8	Particularization	1
9	Naturalized Borrowing	1
	Total	108

As mentioned before, pure borrowing and established equivalent are commonly used by the translators to translate computer and internet terms in *Wireless Networking in the Developing World 2nd edition* book. Pure borrowing is the most dominant technique used by the translators since most of the computer terms do not have equivalent word in target language, so translators borrow the terms purely from source language, like what happens in Andrew Tanenbaum's "Computer Networks 3rd edition". In Keumala's (2009) research, borrowing is the most dominant procedure used to translate the computer terms in Andrew Tanenbaum's book. She found that many computer terms are left untranslated because it is hard to find the equivalent words. This fact suits what Hadithya (2014) has stated in his research. Translators tend to use

borrowing technique for translating computer terms because they cannot find equivalent words in target language.

After pure borrowing, established equivalent is the second technique that is mostly used by the translators. This is due to many computer and internet terms are recognized in their specific dictionaries and also widely used in the sphere. This result relates to the previous study undertaken by Pourbehzad (2013) entitled “A Case Study of English-Persian Translation of Computer and Information Technology Terminology”. The result of his study shows that one of the most common ways to translate computer terms is using the equivalent word in the target language. Such terms, as recognized in the dictionary, are familiar in the target language culture. Therefore, the target readers could understand it clearly.

The translation techniques applied by translators correlate with the result quality. Thus, there is a need to find out the impact of translation techniques used by the translators toward the quality measured in terms of accuracy, acceptability and readability. It is required to assess the translation quality in order to find out whether the translation product is qualified or not before reaching the target readers. In this research, the finding shows that the translations of computer and internet terms in the book entitled “Wireless Networking in the Developing World 2nd edition” have a high level of accuracy, acceptability and readability.

Accuracy relates to the correctness and incorrectness of meaning transferred from source to target language. Hence, the message in the source language has to be accurately transferred into target language and there is no distortion of meaning. Due to the fact that the meaning of computer and internet terms in this research is transferred without any distortion meaning, the terms in this research are classified as an accurate translation. The application of pure borrowing,

established equivalent, couplets, modulation, particularization and naturalized borrowing tend to give a positive impact on the accuracy aspect, for example:

- (a) Wi-Fi – *WiFi*
- (b) Software – *perangkat lunak*
- (c) Website – *situs web*
- (d) Transmitters – *pemancar*

Otherwise, the application of literal translation, triplets and discursive creation techniques tend to produce less accurate and inaccurate translation, for example:

- (a) Traffic – *lalu lintas*
- (b) Buffer – *penyangga*
- (c) Off-the-shelf radio card – card radio

The term “traffic” in (a) is evaluated as inaccurate translation by the raters because the meaning of the original term is not transferred into target text based on the context. In short, the term “traffic” in the source text means the load on a communication device or system. However, the term “traffic” is translated into *lalu lintas*. In Indonesian, *lalu lintas* means the movement of vehicles or people along roads. From the definition about “traffic” and *lalu lintas* above, it can be seen that those two terms have different meaning and refer to different things. Hence, the translation is categorized to inaccurate translation.

The same case also happens in the example (b) since the translators decide to use literal translation to translate “buffer” into *penyangga*. The term “buffer” means a small amount of memory storage used as a temporary holding place for data that is being transmitted or processed between two connected devices. While the term *penyangga* in the target text means something that props or supports, and its function is to keep something from falling or slipping, so that it

has not represented the meaning of the term “buffer” from the source language. To this case, the meaning is not transferred accurately since the translators fail represent the message that is not proper with the context. Therefore, the term “buffer” could instead be translated into “buffer” by using pure borrowing technique.

Meanwhile, the term “card radio” in the example (c) is categorized into less accurate translation since the meaning of the original term is not fully translated into target text. “Off-the-shelf radio card” in source text means a radio card that is available immediately and does not need to be specially made. Whereas, the term “card radio” in target text is too general because there is no clear information whether the radio card should be the one ready to use or customized to suit our needs. However, the term “off-the-shelf radio card” could be translated into *card radio yang siap pakai dan tersedia di pasaran* which is more appropriate in target text.

After accuracy, acceptability is the second translation quality that is discussed here. Acceptability refers to the rules, language norms and culture of source language that have the same perception as target language. The result of this research proves that the majority of the data are considered as acceptable translations. It means that the computer and internet terms are translated naturally, that they do not feel like being taken roughly from other language. The majority of computer terms with acceptable translation is conducted by using pure borrowing, established equivalent, couplets, modulation, and particularization and naturalized borrowing techniques. Besides, the translations are commonly used in IT context of target language, for example upload – *unggah*, operating system – *sistem operasi*, and IP address – *alamat IP*.

On the other hand, the use of literal translation, couplets, pure borrowing and discursive creation techniques produce less acceptable and unacceptable translations, for instance:

(a) IDE adapter – IDE adapter

(b) Radio card – card wireless

The term “adapter” in example (a) that is left untranslated is considered as less acceptable translation since the term is not familiar for target readers. In this case, the raters suggested translating the term “adapter” into *adaptor* since *adaptor* is more familiar for target readers. Besides, the term *adaptor* has also been frequently used in IT context as the equivalent term of “adapter”.

In example (b), the term “card wireless” in target text is also not familiar for target readers. The suggestion is given to translate the term “radio card” into “wireless card” because the term “wireless card” is more appropriate and more familiar in target language. This case might happen because the translators might not be conversant with the term “radio card” since they fail in searching an accepting term in the target language.

Readability is the third aspect of translation quality. This aspect encompasses the ability of written translation to be easily read and understood by the readers. The result of this research proves that the majority of the data are considered as readable translations since the readers could explain the meaning of the terms based on the context in target text. In terms of readability aspect, pure borrowing, established equivalent and couplets techniques tend to produce high level of readable translation. It is due to the use of common words in IT context of target language. By borrowing the original terms, the translations are more understandable for the target readers, for instance, email, Wi-Fi, backup and control panel.

In contrast, literal translation mostly produce less readable and unreadable translation since the terms translated using this technique are not common in target language, especially in IT context. The terms that are translated using literal translation tend to confuse the readers. For example: the term “traffic” that is translated into *lalu lintas* and “buffer” that is translated into

penyangga. Both terms are difficult to understand by target readers and they cannot explain the meaning of the terms even though they have read them several times. This happens because both *lalu lintas* and *penyangga* are not common in IT sphere and thus they belong to unreadable translation. Compared to the data distribution in terms of accuracy and acceptability, the composition of readable data is slightly higher in number. See the diagram below about the comparison of the data distribution between accuracy aspect, acceptability aspect and readability aspect.

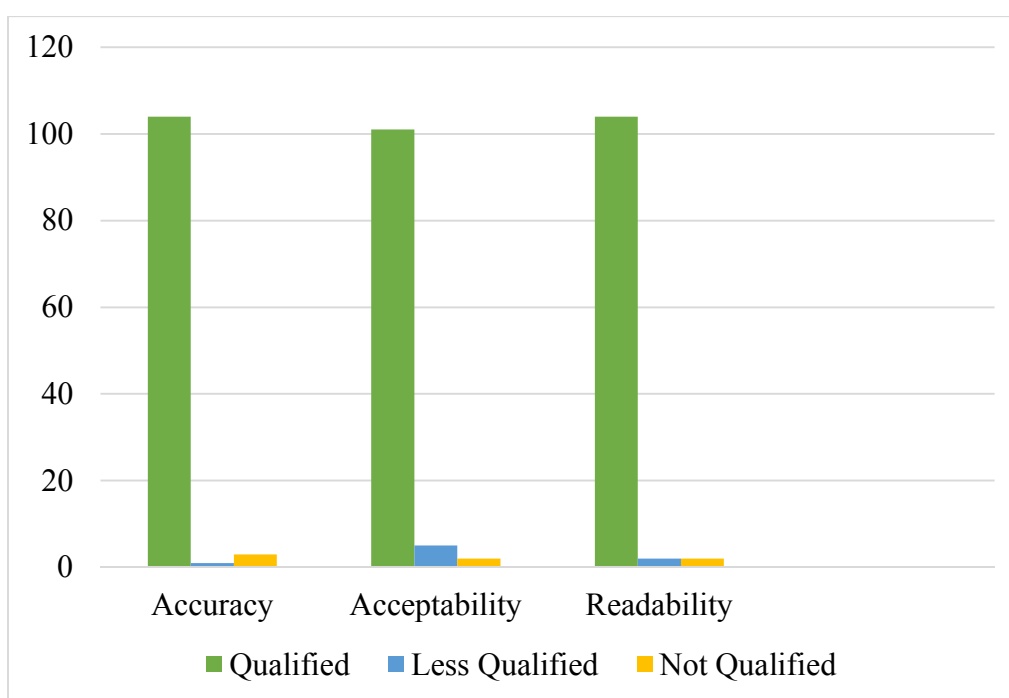


Figure 1. Number of Data Comparison between Accuracy, Acceptability and Readability Aspect

To sum up this discussion, the result in Figure 1.0 above shows that the translations of computer and internet terms in the book entitled “Wireless Networking in the Developing World 2nd edition” have a high level of accuracy, acceptability and readability. This result is influenced by the translators’ knowledge about computer and their competences in applying and selecting the appropriate techniques. This corresponds with the analysis established by Soualmia (2010)

stating that a translator can use dictionary tools when dealing with specific terms of translation; however the competence of a translator is required in order to provide the best translation product. In line with Soualmia, although computer dictionaries can be used in helping the translators in translating computer and internet terms in “Wireless Networking in the Developing World 2nd edition” book, the translators must have an excellent competence along with knowledge. Moreover, they must be able to translate those specific terms by looking at the context, in order to produce high qualified translation.

The excellence and quality of translation for “Wireless Networking in the Developing World 2nd edition” book is also influenced by the application of pure borrowing and established equivalent techniques. Those techniques tend to produce the most accurate, acceptable, and readable data. By using those translation techniques, the meaning or message of the terms in source text is transferred well into target text. Target readers can also easily understand the meaning of the terms and can explain the meaning of the terms by reading them once. This result supports and strengthens the previous research conducted by Morison (2014) that in translating computer terms, the usage of borrowing and established equivalent techniques tend to produce an accurate, acceptable and readable translation. Agreeing with Morison, the application of pure borrowing and established equivalent are commonly found in this research, since they tend to produce accurate, acceptable and readable translation.

Based on the result of the discussion above, it is clear that most data of computer and internet terms translation in “Wireless Networking in the Developing World 2nd edition” book are accurate, acceptable and readable for target readers. The excellence and quality of translation is influenced by the familiar and proper dictions used and the appropriate techniques applied by the translators. Besides, it can be said that the translators of “Wireless Networking in the

Developing World 2nd edition” book have an excellent and up-to-date knowledge of the subject so they can produce a high level of accurate, acceptable and readable translation.

Conclusion

In conclusion, there are nine translation techniques which are applied by the translators in translating the computer and internet terms found in a book entitled “Wireless Networking in the Developing World 2nd edition”. Out of all techniques, pure borrowing is the most frequently used technique by the translators. The application of appropriate translation techniques highly affects the translation quality. Pure borrowing and established equivalent technique give a positive impact on the translation quality in terms of accuracy, acceptability and readability. It is due to the use of those techniques make the translation communicative, natural, well accepted and easily understood by target readers. Meanwhile, the discursive creation and literal translation techniques tend to produce low quality translation. The result of this research shows that the translators of “Wireless Networking in the Developing World 2nd edition” book have an excellent and up-to-date knowledge of the subject so that they can produce a high level of accurate, acceptable and readable translation. Besides, the qualified translation of “Wireless Networking in the Developing World 2nd edition” book is also affected by the translators’ ability in choosing the proper dictions and appropriate techniques.

This research is expected to be followed the upcoming researches regarding computer and internet terms translation and the translation quality. Analyzing computer and internet terms translation can be done within wider scope since this kind of translation is expansive. Other researchers can also analyze by using different source of data, for example movies, tv series and other computer books.

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Misogyny in Family Reflected in the Animated Sitcom “American Dad”

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Abstract

This article interrogates how misogyny in family is depicted in the animated sitcom, American Dad. As the animated sitcoms often show sensitive issues through its outrageous humor, the issue of misogyny has also emerged in television. The formula of the sitcom is oriented in how the show presents social issues to make it acceptable for the audience. This article discusses how misogynistic attitudes toward family members are represented in the show by examining it with semiotic theory of Roland Barthes, semiotic film theory and realism theory. The dialogues, gestures, and mise-en-scene that appear in the selected scenes reveal the way male characters sexually objectify female characters, how male characters use their privilege to subordinate female ones and how they degrade women's value through some unwanted actions. Overall, this article explores how several attitudes of misogyny in familial environment are manifested in mainstream media, particularly animated sitcoms.

Keywords: misogyny in family, the image of family in television show, animated sitcom, realism theory

Misogyny in Family Reflected in the Animated Sitcom “American Dad”

Misogyny emerges into society when people throw hostile or hateful reactions toward women. Those become common reactions if women act against the norm of patriarchy. The norm of patriarchy itself allows women to be treated as subordinates to strengthen the male dominance in society. It also leads to the limitation of their access to power and decision making. This kind of attitude can affect to the way men treat women when women are assumed breaking the rules society has been convinced. They would likely be verbally and physically abusive towards women which then lead to unwanted behaviors such as sexual harassment, sexual assault and even hate crime (Code, 2000, p. 346).

However, the context of misogyny cannot be separated from the gender-related cultural myth. According to Barthes, myth refers to the “system of communication” which conveys messages within the culture. The messages play big role in creating cultural values which then get naturalized into the society. One of cultural myths that relates to misogyny is the myth of women as sexual objects. In this case, women are represented as the objects to be looked at since they are often portrayed as sexually attractive with their physical appearance (Segura, 2013). Other than that, the myth of women as the cause of ‘disaster’ could also be considered as the myth that constructs people’s way of thinking about women in general.

As misogyny has been going around in day-to-day lives, the issue becomes an important matter to discuss. Furthermore, the growth of the issue is also presented into statistics where it is reported that sexual assaults happen every 98 seconds in the United States and the 9 out of 10 victims are mostly female. It means that such issue has been going around and alive in American society for a long time.

