IMPLICATURE USED AT THE POLITICS NEWS OF THE JAKARTA POST, JAWA POS NEWSPAPER AND ITS PEDAGOGIC IMPLICATIONS

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ABSTRACT

Implicature in a broad sense requires what a speaker means is determined by the speaker's intentions in a given context. Many people use implicature in a certain fields for example in politics. In addition, politicians also use implicature in any situation to win his or her idea. Therefore they try to imply a bad association into a good one in many types and meanings of implicature. In This Journal, the writer discuss about the Implicature Politics and It’s Pedagogics Implication that found in Jakarta Post and Jawa Pos.

Key Words: Implicature, Speech act, Maxims.

INTRODUCTION

Pragmatics is a term traditionally used to label one of the three major divisions of semiotics (along with Semantics and Syntaxes). In modern linguistics, it has come to be applied to the study of language from the point of view of the users, especially of the choices they make, the constraints