Misogyny can also be seen in family where gender roles between men and women are pretty much fixated. Shulamith Firestone mentioned in her book entitled *The Dialectic of Sex* that misogyny mostly happens because of the sexual hierarchies. The sexual hierarchies cause none other than inequality of gender which then leads into woman's subordination. The act of misogyny usually goes unnoticed between familial environments.

Since it is rooted deep in everyday life for centuries, it permeates in unaware state which leads to unconscious hatred toward family members. The unawareness could be expressed through several misogynistic attitudes such as gender bias in favor of men, the acts of oppression and the devaluation of women.

At the same time, American mainstream media has always been coming up with the issues that represent the social context. This is why some genres of television show, including animated sitcom uses such issues to build up the storyline. Sitcom is a genre of television show where sensitive issues are delivered in outrageous humor to bring 'escapism' from 'serious' television programs. Sitcoms, particularly in the United of States, often put American sensitivity regarding race, gender, class, ethnicity, including sexist notion representing traditional perspective of women and the belief of male dominance. The nature of animation makes the audience not to take the comments about American sensitive issues seriously since it is known as the virtual and unreal version of reality. The non-animated shows are often restricted and structured by the rules regarding sensitive topics. In this case, the animated sitcoms appear as 'rule-breaking' program and carry outrageous humor which purposely becomes a medium to satirize issues and ideologies happen in society (Collazo, 2014).

This research uses one of popular American animated sitcoms entitled *American Dad* to find out how misogyny in a family is portrayed. *American Dad* itself was aired its pilot episode

on February 6th 2005 in the Fox Broadcasting Company. It is directed by Seth MacFarlane, Mike Barker, and Matt Weitzman for the Fox Broadcasting Company. *American Dad* itself tells about Stan Smith as an agent of CIA who lives with his quirky family in Langley Falls, Virginia. The family members are Stan himself, Francine who is Stan’s wife, Hayley who is Stan’s college-aged daughter and Steve who is Stan’s high-school-aged son

Most of mainstream media, including sitcoms often portray how physical objectification get into the female identity and becomes normalized as society pull off particular standard toward women. Several researchers have examined how women and sexual notion cannot be separated from the scenes of animated sitcom. The issue of female gender stereotypes also increases attention as some studies focusing on the portrayal of women in mainstream media, particularly in animated sitcoms. Feltmate & Brackett (2014) have noted that women are stereotyped to be the ones who staying at home and being dependent which relates to the concept of traditional gender roles. They would also show some passive actions in terms of sexual interactions. The idea of women trapped into traditional stereotypes makes them receive such a judgment if they are depicted with sexual needs.

Similarly, Sarah Pennington has also stated that there are several female characters from popular animated sitcoms such as *The Simpsons*, *King of the Hill*, *South Park*, *Daria*, and *Home Movies* who challenge the cultural norms. Those sitcoms put the female characters into a small space where they can challenge the ideas of female identity. In this case, Pennington draws on Kathleen Rowe’s study (2003) on the representation of unruly woman. The study points out how women are seen as unruly when they take male position and do not stay in domestic sphere.

Referring to Rowe’s study, Pennington then examines how women are seen as unruly when they work outside the house, voice out their protest and show certain physical appearance.

It leads to her analysis on the change of expectation of woman’s portrayal in domestic sitcoms which displayed through the formula of sitcom.

The formula of sitcom itself is mostly focused on the representation of family as plot device with the house as the main setting. Several domestic sitcoms, including *The Simpsons*, *King of the Hill*, *South Park*, *Daria*, and *Home Movies*, follow a particular pattern wherein the father is being the breadwinner, the mother is being the housewife and the children are either outcast or popular kid. By referring to the pattern, female characters are considered as unruly when they leave domestic sphere or adopt traditional male roles. However, the portrayal of women as unruly is indicated in outrageous humor to deliver serious critiques for society by examining the treatment of women. The animated depictions make it easy to deliver the critiques that the unruliness of women is seen as accepted behavior and no longer considered as a means for protest. (Pennington, 2012)

The researchers have also discussed the misogynistic behaviors that appear in the live-action sitcoms. In his study “*Sexism and misogyny in Two and a Half Men*“, Ondřej Machálek analyzes sexist and misogynistic behaviors toward female characters that appear in live-action sitcom. He examines that the portrayal of sexism and misogyny are easily found in a popular TV show, *Two and a Half Men*, through its characters. It is revealed that sexist and misogynistic attitudes in the show are manifested in various ways such as the representation of gender stereotypes, portraying female characters as sexual partners, and making sexual jokes towards female characters. Though Machálek’s analysis is pretty decent in explaining the context of sexism and misogyny, he ignores the nature of sitcom and only focuses on the concept of sexism and misogyny in analyzing the scenes and the characters of the show.

As the researchers rise up the concern surrounding the issue of sexism and misogyny, Natasha Vashist also comes up with with the analysis of misogynistic behaviours of Americans towards female characters in the sitcoms. Unlike Machálek who takes sexism and misogyny in general as a concern in his study, Vashist decides to focus on the effects of misogynistic humors that appear in the sitcoms and how it affects the perspective of women. She explains how misogynistic humor affects the stereotypes of women and gets normalized into society. This research concludes that the misogynistic humor in several sitcoms is seen as a cause of increased unwanted sexual behaviors.

Chase Wesley Raymond also talks about animated sitcoms in his study. Instead of examining the representation of misogyny in sitcoms, he chooses to explore the interaction between male and female characters in two popular animated sitcoms, *The Simpsons* and *Family Guy*. These shows represent typical American family structure and denote how women are depicted through the interactions-based stereotypes.

However, there are several matters that those previous researches have not discussed. Some of them only focus on the gender portrayal in general rather than exposing the misogynistic attitudes through the interaction between characters. The misogyny is easily spotted in the research that uses *Two and a Half Men* as main data, but it has different stand compared to this research since it takes the data from an animated sitcom.

The objective written in the research question is aimed to find out misogynistic attitudes portrayed in *American Dad*. Those attitudes include sexist notion and American stereotypical behaviors that are represented in the show. There are already few existing works that address the portrayal of gender in animated sitcoms, and fewer that state the issue of misogyny appeared in live-action and animated sitcoms. This article argues how the analysis of misogyny in several

studies does not focus in the familial environment and illustrate more as one of sexist behaviours. Thus, this article is presented as the continuation of the studies regarding misogyny in animated sitcoms which provides the understanding between the manifestations of misogyny in family and the formula of animated sitcom in more detailed way.

Methodology

The design of the research is descriptive qualitative with the objective to analyze the phenomena of misogyny appeared in animated sitcom and relate it with the social context. The primary data of this research are dialogues, gestures, *mise-en-scene* and other elements of cinematography cut from several scenes of selected episodes. The episodes of *American Dad* are selected based on the amount of misogynistic attitudes depicted through the interaction between male and female characters. Although, there are 15 seasons in total, this article takes season 2, 3 and 8 which indicate more misogynistic behaviors in family than other seasons. The attitudes of misogyny in family has also appeared in *American Dad* episode 5 (*Dungeons and Wagons*); 10 (*Bush Comes to Dinner*); 17 (*I Can't Stan You*); 18 (*The Magnificent Steven*); episode 16 (*Spring Break-up*) and episode 1 (*Love, American Dad Style*).

American Dad features American middle-class family which includes Stan Smith as the father, Francine as the mother, their children (Hayley and Steve) and an alien named Roger. In this case, they bring a surreal character to join the modern family. Scrutinizing the episodes, it shows several sensitive issues regarding race, gender, politic, and many more. In an attempt to examine the discussion in more detailed way, this article begins the discussion by explaining the context appeared in the selected episodes before moving on to analyze the misogynistic behaviors in family using semiotic theory of Roland Barthes, semiotic film theory and realism theory.

The semiotic theory of Roland Barthes reveals the first-order meaning and second-order meaning which are included in several scenes. The sign is defined as the relation between signifier and signified, a sound and a concept (Barthes, 1999). It relates to misogynistic actions that appear in the show whether it is portrayed explicitly or implicitly. The semiotic film theory is applied as it analyses dialogue between characters, gestures, *mise-en-scene*, even costume and makeup worn by the characters.

Since this study takes the data from animated sitcom, the realism theory is employed in examining the animated depictions. As we know, the animation itself is defined as the process of creating motion images and the illusion of movements. Paul Wells presents realism theory to analyze the animated depictions whether it is in 2-D or 3-D moving images. He states that realism theory is a theory that indicates how animated depiction resembles the actual physical world.

The theory also attempts to point out how animation is understood from the similarities and differences between the portrayal of animation and the actual experience in the real world. It comes up with several conventions such as visual realism, realism of motion, aural realism, social realism, and narrative realism. Visual realism is related to the awareness of audience that animated characters and environments resemble people and environment in the actual physical world. Realism of motion and aural realism refers to the movements and sounds coming from the characters which resemble the way they move and talk in real life. There are also social realism and narrative realism that focus on how the fictional characters, background stories and social issues presented in the show are seen as the resemblance of actual events and conditions in real life.

The misogynistic behaviors appeared in the show are categorized into: the sexual objectification toward female characters, the subordination towards women caused by male privilege, and the degradation of women’s value. This categorization is formed from the discussions of several researchers regarding the manifestations of misogyny in which it is indicated as means in dominating and degrading women’s values (Code, 2000). The manifestations are also considered in the context of what happens in familial environment as misogynistic behaviours are mostly shown in unaware state (Szymanski, Gupta, Carr & Stewart, 2009).

Discussion

Sexual Objectification towards Female Characters

Sexual objectification appears in this show as it portrays the way male characters treat female characters as physical object to fulfil male sexual desire. Szymanski, Moffitt and Carr (2011) indicates in their study that sexual objectification can be seen in the way people judge woman’s body or body parts whether it is explicitly or implicitly. On the other hand, they also state that sexual objectification can also be seen from third-person perspective in which it is defined as self-objectification. It rises as one of the consequences of living in the culture that normalizes the practice of sexual objectification. Self-objectification emerges when women are more concerned on how they look to others and how they are willing to be sexual object. This issue is represented in *American Dad* through the characters of Francine, Hayley, Roger, and Stan, in which it shows the interactions between characters and the character developments as the result of responding over treatments regarding sexual objectification.

The issue of sexual objectification comes from the episode *Dungeons and Wagons*. In this episode, Stan is challenged to join street race competition and Francine could not be more

excited to see him compete with other street racers. Gaining more excitement into the competition, Francine decides to change her dress into the sexier one. Stan is too focused on the competition that he ignores what she is doing; instead he lets her wearing sexy clothes to make the competition gets even wilder. As the competition starts, Francine is dancing with sensual moves to gain cheers for her husband.

It indicates the idea of self-objectification since she is seen objectifying herself by showing her body parts in order to gain attention and stand out among others. To relate it with the case, Fredrickson and Roberts (1997) states that there are six potential mediators, including self-objectification that causes sexual objectification experiences. They also mention how self-objectification is often facilitated from the environment that supports women to reveal their bodies by wearing tight and sexy clothes.

There is also scene in the episode *The Magnificent Steven* where Roger looking at Francine and Hayley with endearing gaze. It happens when both of them change their usual looks into sexier appearance. It then makes Roger leer and flirt with both of them. Roger is seen sexually objectifying Francine and Hayley through his dialogue where he says, “*Bam and the bam...the bop and the woo.*” and “*Wow! Hayley, look at you. Young. Firm. Everything’s where it should be.*” The words are actually the expressions to show how attractive and beautiful Francine and Hayley look after they change their appearances. It is related to the context regarding Roger who sexually objectifies Francine and Hayley as his words contain sexual notion that focuses on their certain parts of body which stand out more than other parts.

In this scene, we see how Roger is portrayed in the third-person point of view where he enjoys their sudden change of appearance by gazing at their body and making sexual comments. They also portray Francine and Hayley as women who do self-objectification by the way they

dress and act. Such portrayal then makes them become the target of male gaze and sexual fantasy. Therefore, Roger is shown to represent how men see women in general.

The scenes where Francine and Hayley having a fight can also be indicated as the way creators deliver to audience that women value their physical appearance more and hold it as ‘weapon’ rather than their skills and capabilities.

Women’s Subordination and Male Privilege

Male privilege is considered as the epitome of oppressiveness toward women since it takes out woman’s chance to be in the same-level of position in society. Peggy McIntosh (1998) points it out more on how white men experience their privilege through special circumstances and conditions in daily life. He mentions that male privilege is “unearned assets” as it is solely constructed by occurring biased system. The system itself is based on gender hierarchies in society that put men over women. Such advantages can be found in the way creators of the show portray Stan’s inherent benefits as a man that holds primary power in family.

The issues of male privilege can be seen in several scenes in the show. In an episode of *American Dad* titled *Dungeons and Wagons*, it shows that Stan’s car stops in traffic light and getting challenged by another car to do street racing. Stan rejects that challenge and he notes car’s license plate instead because the driver is driving in full speed in which it is considered as breaking the rules. Then, the scene changes to when Stan and Roger sit in the dining room waiting for breakfast. Francine comes in with a plate of sandwich and puts it in front of Stan. The cutting of sandwich is bothering Stan because it is not cut into triangles. He scolds her that sandwich needs to be cut into triangles because it looks like neatly folded flag. Francine then does not talk back to Stan’s words. In this case, the creators indicate Francine’s response to Stan’s words as a part of her characterization. Francine does not even argue or reply his

comments; she keeps her mouth shut instead. There is also a scene where Stan tries to concentrate with his writing, but Francine who is sleeping beside him says that Stan needs to write downstairs. Stan snaps her and says, “Now shut up. I can’t think with your blabbing.”

Stan’s privilege as the father of family is also shown when Hayley comes home late and says to her, “You’re a lost cause”. His statement has a negative meaning. Francine and Hayley cannot go against him since he holds more authority in the house. By portraying these scenes, the creators of the show want to tell that Stan has more privileges as a man rather than Francine and Hayley. Stan has advantage in getting angry and snapping someone else without being called as a bad person. On the other hand, Francine and Hayley are seen as rebellious women when they are snapping back at Stan, even though they only do it to stand up on their own opinions.

In another episode of *American Dad* titled *I Can’t Stan You*, Stan gets upset when he knows that all of his neighbors are bad-mouthing behind his back. He then uses his advantage as a CIA agent to give them lesson for bad-mouthing him. Stan is seen evicting all of his neighbors after he asks some CIA agents to seize his neighbors’ house in regard of helping the war on terror. Francine and Hayley seem worried about their neighbors and they are discussing together to stop Stan’s behavior. Stan then appears out of nowhere and says angrily, “You were criticizing me. And, if you criticize me, then you don’t love me. And if you don’t love me, then you must hate me.” The next scene shows Francine and Hayley are evicted from their house. Francine argues by saying, “Stan you can’t do this.”, but Stan chooses to not care.

In the ending scene, Stan is looking for a help in the street after evicting all people. No one comes to help him and Johnny suddenly appears to help him. He thinks that Johnny and his family hate him, but then Johnny says, “Mr. Smith, people talk smack about each other all the time.” It means that people bad-mouthing Stan is not because of his behavior, it turns out that it

is just their common activity. This condition is seen as a special tool to get into the male superiority. At this point, it seems that the creators solely make the situation in the scenes with male perspective on their minds and how societal norms work.

The creators attempt to deliver Stan’s male privilege through his superiority in ‘embracing’ the others and subordinating women. These kinds of behaviors have appeared in several scenes of certain episodes. Superiority can also be categorized as the outgrowth of male privilege that society approve. The portrayal of male privilege that emerges in the scenes is not purposely appeared to oppress women. However, the creators put bias to male character, especially Stan Smith, to represent man’s sense of centrality by underlining him as the main character. The male-centered situations in the scenes are portrayed in the forms of subordination towards women which certainly give disadvantages for women.

The Degradation of Women’s Value

As we know, misogyny itself is manifested in several ways including sexual harassment, rape, the difference of treatment toward men and women, and cheating with other women that are significantly found in *American dad*. There is a scene from the episode *Bush Comes to Dinner* that indicates the different treatment between male and female character. In the scene, Stan seems to give all the attention to President Bush and asks Francine to prepare the dinner. He tells President Bush that Francine’s dessert is to die for, and then Francine comes up and says, “Actually, Stan, I didn’t make a dessert tonight.” Stan replies with a demanding look, “Is what exactly you would say if we were getting a divorce tomorrow.” He then turns to President Bush again with a smile and polite gesture. Being visited by President Bush, Stan tries to impress President Bush by showing the replica of President Bush’s cheer leading outfit from Andover and claiming it as his most prized possession. Semiotically, the ‘prized possession’ here means

something that people treasure a lot in their life. It gives a brief look that President Bush is considered as someone Stan always looks up.

Another manifestation of misogyny can also be spotted from the way men do not consider women's point of view in their relationship. It is presented when men are cheating on women they are in relationship with. Other than that, the sign of misogyny also emerges when men often fail to keep their promises to women (Psychology Today). These attitudes are represented in season 3 episode 16 (Spring Break-Up) where Stan hold a spring party along with Roger, Steve and Hayley in their house, then enjoys his spring break with a girl he meets in the party. Following the sequence is the scene of how Stan tells Jessica that he already has someone and Jessica replies while touching Stan's hand, “I have a boyfriend back at school. But that doesn't mean we can't be spring break buddies.” After that, Stan gets a call from Francine and she reminds him that he has to put the garbage cans out tomorrow. He is back to Jessica and agrees to be spring break buddies with her. Jessica worries about his girlfriend, but Stan says that it is fine instead. Then, it shows both of them are enjoying their time together while playing games in the party and flirting with each other.

The scenes above mention how Stan disrespects Francine's status as his wife by cheating with Jessica. His behavior is considered as cheating since he willfully overlooks Francine's presence and denies her right to know who he is with at the moment, even though he calls his relationship with Jessica as spring break buddies. Besides the cheating, he fails to keep his promise to Francine to put the garbage cans out and chooses to have fun with Jessica instead. In the context, someone could be considered as misogynist from the reasons he chooses to cheat and such as from the way he acts towards other women. Cheating means that person ignores the

feeling of being betrayed and tries to justify their horrible behavior by hiding the identity from who they are with.

Another misogynistic sign that could be considered as an act of sexual harassment is in season 8 episode 1 (Love, American Dad Style). The episode begins with Roger sings a song about eating potato bread. He then finds out that someone already eats his potato bread. The next scene portrays how he accuses Hayley for eating it all and tells her, “You worthless piece of shit!” which makes Hayley taken a back. Other than that, there is also a scene where Roger comments on Hayley’s appearance, “When you shimmy, your boobs are kind of all over the place.” The scenes mentioned are significant in giving the representation of sexual harassment. There are several types of sexual harassment and one of them is making sexual jokes in which can be categorized as degrading women’s value. There are also scenes where Roger is caught by Steve monitoring Hayley through hidden camera that he places in toilet. It looks like Roger purposely puts the hidden camera to watch what Hayley is doing in toilet. He even states, “She’s having a private moment and I’m sharing it with her.” which can be seen as inappropriate sexual advance since Hayley is not aware of it and never give him permission to do that.

The issue of sexual harassment also shows up when Roger kidnaps her and ties her hands and legs. Hayley is finally aware of it when she finally opens her eyes. This scene is taken by using low angle where Roger is framed looking down at Hayley who is lying on bed. Low angle is aimed to point out the bigger or more powerful subject. In the context, Roger is told as the one who kidnaps Hayley, so he is portrayed as dominant while she is seen as his object. The next scene shows how Roger hugs Hayley tightly, even sniffs at her body. Roger then takes off his clothes in order to be as close as possible to Hayley. When Hayley tells him to take her home, Roger ignores it and says, “Just want to burrow into you like a love tick.” This scene can be seen

as the attempt of sexual harassment and rape since Hayley seems uncomfortable and scared of Roger's action. On the other hand, Roger is considered as harasser since he does unwanted sexual imposition towards Hayley which makes her feel threatened. The scenes which indicate Hayley sexually harassed by Roger could be the representation of what becomes the issue in society as the hatred toward women has embedded through social manifestations, including sexual harassment.

Conclusion

Misogynistic attitudes in family can be recognized from scrutinizing the scenes in the animated sitcom entitled *American Dad*. There are several scenes in *American Dad* that represent how misogyny attitudes are manifested in day-to-day lives. The manifestation of misogyny involves in various scenes such as where female character is seen as sexual object by male characters; or in a scene of when male characters leer into female's appearance and make sexual comments regarding their body image. When sexual objectification is delivered into the scenes, the issue of male privilege as the epitome of the oppressor toward women could also be found in the characters' construction. By displaying sexual objectification and male privilege as the manifestations of misogyny, *American Dad* even reinforces the issue of misogyny through several scenes that indicate the different treatment towards men and women, cheating and sexual harassment. Those attitudes could also be implied as the degradation of women's value.

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Mowgli's Wolf Pack Solidarity in Rudyard Kipling's The Jungle Book

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Abstract

This paper has a goal to tell the reader how a moral value in solidarity is presented in the novel of *The Jungle Book*. It also aims to remind the reader regarding the importance of solidarity. All data have been collected by conducting a library research, the results show two descriptions which are described in the novel. The first one, the description of the solidarity between Mowgli and Seeonee Wolf Pack, and the second one, the description of the role of the Law of the Jungle. The solidarity which is portrayed by Mowgli and his Seeonee Wolf Pack has five foundations (love, willingness to sacrifice, trust, forgiveness, loyalty). However, the good condition of the solidarity can be better by obeying a rule (the Law of the Jungle) so that creates a healthy relationship for every individual in the group.

Keywords: solidarity, the law of the jungle

Mowgli's Wolf Pack Solidarity in Rudyard Kipling's *The Jungle Book*

The Jungle Book (1897) is categorized as a high literature in which the stories are about relationships, family, nature and living in society. It is also popular and has been produced into films entitled "The Jungle Book". All actions in *The Jungle Book* movie were entertaining many people in 2016. One study of *The Jungle Book* movie was analyzed by Eripuddin (2017) is only to find out the plot and the settings in the movie with formalism theory. But, the conclusion of Eripuddin is not clear enough. He says, "Jungle law is not always that strong will to win, but the unity and harmony will beat strong". Eripuddin probably wants to conclude his article that the Law of the Jungle is not strong enough to solve a problem, but it is needed the unity and harmony to solve the problem. Nevertheless, Eripuddin analyzes *The Jungle Book* in the movie only, so the values of the story in *The Jungle Book* are not complete yet compared to the original book version.

During the Victorian age, Kipling wrote several of his popular works. Most of his stories took place in his birthplace, India. Some of his works include *Plain Tales from the Hill* (1888), *The Jungle Books* (1894), *Kim* (1901), and *Just So Stories* (1902). These works were derived from Kipling's experience in India. He also published several books of poetry during this time.

Most studies in *The Jungle Book* novel have the topics of colonialism. Two researchers, Wasfy (2014) and Saputra (2015), agree that *The Jungle Book* has a theme of colonialism. Wasfy analyzes Kipling's *The Jungle Book* which one of his topics is a political aspect. He interprets about colonialism and imperialism in the rules of 'The Law of the Jungle' which symbolize the laws in Britain. While Saputra analyzes the elements of colonial orientalist image in Mowgli's adventures. Both of them also mention the problem of the hybridity in general. In addition,

Wasfy speaks about loss identity and abandonment, meanwhile, Saputra specifically talks about the point of views between western and eastern.

According to Wasfy (2014), Kipling's stories have used a variety of settings such as India, London, the jungle and the sea, which all of them convey his ideas of duty and self-denial, and also to convey the importance of law. He states, the story is a story of true friendship as well, which means beside a political aspect in colonialism, then appears the moral aspect. It happened when Mowgli was kidnapped by the Bandar-log, as the two friends, Baloo and Bagheera, have played a great part in rescuing the 'man-cub'. Without the aid of Chil the kite and Kaa the python, Bagheera would fight the monkeys very hard in an attempt to get Mowgli back; besides, Bagheera and Baloo suffer many wounds and scratches in the process. In fact, Kaa, the python, has played a significant role for if she had not interfered to save Mowgli, Baloo and Bagheera would have never survived the fight. By seeing this story, Wasfy (2014) conveys that there true friendship and sacrifice are affirmed, as the two friends are desperate to save Mowgli from the Bandar-log at any cost.

The analysis of the moral aspect is also supported in anthropomorphic by Jemima Daniel (2011). Daniel finds in his anthropomorphic manner research of *The Jungle Book* that Kipling's anthropomorphic animals show a good model of behaviour in a communal society. He explains that the obedience of the rule of the law in the Law of the Jungle is one form of moral lessons in which obeying the rule means to guarantee the life need of the whole communities. Daniel concludes that every 'Jungle people' (Kipling's term in his novel) is called as the villains if they do not obey the rule of the Law of the Jungle. And, they who follow the rules, however, must give benefits for all of the Jungle People as well.

Villains, in Daniel's moral lessons analysis of *The Jungle Book*, are that people who are not true for a mass. But, the true people is otherwise, can be called as the goodman or good people, and even a hero. An analysis from three researchers, Selian, Suhadi and Manugeran (2017) discusses heroism in *The Jungle Book* novel. They speak in the subject of giving protection, defending rights and gratitude. According to them, heroes are just common people that have the courage to solve a problem that they see in today's community. The components of heroism are something good to have done. For instance, gratitude implies thankfulness or an appreciation of benefits conferred together with a desire, when practicable, to return those benefits. Defending rights is tied to human rights which are universally applicable to one and all. A hero is a random citizen that rises to an occasion and performs an action of superhero proportions. Thus, they at least convey that a little and simple good deed of the moral values is priceless for humanity.

Many moral aspects are found in *The Jungle Book*, such as heroism and obedience, thus it also leads into the value of kinship which is embodied in solidarity. It is why this research discusses the solidarity in the *The Jungle Book* novel, especially on the aspect of family-oriented solidarity. It is researched not only to observe both the impact and the means. The argument is built from the idea that the advantageous and good solidarity for many people will bring much happiness. Otherwise, if the solidarity does not bring any advantage, it will harm or even trigger chaotic for many people. To avoid any confusion, the analysis of this paper focuses on all the actions of Mowgli and his group, the Seeonee Wolf Pack and their obediences toward the rule of the Law of the Jungle. By doing so, none of the analysis is out of the contexts that are discussed.

Methodology

This research is descriptive qualitative as it focuses on the description of the solidarity and the role of the Law of the Jungle in the *The Jungle Book* novel. The solidarity that is portrayed between Mowgli and the Seeonee Wolf Pack is analyzed by John Stuart Mill theory, namely Act- and Rule-Utilitarianism. Act-utilitarianism views every action must promote the greatest happiness (Mill in Piest, 1957:10) for many people. With act-utilitarianism, every action is viewed whether it is accepted well or not by many people in a certain place or group. Thus, the action must do spontaneously sometimes. Rule-utilitarianism views every action must accord with the reference of rule or law so as reaching the greatest happiness for many people. The novel used as the primary data is *The Jungle Book* by Rudyard Kipling (1894). The data are collected by reading, selecting, and classifying from the novel, dictionary, articles and books.

Finding & Discussion

The group of the Seeonee Wolf Pack is consists of Mowgli, Akela, Raksha (Mother Wolf), Father Wolf, Gray Brother, Baloo and Bagheera. Even though Baloo and Bagheera are not wolf, but they are the part of the pack. They are assumed as the part of the pack because they are accepted according the Law of the Jungle. Here we can understand one thing, the first thing about the solidarity is how those different animals become one group. Thus, the solidarity is not about the differences.

The analysis of the *The Jungle Book* novel results two findings that is described in the novel. The first description talks the moral value which is analyzed in the novel so that can be implied in the real society and community, and the second description discusses a rule why it is should be existed or made in the novel, thus, the readers can understand why, especially in a reality, the rule must be made. Every description needs to be analyzed carefully through some

supporting tools. For instance, dictionary, articles, and books. This analysis of *The Jungle Book* novel employs and analyzes accord in the context with the red thread that is found in the novel. This action efforts to seek the meaning of the moral value that contents in the novel.

The moral value that is gotten in the story of Mowgli and his pack is about solidarity. The solidarity that is owned by Mowgli and his friends is embodied into many actions, not only a word, but always give a chance one another in terms of helping and survival. The solidarity that is portrayed in *The Jungle Book* seemingly has the quality of kinship because Mowgli, the feral child is adopted by the Mother and Father of Wolves. In fact, it is unreal and not logic the son of man has the parents of animal. The name of Mowgli is also named by the Mother Wolf which means “Little Frog”. As written in the story, “ O thou Mowgli –for Mowgli the frog I will call thee--” (pg.10-11) says the Mother Wolf.

Solidarity, the first meaning of this novel, is embodied into five active basic actions, namely love, willingness to sacrifice, trust, forgiveness and loyalty. The five basics are becoming the priceless treasure in the solidarity that is conveyed by the *The Jungle Book* novel. Those five things will be the abstract things if without embodiment into actions. Each those five actions if done together will result the effort of the happiness for certain many people so that it ends to emerge the existence of the unity in both of the vision and mission.

The five basic actions are probably can be said the basics of the happiness or the five ways of happiness. Several contributions of the happiness that is conveyed in the novel are explained specifically in every instance. The first way is about love because it delivers the happiness. This love plays almost in a full role and actively in every chapter. According to Erich Fromm (1956), there are five objects of love, namely brotherly love, motherly love, erotic love, self-love, and love of God. However, there are only two loves which are described in *The Jungle*

Book, namely the brotherly love and motherly love. The brotherly love action was seen clearly once Mowgli was kidnapped by Bandar-logs, the Monkey. There the love in the solidarity was done by Baloo and Bagheera whose part in rescuing Mowgli and without the aid of Kaa the python, Bagheera would fight the monkeys desperately in an attempt to get Mowgli back. Bagheera and Baloo suffered many wounds and scratches in the rescuing process. And, fortunately, Kaa, the python, interfered to save Mowgli so that Baloo and Bagheera can survive in the fight. Here is the utterance of Bagheera regarding the Mowgli's rescuing.

“True, but he has cost us heavily in time which might have been spent in good hunting, in wounds, in hair—I am half plucked along my back—and last of all, in honor. For, remember, Mowgli, I, who am the Black Panther, was forced to call upon Kaa for protection, and Baloo and I were both made stupid as little birds by the Hunger Dance. All this man-cub, came of thy playing with the Bandar-log.” (pg.75-76)

Fromm (1956:47) states, “In brotherly love, there is the experience of union with all men, of human solidarity.” We can see a little thing here that the brotherly love has an intuitive action to care someone. The love does to make the others not only happy, but safe. Another form is motherly love. The motherly love has a nature of mothers. It gives anything, all its strength, mind and time at any cost to preserve someone, and even it coddles someone (of a child). The nature of the motherly love is seen clearly when Mother Wolf was spoiling Mowgli.

“Come soon,” said Mother Wolf, “little naked son of mine. For, listen, child of man, I loved thee more than ever I loved my cubs.” (Pg.33)

The motherly love is usually about mother and her child because its nature is spoiling someone. And, everyone needs this love when was born. Both the brotherly love and motherly love concern to give something, whether it is a matter of a time or strength and something else.

The differences of both are only the quality that is given. The brotherly love cares about the social need, meanwhile the motherly love tends to make us feel peaceful and comfortable with someone.

The next way to get the happiness in the solidarity is a willingness to sacrifice. The willingness to sacrifice in the novel produces the goodness in the range of certain time. The action of the willingness to sacrifice describes something is given up, usually for the sake of a better cause. Such analysis is also directed to the analysis of Selian, Suhadi and Manugeran about heroism in defending rights. They state to defend someone or something from being endangered or destroyed is a quality that must be owned by a hero, especially when the ones they love are in danger and need their help (Selian, Suhadi, and Manugeran 2017:63). The effort to sacrifice is similar in the action of defending rights in heroism. The similar perspective is found in the action of Mother Wolf to keep the baby Mowgli and her cubs in facing Shere Khan that impatiently comes in the cave to prey the baby Mowgli.

The tiger's roar filled the cave with thunder. Mother Wolf shook herself clear of the cubs and sprang forward, her eyes, like two green moons in the darkness, facing the blazing eyes of Shere Khan. (pg.9)

What Mother Wolf was done is for the better sake in the future. Mother Wolf protected Mowgli and her cubs for their grows and becoming the next generation of her family. The good thing of the willingness to sacrifice or defending the rights for Mowgli was that Mowgli preserved the social health or the jungle cycle in his obedience to the rule in the jungle, and eventually he killed Shere Khan whose violence against the Law of the Jungle and worrying all "the Jungle People". The death of Shere Khan brought the Wolf Pack wanted to be ruled again.

“Lead us again, O Man-cub, for we be sick of this lawlessness, and we would be the Free People once more.” (pg.106)

The next basic of happiness is about trust. Trust is practically able to unite people if every individual has a good response in his/her action. By trusting in one another, causes the unity of persons or groups, and life becomes easier and no hurt-feeling. A little example in the action of trust is done by Bagheera and Baloo when they are asking for a help to Kaa the python. Both Bagheera and Baloo are doubt and afraid of Kaa, but these two friends of Mowgli courage themselves to get a help so that Mowgli can return in their hands. The two of them build their confidence to convince Kaa.

“Then in that case, thou and I together, old hunter, might make him see reason.” Here Baloo rubbed his faded brown shoulder against the Panther, and they went off to look for Kaa the Rock Python. (pg.52)

They built a trust with no mean hurt-feeling to Kaa, “Our man-cub is in the hands of the Bandar-log now, and we know that of all the Jungle-People they fear Kaa alone.” (pg.55) So that Kaa trusted them, “They fear me alone. They have good reason” (pg.56). Even though it needed a flattering to persuade Kaa in the rescuing Mowgli, ultimately Kaa helped Baloo and Bagheera to get Mowgli back. “We must remind them to speak well of their master. Aaa-ssp! We must help their wandering memories. Now, whither went they with the cub?” (pg.56). Thus, what was done by Baloo and Bagheera regarding accomplish their mission was building a trust and convinced someone.

The fourth thing about the happiness way is forgiveness. The action to release feelings of resentment towards persons or groups without exception can be called forgiveness. If someone forgives the guilty, this condition recovers the peace of mind or heart of every individual and

avoid any resentment. A little thing to forgive in a manner of 'jungle style', Bagheera shows his forgiveness to Mowgli with love-taps as a sanction of mingling with Bandar-logs (pg.76). The way of the jungle in forgiving there must be a sanction for the violation doer before be forgiven. "One of the beauties of Jungle Law is that punishment settles all scores. There is no nagging afterward" (pg.76).

The last thing to be happy in groups is loyalty. According to Josiah Royce (1908:16-17), loyalty means the willing and practical and thoroughgoing devotion of a person to a cause. The action of loyalty repeatedly makes the life stable and consistent. The condition of someone that always attends together in working and playing will build a trust and comfortable feel. However, if someone were separated of someone or something, a disappointment would probably happen. The loyalty of Mowgli as a teenager is marked by his tears because his unwillingness to take apart from his wolf pack to the human village.

Then something began to hurt Mowgli inside him, as he had never been hurt in his life before, and he caught his breath and sobbed, and the tears ran down his face. "What is it? What is it?" he said. 'I do not wish to leave the jungle, and I do not know what this is. Am I dying, Bagheera?' "No, Little Brother. That is only tears such as men use," said Bagheera. "Now I know thou art a man, and a man's cub no longer. The jungle is shut indeed to thee henceforward. Let them fall, Mowgli. They are only tears." So Mowgli sat and cried as though his heart would break; and he had never cried in all his life before. "Now," he said, "I will go to men. But first I must say farewell to my mother." (pg.32-33)

Loyalty is the important thing in the solidarity, as Royce (1908:46) explains that "unless you can find some sort of loyalty, you cannot find unity and peace in your active living" so Mowgli in his loyal relationship with the Seeonee Wolf Pack still remains. The successes of

Mowgli in the context of loyalty with his wolf pack is shown when he killed Shere Khan together with Akela and Gray Brother.

Akela and Gray Brother ran to and fro nipping the buffaloes' legs, and though the herd wheeled once to charge up the ravine again, Mowgli managed to turn Rama, and the others followed him to the wallows. Shere Khan needed no more trampling. He was dead, and the kites were coming for him already. "Brothers, that was a dog's death," said Mowgli (pg.99).

Loyalty cannot be separated in the solidarity anyway. It has been the moral value of the solidarity to embody its consistency into reality. Thus, a oneness is also needed the loyalty to strengthen the trust and brotherly love forever.

The five basic actions are complementary in terms of solidarity. Their utilities in the application hopefully create a healthy relationship in the society or community. The moral values of the five basic actions are not opposed one another to build the unity. All of them bring the sense of unity up and minimize a conflict in certain group. Nevertheless, one good action should be balanced with good and right motivation. Therefore, it is also needed a direction furthermore.

A rule is made for a reason, thus the one reason is certainly for the safety of someone or something. As Daniel (2011) says in his article that the rule in the Law of the Jungle exists for the need of all groups in the jungle. He says that the rule is a system which guarantees all animals get what they need both in their hunting and the way of life. Daniel adds the rule of law benefits the whole communities. Such analysis is seemingly the same as found in this paper that the rule in the Law of the Jungle role is to guarantee the safety of every jungle people so that the life in the jungle runs orderly. But, if someone disobeys the rule, consequences of sanctions are coming to the disobey person. For example, the Monkey People in this novel who have not any rule are extremely chaotic. The reason why they are included in the list of to be avoided people

in the Law of the Jungle is that they do not live with any rule. Here is explained a little bit of the way of the Monkey People's life comparing to Mowgli who is living under the law.

Mowgli, who had been trained under the Law of the Jungle, did not like or understand this kind of life. The monkeys dragged him into the Cold Lairs late in the afternoon, and instead of going to sleep, as Mowgli would have done after a long journey, they joined hands and danced about and sang their foolish songs. One of the monkeys made a speech and told his companions that Mowgli's capture marked a new thing in the history of the Bandar-log, for Mowgli was going to show them how to weave sticks and canes together as a protection against rain and cold. Mowgli picked up some creepers and began to work them in and out, and the monkeys tried to imitate; but in a very few minutes they lost interest and began to pull their friends' tails or jump up and down on all fours, coughing. (pg.61-62)

An interesting quote of setting goals from Bruce Lee says, "A goal is not always meant to be reached; it often serves simply as something to aim at." which means achieving our goals and dreams are a fascinating thing but it is not the most important thing about setting goals. The most important thing is the quality of the person in facing every problem to reach the goal. So, people who have goals and dreams make their lives are meaningful than they who are not. It is seen that the Monkey People are always doing the fool and useless things, and no goal. Thus, the Monkey People's lives are not meaningful anymore, besides, the jungle people run away from them because their disobedience which is seemingly a 'dewanee' or madness. Every person who has plan certainly they are going to build rules in their lives in reaching their goals. People who follow rules also have the orderly life for the sake of the safeties not only for themselves but also other people.

The existence of the rule roles to remind and complete each good actions. There are ten rules that are found in the novel, namely do not change hunting area carelessly; do not kill human; every cub must be shown to the Pack Council and none of the adult wolves kills the cub; if there is a disagreement on the custody of the cub, two responsible advocates from the outside will be needed except the family member of the cub; a new cub life can be bought for a price; the redeemed cub does not kill the redeemer; strike first and then give a tongue; kill for food, not for pleasure; taboo to say, meet and deal with the tribe of monkeys; and the last, self-control. One example of the Law of the Jungle that is violated by Shere Khan is 'do not kill human'.

The Law of the Jungle, which never orders anything without a reason, forbids every beast to eat Man except when he is killing to show his children how to kill, and then he must hunt outside the hunting grounds of his pack or tribe. The real reason for this is that man-killing means, sooner or later, the arrival of white men on elephants, with guns, and hundreds of brown men with gongs and rockets and torches. Then everybody in the jungle suffers. The reason the beasts give among themselves is that Man is the weakest and most defenseless of all living things, and it is unsportsmanlike to touch him. They say too—and it is true—that man-eaters become mangy, and lose their teeth. (pg.6)

Then, here is the desire of Shere Khan to prey Mowgli, 'man-cub'.

“Each dog barks in his own yard! We will see what the Pack will say to this fostering of man-cubs. The cub is mine, and to my teeth he will come in the end, O bushtailed thieves!”

(pg.10)

If only Shere Khan did not want to kill Mowgli, a sanction will not put upon him. However, if there is no any rule say do not kill, then the wild animal as like Shere Khan will kill carelessly. It is why the rule has to be made. It controls the social life and healthy cycle. The five

basics of happiness are becoming completed with the rule that directs rightly accord to a reference law.

Conclusion

The solidarity that is portrayed between Mowgli and the Seeonee Wolf Pack namely the sense of the kinship and the obedience to reach the meaning of the true happiness. A good action is called as a good action if people take it as granted as a good action, but a good action in one time probably will not be a good action tomorrow. It is needed a handbook to determinate the right path. Thus, a good action needs to be directed as well so that any good action will not deviate and harm anyone. Otherwise, a good action runs independently will carry a benefit for one person or group only.

Both rule and good actions are complementary. They must not be separated. If good actions in solidarity run alone, they go to be abused. Otherwise, if a rule walks alone, there will be no healthy social life. Finally, if rules and noble actions were non-existent, then it could be assured that life is utterly meaningless.

This paper is expected to give a great contribution to ethics and to trigger all researchers to broaden widely the study of moral. The analysis of moral value reminds us as social beings have to be grouped in a good and right way. By knowing every analysis from other moral values, it is hoped all human beings eventually have a high social attitude. I suggest for other researchers to carry more knowledge of moral values deeply.

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Psycholinguistic Profiling in Used to Analyze the Writing Pattern of Tumblr Users with ADHD
(Attention-Deficit Hyperactivity Disorder): A Psycholinguistics Approach

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Abstract

This research was conducted in order to find out whether a psycholinguistic profiling could be used in analyzing the writing pattern of Tumblr users with ADHD based on their post in one of social media, Tumblr. The present text explores how the writing-skills of users with ADHD is influenced by their symptoms, using a psycholinguistic profiling. The research design is descriptive-qualitative which applied the purposive sampling technique. The source of data is 111 text-based post and meme-based post collected from ten Tumblr accounts. The data are collected from the social platform, Tumblr of the user with ADHD from the 10 account with estimation 10 data per account. The data taken from the tumblr as the subject of the research, a person with ADHD, usually used tumblr because it's microblogging based network. After identifying the writing of ADHD's writing texts, finding shows that ADHD's symptoms, such as inattention, hyperactivity, and impulsivity influence the way the children write which correlate to the construction of their sentence patterns. Identifying the results applying 7 writing patterns of the English plain theory by Neville, most mistakes they have made are: in the way of misusing the capital letter and punctuation; their using daily vocabulary; mostly producing a short text and using an active voice; statement and clarification type of writing; and rarely producing a meme-based post.

Keyword: ADHD, psycholinguistic profiling, Tumblr, writing pattern of ADHD, behavior of ADHD

Psycholinguistic Profiling in used to analyze the Writing Pattern of Tumblr Users with ADHD
(Attention-Deficit Hyperactivity Disorder): A Psycholinguistics Approach

ADHD is a neurodevelopmental disorder characterized by persistent symptoms of inattention and/or hyperactivity-impulsivity causing significant impairment in functioning. In short, ADHD is a disorder related to the behavior of an individual that surely affected by the symptoms. (Park, et al, 2017)

A person with ADHD (Attention Deficit-Hyperactivity Disorder) is proven to have more mistakes in spelling and producing a shorter text (Re, A. M., et al, 2014). These conditions are affected by the symptoms of inattention, impulsivity, and hyperactivity of the person. Those symptoms have been shown affecting their academic performances and the academic aspect (Molitor et al, 2016).

According to Ek, et. al. (2010), children with ADHD showed underachievement in school that was related to their cognitive impairment such as attention problems and difficulties in focusing. Therefore, children with ADHD were found to have a lower grade in the correlation of verbal capacity as the attention problems found to be less efficient in learning compared to thus without the attention problems.

The writing abilities for each person were also differentiated by their cognitive skills. The fine motor skills influenced the ability to produce a good written work (Molitor et al, 2016). Indeed, “writing tasks was the most complex learning abilities for all children, especially those who particularly had ADHD because it had several cognitive functions that included planning, working memory, organization, monitoring, attention, long-term memory, etc.” (Re, A. M., et al, 2014).

In short, the previous researches conducted in order found out that the writing ability of a children with ADHD in comparison with the control group (children who didn't have ADHD) resulted to finding that ADHD children writing ability was worse compared to the control group. This finding is to support the theory that ADHD is a disorder with symptoms of inattention, impulsivity, and hyperactivity which result to their uncontrolled behavior, which of course influences the writing ability. The inability of the children to produce good writing because ADHD is "a neurologically based disorder that can cause behaviors, such as hyperactivity-impulsivity and/or inattention" that of course interfere the concentration ability, such as, "sit still" to write and focus. Further, it can also result to "secondary emotional, social, and family problems" that interfere the learning process. (Hooper and Williams 2005, p.215-223)

Previous research has been conducted to explore the writing skills of an ADHD regarding to their academic performances at school. Re, Caeran, & Cornoldi state in Anna Maria Re, et al. (2014) that child with ADHD results to produce more spelling errors than other children, not only in the dictation but also in a copy task especially when they must produce new texts. Thus, as the behavior kindly affects the way an individual writing, psycholinguistic profiling is used to analyze the writing of an ADHD to gain a deeper understanding of their action in specific situations.

Generally, psycholinguistic is a study which purpose is to discover the acquisition of certain words, the familiarity, etc. that includes the length, frequencies, number of syllables meanwhile profiling, on the other hand is the systematic analysis of the psychological and behavioral characteristics of an individual that often used to predict their actions in the certain situations as well to identify their personality. Hence, psycholinguistic profiling is to identify and understand the human psychology and how it manifests itself in language. (Aryee, 2017) The

aim of this study, therefore to analyze the writing pattern of the Tumblr users with ADHD based on their posts. It is especially to explore how the symptoms of ADHD affect their writings, which in my assumption, based on previous studies, the Tumblr users with ADHD produce some similar patterns of texts.

Methodology

The research design is descriptive-qualitative. The source of data is the posts on the microblogging platform, Tumblr. The research focuses on analyzing the writing pattern of ADHD using psycholinguistic profiling and whether the psycholinguistic profiling can be used in analyzing the pattern.

The data of the research were the posts and reblogs¹ made by Tumblr users with ADHD, in the form of both story text-based post and meme-based post within the year of 2018, selected using the purposive sampling technique. The participants of the research were teenage and adult Tumblr users with attention deficit-hyperactivity disorder. Therefore, the content analysis was used to analyze and describe the way an individual with ADHD expressed their thoughts. Each of data was given a code to make the analysis easier. The data coding is based on the interaction, type of interaction, contents, length, diction, action verbs, punctuation, and the pattern.

The domain analysis contains the source, interaction, and type of writing to differentiate between data. The component analysis, on the other hand, aims to connect the relation between categories that have been analyzed in domain analysis to provide the pattern of the relations between categories (Santosa, 2012). Afterwards, the taxonomy is used to discover whether Tumblr users with ADHD tend to write in good plain English or not. This research applies the

¹ Works in similar way to Twitter's retweet function means to repost interesting material.

plain English theory by Neville (2006) as the categories that differentiates the pattern. Shortly, stated by Evan in Neville (2006), a sentence is mean to be clear and short to communicating one thought and connected the range of ideas.

Result and Discussion

This section explains the analysis of the writing pattern of Tumblr users with ADHD using psycholinguistic profiling. The analysis is presented in the table of component analysis to give more understanding of the writing pattern of ADHD. The result focused on the writing patterns of users with ADHD and how the exact symptoms of ADHD, such as inattention, hyperactivity, and impulsivity affect their writing. (Ek, Westerlund, Holmberg, & Fernell, 2010)

For example,

"Having ADHD is like standing in a room of closely packed people all yelling at the top of their lungs. The room is also on fire. You're right next to the door but for some reason you don't leave. The door isn't locked and you want to leave but you don't" (Po/St/A-/Lo/Fo-/Ac/Wr/Sc/1)

Datum: Po/St/A-/Lo/Fo-/Ac/Wr/Sc/1

Po : Post (the interaction in Tumblr)

St : Story (the type of interaction)

A- : ADHD – (the contents)

Lo : Long (the length of the post)

Fo- : Negative familiar words (the diction)

Ac : Active voice (the action verbs)

Wr : Wrong (the punctuation use)

Sc : Statement & Clarification (pattern in writing)

1 : the number of data

As describes above the datum has each number at the end to identify the number of the data and the code Po, St, A-, Lo, Fo-, Ac, Wr, and Sc stands for the analysis based on the domain and component analysis by Santosa, 2012.

There are 111 data that are classified based on the idea of plain English by Neville (2006). The data above shows the example of a pattern in writing by the Tumblr user with ADHD. There are seven patterns which are found in the research.

Ignoring the Use of Capital Letter

ADHD tends to ignore the use of capital letter in a correct way. For example:

“just because I spend some time doing nothing doesn’t mean I’m relaxing. I have not once relaxing” (Po/St/A-/Sh/Fo-/Ac/Wr/Sc/52).

“to the person who sent a sexual messages about a certain underage mod: i am coming for you and i am pissed and also have a knife” (Po/St/A-/Sh/Fo-/Ac/Wr/Co/105)

Based on American Psychological Association (APA), capital letter must be used in the first word of a sentence (in the beginning of the complete sentence) and stands for proper nouns such as names of people (or ‘I’), specific places/things. It is shown in the examples that none of the examples uses the capital letter for the beginning of the complete sentence, as it must be.

Relates to their symptoms of inattentiveness, practically, all ADHD have difficulties to focus in doing a certain things and always wants to keep doing another thing (Wender, 2000). The behavioral acts of inattentive may results that Tumblr user loses focus and interest in writing correctly even it is categorized as a simple matter for any individual without ADHD. In addition, the last example of the posts, the writer uses a capital letter in the word ‘I’ even though the writer does not use a capital letter in the beginning of a sentence. This expression provides an

assumption of the symptom of impulsivity which makes the writer hard to wait for things and keep change things to do (Weren, 2000, Neville, 2006, McWhorter & Kathleen, 2005).

Repetitive or Without Punctuation

Looking at the posts in the Tumblr, there are some expressions which could be considered as unusual but it attracts to examine and correlate to their ADHD. For example,

“me, hitting my ADHD with a stick: the words! are right there! you’re reading them right now! what do they say! you’re reading them right now! what do they say!

myADHD:words?????????????????” (Re/St/A-/Sh/SI-/Ac/Wr/Pr/9)

“Everyone: Spring Break!!!! NO SCHOOL!!!! Big trips!!!! No work!!!! Sleeping in!!!!!!!!!!!!WOOOHOOOOO!!!! AM I RIGHT????!?”

(Re/St/Na/Lo/Fo+/Ac/Wr/Cc/62)

As shown in the data, ADHD users tend to use punctuation in repetition more than three times in one sentence. This situation can be related to the hyperactivity symptoms, such as the over excitement feelings towards an ideas or activities. In the example, the ADHD also uses question marks up to 16 times in one phrase and exclamation marks more than 16 times in total. It can be interpreted that the user feels overly excited over certain experience expressed into words. The excitement can be in the form of happiness or even a thrilled feeling.

The repetition pressing the button repeatedly is correlated with their hyperactivity acts with a syndrome of behaviors constantly in motion (Wender, 2000) In addition, the use of repetition illustrates the way the writers emphasize an idea. As in the example above, the Tumblr user psychologically wants to deliver an idea to the reader. Generally, in emphasizing, they tend to use all capital letters as the way in delivering the context/main of the idea. Shown in

the last example, the ADHD uses both capital letters and repetition in punctuation to deliver the writer's feelings about how his/her friends are over-excited with school breaks.

The Tendency to Write a Familiar Words of Daily Communication Rather Than Using Slang.

The ADHD tends to use daily expression rather than slang. However, it does not mean that they do not use any slang. Some slangs are used, but mostly in the form of abbreviation, as shown the example below,

“it’s hard to be a hot mess when u ain’t even that hot” (Re/St/Na/Sh/Sl-/Wr/13)

“Me: boy howdy I’d love to sleep

My brain: no it’s screaming time” (Re/St/Na/Sh/Sl+/Ac/Wr/Pr/20)

Slang used in the post above such as u, howdy, and dunno are the abbreviation form of you, how do you do, and do not know. The use of slang shows the interest of the writers towards the social life nowadays. Social media actually may be a medium for people to deal with their stress. And, as about 20 to 40% ADHD develops an antisocial behavior (Wender, 2000). If the writer can understand well the slang, it means that the writer may rely on the social media much.

ADHD (inattention, impulsivity, and hyperactivity) find it hard when it comes to writing, because writing needs several cognitive functions. Therefore, instead of using slang, most the users with ADHD write some familiar words that are usually used in our daily life. The writers tend to use negative dictions of the familiar words rather than the positive dictions when talking about attention deficit-hyperactivity disorder. Sometimes, the writers use a negative diction including a swearing or cursing word, for example:

“*sits down* oh shit, I forgot something *gets up and gets it* *sits down again* oh...
shit... *gets up again* *sits down again, ready to finally get to the thing I was planning to do*
..... really?! *gets up AGAIN*” (Re/St/A-/Sh/Fo-/Cu/Ac/Wr/Pr/8)

“Media: only young boys have ADHD

Society: you can grow out of ADHD

ADHD Articles: girls have inattentive type, and boys have hyperactive type

Me, a woman with combined type ADHD: oh so fuck me I guess” (Po/St/A-
/Sh/Fo+/Cu/Ac/Wr/Co/16)

The examples above show the tendency to use a familiar word, and construct a simple sentence. However, some unfamiliar words are also found in the post, such as inattentiveness and hyperactivity. Both dictions are related to the terms of attention deficit-hyperactivity disorder. In the first example, it can be seen the repetition of the phrases sit down and gets up. Instead of reconstructing the idea using different words, the writer uses the same vocabulary in elaborating one idea. This shows the lack of vocabulary of the writer, as an ADHD usually has to struggle in their writing and spelling skills (Re, A. M., et al, 2014).

Cursing or swearing words are also found in several posts. The majority of swearing words shown in the post is in the form of shit or fuck. The swearing word differs with the negative diction words. The use of negative diction that appears in the post mostly find in the idea of ADHD or the same illness. This shown in the post below,

“Why do people with adhd always have to hit rock bottom to be taken seriously”
(Re/St/A-/Sh/Sl-/Pa/Wr/Su/35)

“Wow I love being woken up at 3am by my screaming cat and the panicking that I won’t be able to go back to sleep and then not being able to sleep for the next 3 hours because I’m panicking that I won’t be able to sleep...” (Po/St/A-/Sh/Fo-/Ac/Ri/Co/28)

The majority of the posts are written in a negative diction when the user discuss about their disease. As stated by Warren (2000), there are some signs of hyperactivity-impulsivity, symptoms or behaviors which usually lead them to be an antisocial. This antisocial behavior usually comes from the inflexibility of an ADHD to socialize. This situation surely brings some effects in their psychological condition as it is shown in the writing style of a user with ADHD.

Writing Their Thought in a Shorter Text

From total data of 111 writing posts, 78 writings are short texts. This condition is affected by the symptoms of difficulties to focus in one idea and they tend to keep moving from one idea to another idea. This finding is relevant to the previous research which has stated that ADHD has difficulties in expressive writing skills and often producing a shorter text. (Waren, 2000, Re, A. M., et al, 2014, Sharon&Roger, 2002)

Mostly Using an Active Voice Rather Than Passive Voice

There are 86 data from the total 111 data with active voice expressions. The active voice is the most common voice used that describes the subject in doing the action. The writers mostly use an active voice as an imagination of their self-doing an action in their experience. For example,

“WE JUST PASSED 100 FOLLOVES DURING THE NIGHT!!!! THANK YOU SO MUCH GUYS!!” (Po/St/Na/Sh/Fo+/Ac/Wr/11)

“Getting sick with ADHD. everything is louder, everything is more overwhelming and as an adult, ringing in work sick gives your anxiety a great ride as you’re convinced they’re going to be mad at you.” (Po/St/A-/Lo/Fo-/Ac/Ri/Ce/31)

Both of the examples use an active voice in writing down their thoughts. The first example is in the form of a simple sentences and the second example is in complex sentence. However, both posts use an active voice of doing an action. This situation may be affected by the condition of ADHD that mostly finds it hard in writing task. It can be understood that the writers use the same format that they have already learned and ignored the other formats, as it is hard for them to understand the other types of writing. In addition, the active voice is categorized as the simpler voice that is usually thought firstly as the basic. This simple voice may be the best option for ADHD in learning. Thus, the disorder causes several behaviors such as hyperactivity-impulsivity or inattention that affect the ability to learn. (Wender, 2000, Re, A. M., et al, 2014, Neville, 2006)

The Tendency to Use a Statement and Clarification Type of Writing

There are 25 data in which 13 data are in a chronological order type of writing and 1 data are in comparison and contrast type. The non-classified data are mostly in the form of a mere statement without any clarification. The statement and clarification score the most because almost all of the posts describe their experiences or ideas, such as,

“I desperately want a clean apartment like other functioning adults have, but I can’t even figure out how to start. How do I deal with all the piles and clutter? How do I get rid of things and put things in purposeful locations? And why is this so easy for everyone else???” (Po/St/A-/Lo/Fo-/Ac/Ri/Sc/29)

“sometimes it’s kinda hilarious, in a sad way, that neurotypicals who didn’t even read one scientific article about adhd, think they know better how our brain work like audacity???”

(Re/St/A-/Sh/Fo-/Ac/Wr/Sc/81)

The examples above are all in the form of a statement with a clarification that supports the statement. In using the statement and clarification type of writing, the writer mostly talks about their experiences towards something or their feelings towards an idea. Instead, for chronological order and comparison & contrast type of writing, are usually used by the writer in describing their experiences or thoughts in order or sequent, such as,

“Wow I love being woken up at 3am by my screaming cat and the panicking that I won’t be able to go back to sleep and then not being able to sleep for the next 3 hours because I’m panicking that I won’t be able to sleep...” (Po/St/A-/Sh/Fo-/Ac/Ri/Co/28)

“me: let’s do something productive brain: too stressed, can’t focus me: ok, then let’s do something enjoyable first brain: can’t do that either, feeling too guilty for not being productive”

(Re/St/Na/Sh/Fo-/Ac/Wr/Co/37)

Rarely Posting Meme

Lastly, the users with hyperactivity rarely post a meme as it is only 15 data from total 111 data. Meme is used to identify the interest of the user with ADHD as it mostly comes from a reblog². Almost all of the meme are used to discuss about the idea of ADHD or other illness that may has the same symptoms as ADHD. As it is an image to give picture the feelings when talking about the idea being discussed, the psychological condition of the users can be identified. The majority of the meme-based post discuss ADHD in negative way, for example:

² Works in similar way to Twitter’s retweet function means to repost interesting material.

(Re/Me/Na/Sh/Fo-/Ac/Wr/24)



(Re/Me/A-/Sh/SI+/Wr/12)



Conclusion

The purpose of the current study was to analyze the writing patterns of Tumblr users with ADHD (attention deficit-hyperactivity disorder) to relate the patterns of their writing with to

their symptoms of inattentiveness, impulsivity, and hyperactivity. Identifying their sentence patterns with the psycholinguistic profiling it can show how the symptoms affect the types of writings of the ADHD writers as posted on Tumblr. In addition, psycholinguistic profiling can be used to recognize the correlation between their sentence patterns with their attention deficit-hyperactivity disorder behaviors.

Through its focus on the writing pattern of a person with attention deficit-hyperactivity disorder as well as the psycholinguistic profiling, this paper contributes to the field of psycholinguistic. This research is expected to give contributions especially for further studies about ADHD and any other illness that may have the same symptoms.

For future research, it would be better if the direct research to the person with ADHD (attention deficit-hyperactivity disorder) is conducted relates to theory of psycholinguistic profiling which is still limited.

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The Construction of Post 9/11 Orientalist Discourse in a Movie Entitled Body of Lies (2008)

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Abstract

This research is conducted to explore the construction of post-9/11 orientalist discourse in a movie entitled *Body of Lies* (2008). The orientalist discourse is analyzed through the representation of the Arab characters in the eyes of Roger Ferris, an American who works to catch an Arab terrorist in the Middle East. The orientalist discourse is found by analyzing the data using orientalism theory. Therefore, the Arab characters are found to be drawn stereotypically as terrorist, people with anti-sentiment, and kind yet weak people. Roger Ferris, as both American and the main character of the movie, is presented to be the saviour of both the world and the weak Arab in the post 9/11 era. The movie constructs the orientalist's idea by drawing the Arabs as problematic and putting Ferris as the saviour through capturing the bad Arabs, saving the weak Arabs, and the world from the Arab terrorists.

Keywords: Arab stereotype, Hollywood, orientalism, orientalist discourse, post 9/11

The Construction of Post 9/11 Orientalist Discourse in a Movie Entitled Body Of Lies (2008)

Hollywood is a place where various genres of movies are made, published, and consumed. Movies that consist of many races also exist to widen the variety of movies that Hollywood made. This includes Arab as one of the races that is often made as the main focus or maybe one of the side-characters of the movie. However, Arabs in Hollywood movies have been stereotypically drawn since years ago. Media, such as news, photos, and movies have been constantly stereotyped as one of the races that are brutal, heartless, and inferior (Shaheen, 2003; Little, 2004).

Shaheen (2000) finds that Hollywood characterizes Arab as “religious fanatics, threatening our freedom, economy, and culture” which then is portrayed by the producers as “demonic creature”. This portrayal of Arab firstly emerged in Hollywood in the 1960s in Otto Preminger’s *Exodus* which portrayed the image of Palestinian Muslim and then followed by other movies. Therefore, Arab stereotype emerging in the 1960s was the result of the combination of Hispanics, Jews, blacks, Asians, and American Indian’s past stereotype.

However, the illustration of Arab is mostly fictionalized and placed against the real East. The idea of the orient in the movie or most of the media has infused the media and reproduced the image of the real East using the West’s ideological and cultural understanding. The knowledge that the Western uses over the orient’s representation contributes to the Western control of the orient. Thus, this construction influences further understanding over the orient and the hegemony of the images about the other, in this case the Arabs, are given to overshadow the real images of the Arabs (Mora, 2009; Khalid, 2011).

Therefore, the stereotype of Arab that has existed since decades ago was again heightened in the aftermath of 9/11 incident in 2001. The tragedy has proven the existence of the

Arab stereotype and heightened the fascination of the Arab as the terrorist. They divide Arab and Western people as two different sides, as “us” and “them”, or Arab as the other (Boggs and Pollard, 2006; Altwaiji, 2014; Mirzayee, et al., 2017). This refers to what Said (1979) has said in his book, *Orientalism*, that the occident and the orient are two distinctive sides, divided by ontological and epistemological distinction as the result of orientalism.

Kumar (2012) states in his research that the tragedy has given birth to a newer characteristic of the Arab’s image. The image that is illustrated as Arab’s is defined to be a non-conventional, non-political, and irrational violence that come from the sentiment of Arabs towards the ‘complicated’ Western. Arabs are often drawn to have a sentimental and ideological reason as the cause of their attack to Western nations. However, according to 9/11 Commission Report (2003) in Boggs and Pollard (2006), the difference of post 9/11 and pre 9/11 terrorism is its new pattern of terrorism, “attached to no nation, but infiltrating many”. The Commission Report claims that that is the terrorist’s strategy in targeting mass casualties to the heart of Western civilization, in which Osama bin Laden is known as the inventor of the strategy.

For producers, the claim will fit for the characterization of Arab villain. Therefore, this movie illustrates the image of Arab terrorists, people with the Western anti-sentiment, and the inferior, while the American characters have opposite characteristics to the former. This is similar to Nayak’s (2006) argument about American orientalism which is to “resurrect a strong, powerful, impenetrable” America. Thus, movies with this kind of genre, where there are two sides, have tendency to make Americans as the counterterrorist agents to illustrate the superiority over the Arab.

In *Body of Lies* released in 2008, Arabs, once again, are drawn to have similar image with the addition of terrorism story that follows up the 9/11 incident. *Body of Lies* is a story of an

American spy in the Middle East fighting alone against Islamic terrorism for the sake of America and the world. Roger Ferris (Leonardo Dicaprio) and Ed Hoffman (Russell Crowe) team up to catch Al-Saleem, the head of a terrorist group who has attacked several Western nations, with Middle East as the background places. The characters such as Al-Saleem, Hani Salaam, Aisha, and other Arab characters are drawn with distinct illustration to the Americans. Al-Saleem is drawn to have a fanatic belief which becomes the reason why he attacks the Western nations. In order to bring the peace to the world, Ed Hoffman and Roger Ferris try to catch him with spying on several Middle East nations, such as Jordan and Iraq.

There is nothing particularly new on this Hollywood movie about terrorism. Therefore, a question of how the movie represents the orientalist's idea is raised. The way the movie illustrates Al-Saleem, the main terrorist of this movie, is similar to Osama bin Laden's image. The movie has not succeeded in portraying another image of villain. On the other hand, inferiority is likely to be the main characteristic of the Arab civilians.

How the orientalist draw the orient is one of the main concerns of the researcher. Considering the image that the movie delivers and the intention of continuing the previous research, this research is conducted to point out orientalist's idea about the Arabs in the post 9/11. By analyzing the movie, this article is likely to find how the representation of the orientalist discourse is constructed in the movie.

Methodology

The research design is a descriptive qualitative. It answers the research question by analyzing and describing the orientalist's discourse that is represented in the data. Qualitative research is pointing out the values which are reflected on the construction made by the relation between object and subject of research (Denzin and Lincoln as cited in Ratna, 2010). In addition,

Harwell (1969) in Fataya (2016) underlines that the usage of qualitative research is analyzing the meanings, concepts, definitions, characteristics, and symbols. It helps to analyze the cultural phenomena that are being questioned and to reveal the meanings of the signs that are shown in the data. Meanwhile, descriptive is used to describe the result of the analysis of the phenomena in the data. The description presents the data after the observation, classification, and interpretation of the correlation among categories to look for the construction of the social and cultural phenomena (Strauss & Corbin, 2003).

In analyzing the movie, Edward Said's Orientalism theory is applied to find out the construction of orientalist's idea in the movie. Thus, *Body of Lies*, as the cultural product, is examined and analyzed to find the construction of post 9/11 orientalist discourse through descriptive qualitative method.

Finding & Discussion

A Hollywood movie about terrorism often uses Arab as the main villain. The theme comes to be even more popular after the tragedy of 9/11 and this movie also adopts it. The plotline of the movie is quiet common for a movie that contains Arab characters. As this movie brings out a terrorism theme, Arab character is constructed as the villain. Al-Saleem who can be ineterpreted as the representation of Osama bin Laden-like character, is portrayed as a terrorist that should be captured by the American because he embodies the counterterrorist agent. Though there are also Arabs that help the Americans to catch the Arab terrorist, they do not seem to be stronger than the former. It is most likely made to construct the good image to the American. This leads to the American orientalist's idea on the orient, to "resurrect a strong, powerful, impenetrable" America (Nayak, 2006). Therefore, from the analysis of *Body of Lies* (2008) two

findings that represent the orientalists' idea in the post 9/11 tragedy are found and those are; Arabs as the world's bad guys and the good Arabs.

Arabs as the World's Bad Guys

Terrorist archetype. It is rare to find a Hollywood movie about Arab that does not create Arab as villain or at least as people with Western anti-sentiment. In this movie, many Arab characters are depicted as terrorist, particularly the main terrorist, Al-Saleem. The other terrorists, Al-Saleem's subordinates spread across many Western nations. Moreover, the terrorists who are all the Arabs are depicted to be eagerly attacking several Western nations (i.e.: England, the Netherlands, and the American military base in Turkey) where common people live peacefully. Furthermore, they are easily indentified as Arabs because of their specific characteristics which differentiate them from the Americans.

In the era of post 9/11, image making (of the orient) is essential (Dodds, 2008) to build up people's excitement towards the movie. Visual wise, the make-up given to the Arabs especially Al-Saleem, the head of the terrorist, delivers an image that people have believed as the 'real image' of the Arab; the *kofiyah*, beard, and long dress he wears. The 'real image' is the result of many years of fictionalizing and (re)-producing the Arab's image in which it becomes the 'common-sense' idea (Lacy, 2003 in Dodds, 2008, p. 1621). This is what Said says as a simplification of approach, taking aside the languages and cultures of the orient (Konzett, 2004).

Al-Saleem and the other terrorists are also seen to be religious fanatics who are willing to die in the name of their religion. Their only reason that is explained in the movie on attacking civilians is their resentment against the Western people. It sounds unreasonable to kill innocent civilians just because of their resentment towards the Western people, but it seems to be something common in Arab's image described by the orientalists. Therefore, like what the 9/11

Commission Report (2004) claims, the terrorists have no nation and attack many in order to reach their goal of mass murder the Western civilization. Those are definitely what the movie uses to differentiate the Arabs and Americans, to emphasize America's role as counterterrorist, who is acted by Roger Ferris.

Moreover, to emphasize the visual narrative on Al-Saleem and his subordinates' image, a darker color is often used when Al-Saleem and the terrorist's scenes are delivered. This is also intended to give the impression of a more dangerous image of the terrorist to the viewers, "a way to highlight the process of persuasion that may otherwise be difficult to detect" (Rose, 2001, p. 154). There are several scenes related to the lighting that are found in the movie:

Al-Saleem is often seen in a dark room, where light is barely seen. With a serious face, he is surrounded with darkness along with his evil intention towards his target.

The darkness surrounds the scene when the movie offers the image of the terrorists before they bomb the targeted place.

The scene where Al-Saleem does his prayer at the mosque, it has an orange-*ish* color to make it looks exotic and dark-*ish* to make it look murderous.

Al-Saleem's scene has a total darkness when he tries to torture Ferris after he is captured by him. He is put in a room where there is barely any light, sitting in the center and surrounded by his subordinates while looking at the captive on the other side of the room.

Looking at the characteristics given to Al-Saleem and his subordinates, it is obvious that *Body of Lies* follows the common way of representing the Arabs and delivers the value on every action. They are illustrated as religious fanatic who took revenge on Western civilization because of their ego and have beard, wear long dresses and *kofiyah* like the typical Arab terrorists.

Anti-Western Sentiment. This movie illustrates the terrorists as not the only one who has the feeling of anti-sentiment towards the Western. The anti-sentiment is also portrayed in the eyes of the Arab civilians. They are seen to hate the existence of Ferris, who is American, in their surroundings. This might influence the American viewers about the way people see Arabs in their real life.

Moreover, the movie director chooses to use Arabic to deliver the reason of the anti-Western sentiment happening in Arab community. As stated by Hani Salaam, Ferris's Arab subordinate, the dialogue between Ferris and Hani has implicitly told the viewers beforehand about the anti-sentiment phenomenon in Arab nations. They talk about Arab's culture of not taking a side with them who have no relation with Islam. They use Arabic in delivering the phenomenon to offer some more objective insights to Arab's belief and social life (Fairclough and Wodak, 1997 in Tayyara, 2014), the belief that implies that there is no peace in a place where other religions are present. For common people who do not really understand the meaning of the belief can be something unacceptable.

Later in the movie this is visualized through how the Arab civilians see Ferris, as American roaming around the Arab neighborhood with Aisha. There is barely any conversation between the Arab civilians and Ferris, but their eyes speak for themselves. They have the hateful gaze towards him. They look like people who are ready to attack every time Ferris makes any dangerous move. Even though the civilians are not dangerous to Ferris, the scenes offer uncomfortable atmosphere for the viewers, as Americans or Western people, to see. This, again, could lead the idea of Arabs as unfriendly towards foreign people, though they go along with an Arab person.

The 'Good' Arabs

The victims of the bad Arabs. It is a common sight for Arab characters to be illustrated as the villain of a movie. Though there are bad Arabs that have the characteristics such as terrorist archetype and anti-sentiment towards Western people. There are also kind Arabs who help and support Ferris in capturing the terrorists. However, they quickly become victims, mostly the victims of the bad Arabs. Scurry (2010) says that in Hollywood movie the good Arabs quickly become victim of the bad Arabs which then creates a dichotomy of Arab's characteristics. Therefore, three of the bad Arab's victims have similar characteristics, namely:

Smart. Three of the bad Arab's victims are mostly smart. Two can speak more than one language, one is an architect, and one has a PhD.

Friendly towards the Americans. They do not differentiate between Arabs and Americans. Thus, no anti-sentiment is given by them.

Unfortunate. From all the positive sides, in the end, they are all die the hand of the terrorist.

Looking at the three characteristics from the victims, it is obvious that the movie wants to differentiate between the Arabs and the Americans. Smart and friendly is plus characteristics for the Arabs. Thus, if they survive until the end, it will be something equal to the illustration of the Americans. What orientalism has pointed out about the orient and the occident is the distinctive characteristic between the two, "as Western style for dominating, restructuring, and having authority over the orient" (Said, 1979). This portrayal, somehow, shows the orientalist's intention on retaining the West's superiority with deciding the fate of the orient in the movie which should not fully cross the line of 'them' and 'us' (Nayak and Malone, 2009, p. 51).

Mysteriously Kind Arab

Rosenblatt (2009) claims that “Tripolitan wars, the popularization of the travelogues, and contemporary Christian attitude about Arabs” had made the orient often illustrated with “romance, mystery, and barbarism”. In the old days, the orientalists often aesthetically linked the orient with luxurious houses, belly dancers, men in fancy dresses. The paradise simultaneously has mystery in it. This is what Said (1979) called ‘betrayed dream’. A phenomenon when the imagination does not meet with the reality.

A contemporary movie like *Body of Lies* portrays the mystery and romanticism well on Hani Salaam. As a contemporary Arab character, Hani Salaam is an alluring and mysteriously kind Arab man. Different from the terrorists and the common Arabs, he dresses in suit with a neat hairstyle, a kind of Casanova from the East. He speaks neatly and sweetly, always calls Ferris with the nickname ‘my dear’. For American, this ‘my dear’ is something that they rarely use to someone who just knows each other. It is unique for the Arab using this as their way to call others. However, little does everyone know that even he is his America’s subordinate; he has his own plan that best fits for his country. In addition, in middle of the story, he is shown to punish a person with beating them and at the end of the movie; he uses Ferris as bait in order to capture Al-Saleem. This movie definitely applies the ‘betrayed dream’ that Said said decades ago about the orient. No matter how generous the Arab is, there will be a side that one cannot imagine.

The Kidnapped Woman

This movie has a typical kidnapping-a-woman-to-lure-the-hero-out-plotline, a plotline to prove the masculinity over the orient. Nayak (2006) believes that a plotline where only a real man can save a kidnapped woman is a paternalist mission to ease Americans’ anxiety in the aftermath of 9/11. This plot emphasizes how America could save anything from the bad guys,

including a kidnapped woman, in which it shows the brave, skilled, and righteous traits of an American man.

The woman who is kidnapped is an Arab woman, Aisha. Therefore, the movie shows an illustration of contemporary Arab woman on Aisha's character. Aisha is a kind and friendly nurse who once helps the main character in healing his wounds. Not like the other common Arabs who give sentiment, she gives no sentiment to Ferris. Moreover, she is also seen to be often 'unveiled', to make it like she is free from any oppression the Arab women have from their religion. This 'unveiled' issue has been a concern for modern society, because they see veil as a violation of human rights and religious freedom (Mishra, 2010).

However, the orientalist discourse lies on the main character's relation with the woman. That Ferris rescues Aisha is used as a proof of his masculinity, the American masculinity. Ferris acts as the man who saves an Arab woman from the bad guys, because America is considered as the protector and the peace keeper of the weak.

Conclusion

Based on the result of the analysis, people might see that there is a post 9/11 orientalist discourse from the portrayal of the characters, especially the Arab characters, in *Body of Lies* (2008). The bombing of various Western nations by Arabs with unknown nationality is obviously following the 9/11 incident. However, the portrayal of terrorism and Western-anti sentiment in the Arab characters and American as the counterterrorism is similar to the older Arab stereotype. The illustrations on the Arab civilians are mostly the same with the previous movies about Arabs; barbaric, romantic, and mysterious. No matter how kind, generous, and powerful the Arab is, American will always seem kinder, more generous, and more powerful. Therefore, the orientalist's persistence on drawing the Arab with barbarism, terrorism, exoticism,

and inferiority in Hollywood movie is one of the consistent orient illustrations since decades ago. This is apparently also one of the ways to media play America's image as the global counterterrorist, as their way on dominating the others.

The construction of post 9/11 orientalist discourse can be found in *Body of Lies* through the division of Arab characteristics, and those are; the bad Arabs and the 'good' Arabs. This movie uses the bad Arab characters not only to prove American's domination over the powerful Arab terrorists, but also show the American superiority of the Arab nations in term of moral and social value. Meanwhile, the portrayal of the 'good' Arabs is made to present American image as the defender of freedom and the protector of the weak. Thus, it can be concluded that the orientalist discourse is present to make American can stand in between; as the defender for the 'good' Arabs from the bad Arabs.

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The Practice of Color-Blind Racism in the Washington Redskins Mascot and Nickname

Controversy as Seen in News Articles 2014

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Abstract

The use of Native Americans mascot and nicknames has become a controversy in the United States since 1960s. In 2014, the controversy heated again with the issue of the professional of the football team, Washington Redskin using the term 'Redskins' as team's name. Even though the National Congress of Americans Indians (NCAI) already states that term 'Redskins' is offensive, the Washington Redskins' supporters still support in the use of this term. This research aims to find out how Washington Redskins supporters practice color-blind racism as presented in four news articles about Washington Redskins' name controversy published in 2014. By applying Bonilla-Silva's color-blind racism theory, rhetorical analysis and stereotype re-evaluation theory, the author concludes that Washington Redskins supporters practice color-blind racism through four central frames as asserted by Bonilla-Silva that are abstract liberalism, naturalization, cultural racism, and minimization of racism.

Keywords: mascot controversy, Native Americans, Washington Redskins, color-blind racism

The Practice of Color-Blind Racism in the Washington Redskins Mascot and Nickname
Controversy as Seen in News Articles 2014

In United States sports world, using Native Americans imagery as mascot and nickname is already common practice. Even though the use of Native Americans mascot and nickname is a common, it is still debatable, especially for Native Americans activists and groups. According to Locklear (2012), the controversy of Native Americans mascot and nickname has already existed for approximately more than 30 years in 2012. Hopkins and Joraanstad (2015) have stated that there are over 3000 high schools, colleges, professional teams that use Native Americans mascot and nicknames. Some people think that the mascot and nickname often portray Native Americans negatively. In a purpose to stop it, the National Congress of American Indians has decided to make an official campaign to stop the negative portrayals of Native Americans in 1968 (Hopkins & Joraanstad, 2015).

The controversy has existed for more than 40 years. It shows that there are many people who think the application of Native Americans as mascot and nickname is not a kind of negative portrayals even though it is obvious that National Congress of Americans Indians stand against it. In 2013, the controversy of Native Americans mascot and nickname heated after the Oneida Indian Nation, members of Congress, and Native American activists urged the Washington Redskins, a professional American football team to change the team's mascot and nickname because of its offensiveness (Grimshaw, 2016). This matter also caused the cancellation of Washington Redskins' trademark in 2014. There are many supporters of Washington Redskins who object the team's name change because they do not think that the use of Native Americans as mascot and nickname is offensive. It is important to understand why the Redskins' supporters

behave this way even though they know there are Native American groups that get offended by Washington Redskins' mascot and nickname.

Locklear (2012) has concluded that there are media's influences on promoting racism through the teams who employ Native Americans as their mascot and nickname. By researching the use of Native Americans imageries in the media and the media's responsibility viewpoints, Locklear has found out that there is no exact answer of the question whether the media promote the racism or not, because in fact, there are also some media which try to stop the use of Native Americans imagery. However, there are also some media that often show Native American athletic imagery through news articles headline or news reports in television news. Locklear's research does not explain about the struggles and negative impacts faced by Native Americans in detail, even though Locklear mentions about it.

In relation to the struggles and negative impacts faced by Native Americans, the use of Native Americans mascot and nickname in schools could create hostile environment for the Native American students. In the research, Baca (2004) has tried to identify and find the legal standards for the regulations application of the racially hostile environment happened in the schools that use Native Americans mascots by applying some official acts. Baca finally has found that the school should not use Native Americans mascot and nickname because the title VI of the Civil Rights Act of 1964 states that U.S. "prohibits discrimination on the basis of race, color, or national origin in any federally funded program". Baca also gives the example of the case that is the application of word 'Redskins' in Washington Redskins team's name. However, Baca does not explain the application of word 'Redskins' in Washington Redskins case in detail and the kind of the practice that they do.

Another impact of the use of Native Americans mascot and nickname is explained by Black (2002). Black (2002) has stated that the application of the mascot and nickname has violated the Native Americans' rights to self-identity. Black argues that the mascot is not Native Americans identity because it is brought by Euramericans (white people) and not situated within Native American community. The use of Native Americans mascot and nickname also tries to take away Native Americans identity by capitalizing Native culture (Black, 2002). Black also mentions about Washington Redskin and its fans as one of the cases.

Some researchers try to analyze the Native Americans mascot and nickname matter by using racism theory such as color-blind racism asserted by Bonilla-Silva (2003). One of the researchers is William (2007). William has tried to find color-blind racism in University of North Dakota that has a team called "Fighting Sioux". William (2007) has also explained that color-blind racism is "an ideological justification of racial inequality where traditional overt racism is not expressed". In the color-blind racism, there are four central frames that are usually practiced by people. Those central frames are *abstract liberalism*, *naturalization*, *cultural racism*, and *minimization of racism*. William does not find the *naturalization* frame in his research.

In relation to color-blind ideology, Fryberg & Stephens have (2010) asserted that Native Americans experience color-blind racism in the most extreme way. Thus, they include Native Americans in the *invisible* category. The invisibility is found in the mainstream media that often show historical Native Americans rather than in contemporary Native Americans. They also briefly mention about Native Americans mascots issue as one of examples that show color-blindness experienced by Native Americans.

Even though many know that there are Native people who are offended by the use of Native Americans mascot and nickname, people still think that the mascots and nicknames are

not offensive. The campaign against the use of Native Americans mascot and nickname needs more than 30 years to make some progresses. It shows that majority of public really do support the Native Americans mascot and nickname. This kind of phenomenon can be seen through the controversy of Native Americans mascot and nickname heated in 2014. Washington Redskins, a team using the Native Americans mascot and nickname, is one of the teams that Native Americans activists give pressure to change the mascot and nickname. Even so, there are many people who object to change the team's name. This study aims to explore how Washington Redskins supporters practice color-blind racism as presented in some news articles 2014, especially on how color-blind racism is practiced by the people in the Washington Redskins mascot and nickname which cause the controversy case. This study also has contributed to share knowledge about Native Americans mascot controversy and color-blind racism in its practice.

Methods

As previously mentioned, this study has objective to find how the supporters of Washington Redskins practice color-blind racism as specifically presented in the news articles 2014. This study focuses on analyzing the practice of color-blind racism in four central frames asserted by Bonilla-Silva (2003).

This study is qualitative research because it focuses on how Washington Redskins supporters practice color-blind racism as an inequality act towards Native Americans that is a social phenomenon. The purpose of qualitative research is to understand social phenomenon based on 'qualitative process of inquiry' (The California State University). This study is also included as descriptive research because this research describes varied aspects of the phenomenon. The descriptive activity itself is important in understanding and interpreting the meaning that is produced by the text. The analysis of the data is supported by the "examinations

of records, reports, photographs, and documents” that is why this study is categorized as descriptive qualitative (Vickie A. Lambert & Clinton E. Lambert 2012).

The data in this study was taken from four news articles that are from Washington Post (<http://www.washingtonpost.com>), National Public Radio (<http://www.npr.org>), and Sports Illustrated (<http://www.si.com>). This study employs the articles published on 2014, because Native Americans mascot and controversy heated in that year. The first news article entitled *The Daily Show springs tense showdown with Native Americans on Redskins fans* (published on September 19, 2014) is taken from Washington Post. This article is written by Ian Saphira. Then, the second news article entitled *Goodell praises Snyder, says Redskins name support remains overwhelming* (published on March 26, 2014) is also taken from this Washington Post. This article is written by Mike Jones. The third news article entitled *At Washington's Training Camp, Fans Are Split on Name Change* (published on July 26, 2014) is taken from Sport Illustrated. This article is written by Hansi Lo Wang. The fourth news article entitled *Roger Goodell says 'Nine of 10 Native Americans support the Redskins' name'* (published on January 31, 2014) is taken from National Public Radio. This is written by Chris Burke. This study also employs video entitled *What do Redskins Fans Think About Changing the Team's Name?* in a purpose to support the process of analyzing the primary data. The video published on 2014 is taken from MRCTV's channel on YouTube.

In collecting the data, reading various news articles related to Washington Redskins mascot and nickname controversy is necessary in a purpose to understand the main topic of the study. The news articles analyzed were published in 2014 when the issue was heating. Then, after reading and understanding the topic, the relevant news articles that are relevant are chosen. The selected news articles contain Washington Redskins supporters' comments or statements

about the team's name change. After that, the selected news articles are read in-depth in a purpose to collect any necessary words, phrases, clauses, sentences, text narration, and other important information related to the issue that could be indicated as color-blind racism practice.

Bonilla-Silva's theory of color-blind racism is applied to analyze the collected data. As asserted by Bonilla-Silva (2003), color-blind racism is divided into four central frames which are abstract liberalism, naturalization, cultural racism, and minimization of racism. Rhetorical analysis is also applied to analyze the collected data that are in the forms of Washington Redskins supporters' comments and statements. In rhetorical analysis, Leach (2002) has explained that there are three type of term 'rhetoric'. Those are *Rhetoric I*, *Rhetoric II*, and *Rhetoric III*. *Rhetoric I* is an act of persuasion while *Rhetoric II* exists to analyze *Rhetoric I*. Then, *Rhetoric III* is "a worldview about the persuasive power of discourse" (Leach, 2002). This study analyzes the responds given by Washington Redskins' supporters as *Rhetoric I*.

Ellen Seiter's Stereotypes and the Media: A Re-evaluation theory is also applied to identify the stereotype beyond the production of the Native Americans mascot and nickname. Any related website articles, book, video, and journal articles are also used to support the process of analysis. After the process of analyzing and interpreting data, a conclusion can be drawn.

Finding & Discussion

This study applies four central frames of color blind racism in analyzing the news articles. Those central frames show some ways applied by people in practicing color-blind racism. Those frames are *abstract liberalism*, *naturalization*, *cultural racism*, and *minimization of racism*. This research finds that those central frames are practiced by the Washington Redskins supporters in defending the team's name as seen in the statements and comments that are mentioned in the news article. As previously mentioned, the data are taken from four news

articles that also were supported by a video as supporting data. The practices of **Abstract liberalism** are found in the 1st news article and 3rd news article. The practices of **Naturalization** are found in the 1st news article, 2nd news article, 3rd news article, and 4th news article. The practices of **Cultural racism** are found in 2nd news article. Last, the practices of **Minimization of racism** are found in 2nd news article, 3rd news article, and 4th news article.

Abstract Liberalism

Abstract liberalism practiced by the supporters found in the 1st news article and 3rd news article shows that the supporters have different understanding of term ‘honor’ when their understanding is compared to Native Americans’ understanding. For example, the supporters do not think about the sacredness of Native American object such as war-bonnet. It is said so because if the supporters understand how sacred the war-bonnet is, they will not wear it casually. There are many fans who wear war-bonnet to show that they are the Washington Redskins’ fans. It is also shown in the video entitled *What do Redskins Fans Think About Changing the Team’s Name?* The term ‘honor’ in their understanding is like honoring a hero by using his or her name as name of a street or place. Therefore, in this case, they think that Washington Redskins team’s name is not offensive because they feel that they ‘honor’ Native Americans. They also think that Native Americans mascot and nickname as a symbol of honor. It is a rationalization that is often done by people in practicing *abstract liberalism* frame.

Comparing to William’s study (2007), William has tried to find the color-blind racism in the case of Fighting Sioux team in the University of North Dakota. Williams has questioned the students and minority students in the UND. William has found that “equal opportunity” form of abstract liberalism does not fit for the issue because Whites only demand the continuation of the use of Native Americans nicknames. The “equal opportunity” according to William will fit if all

racism are in demand as sport team images. In this study, the supporters of Washington Redskins also only demand the continuation of the use of Native Americans imagery and do not mention about others races negative portrayals that should be used as mascot and nickname. Thus, the “equal opportunity” form also does not fit in this case. However, this research focuses on ‘Keeping Things the Way They Are’ form of abstract liberalism asserted by Bonilla-Silva. In this form, the supporters want to keep the team’s name, so they object any legal legislation which support the team’s name change. In ‘Keeping Things the Way They Are’ form, it supports that force (any legislation) should not be used upon people. That is why, the supporters apply this form of abstract liberalism in defending the team’s name. For example, a fan of Washington Redskins, Grace Kelly from Warrenton, Virginia who is mentioned in the third news article thinks that resolution from the National Congress of American Indians is ‘ridiculous’. Indirectly, that fan does not agree with the resolution stating that the word ‘Redskins’ is racist and offensive. In this way, this supporter practices a form of abstract liberalism.

Naturalization

Naturalization is practiced by the supporters in the 1st news article, 2nd news article, 3rd news article, and 4th news article. It can be said that Naturalization is applied in all articles used as the source of primary data. In the analysis of naturalization from those articles, there are two kinds of naturalization forms practiced by the supporters. In first naturalization form, the supporters apply term ‘honor’ or ‘pride’ as the reason to defend the Washington Redskins team’s name.

It is different from William’s findings. William thinks that this naturalization frame does not fit, because according to William, the whites do not think that the use of Native Americans mascot and nicknames is a natural phenomenon. In the case of Washington Redskins, this frame

is practiced by the supporters. They do not suggest that the use of Native Americans as mascot and nickname as natural phenomena directly. They apply this form to naturalize the racial matter in a purpose to show people that it is natural to honor something. They also show how they honor Native Americans as 'noble savage'. Noble savage can be seen as positive term compared to the term 'savage' because it shows Native Americans as the protectors of mother land. However, this term still supports the stereotypical Native Americans imagery that later can impact Native Americans children's self-esteem as explained by Stegman and Philips (2014).

The second naturalization form is 'blaming the victim'. The supporter who applies this form explains that people naturally get offended every day, so it is natural if there are some people who get offended from something. In this case, the supporters imply the people who do not agree with Native Americans mascot and nickname as the group of people who can be offended easily by different kind of things just like in any other racist cases. The supporter wants to show that it is natural for people to be offended.

Cultural Racism

Cultural racism practiced by the supporters in 2nd news article shows that the supporters apply culturally based arguments in defending the Washington Redskins team's name. In fact, the cultural racism is rarely applied by the supporters because the supporters rarely mention culturally based arguments in defending Washington Redskins and avoiding racial matter. The supporters often apply reasons such as 'honoring Native Americans' in their arguments rather than using culturally based arguments. Even though the application of culturally based arguments is rare, there are some cases that show that cultural racism exists.

In the case of Native Americans mascot and nickname controversy in University of North Dakota, the use of T-shirt logo 'Siouxper Drunk' refers to Native Americans stereotype about the

high rate of alcoholism in Native American community. It can be said as cultural racism; however, it cannot be said as color-blind racism because it is really obvious that it is racist.

The most important cultural racism in this research is mentioned by a supporter who is the owner of Washington Redskins, Dan Snyder. Firstly, it is mentioned in 2nd article that Dan Snyder has said that this Washington Redskins mascot and nickname controversy is not an issue that should be paid attention to. The statement mentioned by this article refers to *Letter from Dan Snyder* (published on March 24, 2014). In this letter, Snyder tries to dogdge the name issue by mentioning that there are serious issues that more important than the name issue. The serious issue brought up by Snyder relates to culturally condition of Native Americans. He explains it all rationally without forgetting to defend the Redskins' name. In the last, Dan Snyder wants to keep the name.

The culturally based argument applied by Snyder shows that people prefer to avoid using racially based argument. It is also supported by Winant (1998) who states that in the post-civil right, the term racism becomes "invisible and marginalized" because of the discourse color-blindness. Then, it makes the term 'race' is reduced to the term 'ethnicity'. Thus, the existence of cultural racism becomes possible. However, William (2007) does not find this frame in the UND's mascot and nickname controversy case. It is true that people who support the use of Native Americans mascot and nickname rarely apply this frame, because they usually give the reasons telling that the name is to honor Native Americans.

Minimization of Racism

In this minimization of racism frame, there are some forms practiced by the supporters of Washington Redskins. First form is practiced by a fan of Redskins called Collins in article *At Washington's Training Camp, Fans Are Split on Name Change*. He applies the 'accusing the

minority' form. In this form, they accuse the offended people who are Native Americans and the activists for being hypersensitive. In the 'accusing the minority' form, people who do this form would think that offended people are being 'hypersensitive'. The supporter says that "*If [the name] offends some people, oh well,.....People get offended everyday by a lot of different things*" (*At Washington's Training Camp, Fans Are Split on Name Change*, published on July 26, 2014). From here, it can be seen that the supporter indirectly says that people who get offended by the name is hypersensitive, even though that supporter does not refer to Native Americans. Then, second form is to make use the poll to show that the name is not racist and offensive. This form is applied by Roger Goodell and Dan Snyder.

After William could not find color-blind racism practice in previous frames, in this fourth frame, William (2007) finally found one of color-blind racism practice in the attempt of the UND administration to minimize racism by showing off the racial tolerance progress and Native American program at the university in the purpose to show that the UND also support the Native Americans. How William found one practice of four central frames asserted by Bonilla-Silva shows that at least color-blind racism is practiced in UND mascot and nickname controversy case, even though it is applied in only one frame.

As those four central frames practiced by the supporters of Washington Redskins, it shows that Native Americans have experienced color-blind racism. In this case, Fryberg and Stephens (2010) even assume that Native Americans are invisible in the world of color-blind ideology because of the impact of how Native Americans is underrepresented in the mainstream media. What they call as invisible is a situation where Native Americans experience 'an extreme form of color-blindness' (Fryberg & Stephens, 2010). It can be related to the application of term 'Redskins' in the case of Washington Redskins' name controversy. Majority of supporters ignore

the fact that the word 'Redskins' itself is offensive and keep supporting the name. The invisibility is shown when the supporters ignore the fact about the offensiveness of that word. The mainstream media also prove that they prefer Native Americans as historical figures rather than as contemporary figures by often showing historical Native Americans in television or printed media. That is why the supporters really get used to stereotypical Native Americans and think it as common thing because they have been influenced by the mainstream media preference.

Therefore, it can be concluded that there is a mainstream media role in promoting stereotypical Native Americans. It is also supported by Locklear (2012) who assumes that some media promote the racism through mentioning the Native Americans athletic imagery in the headline of news articles or in television. As a professional sports team, Washington Redskins obviously has been reported in news many times with that Native Americans imagery. It explains that the media mentioning Washington Redskins indirectly promote racism. Thus, it also explains why Native Americans experience color-blind racism in the most extreme way. For an example, King (2006) has mentioned about a hockey athlete who has been stereotypically described in mainstream media, specifically in an article. A hockey athlete called Jordin Tootoo is from Inuk tribe. Tootoo is often presented in media as a member of Inuk tribe rather than as a normal athlete who would be described by his or her talent. It proves that media has played a role in promoting racism through Native Americans imagery.

Even though this study has found the practices of color-blind racism through the four central frames asserted by Bonilla-Silva, there are some forms from those central frames that are not applicable such as 'equal opportunity' form in abstract liberalism frame. Thus, it makes the theory of color-blind racism less effective. However, those frames are found in all news articles

used as primary data. It shows that color-blind racism exists in the case of Washington Redskins mascot and nickname controversy.

From the findings, it shows how the Washington Redskins' supporters practice color-blind racism as seen in the news articles 2014. It can be pointed out that frame *naturalization* is found in all news articles used as primary data. The findings also show that frame *cultural racism* is a frame rarely applied by the supporters because this frame is only found in the second news article.

By applying rhetorical analysis, this research also finds that the supporters employ an act of persuasion that is mentioned by Leach (2000) as *Rhetoric I*. They apply an act of persuasion by practicing color-blind racism in the four central frames as asserted by Bonilla-Silva. In this case, the supporters have attempted to persuade the readers of the news articles who are referred as the audiences in a purpose to make the readers believe that Washington Redskins mascot and nickname are not offensive and racist.

Conclusion

The practice of color-blind racism in this case is an inequality act that is practiced by the Washington Redskins supporters in a purpose to support the team's mascot and nickname continuation. This study has found that the Washington Redskins' supporters practice color-blind racism in four central frames as asserted in Bonilla-Silva's color-blind racism theory. Through those frames, it is shown that the reason 'honoring Native Americans' becomes the most important point because it can rationalize and normalize the supporters' act in defending the Native Americans mascot and nickname and avoiding racial matter.

The supporters of Washington Redskins practicing color-blind racism are influenced by mainstream media's preference. Mainstream media often prefer to show Native Americans in

historical and stereotypical way rather than show them in contemporary way. Then, it makes Native Americans become invisible in the color-blindness world. This invisibility also shows that Native Americans experience color-blind racism in the extreme way (Fryberg and Stephens, 2010). Thus, the finding about how Washington Redskins supporters practice color-blind racism contributes to Native American studies because it shows how the covert racism towards Native Americans exists in the post-civil right era without mentioning about 'race'.

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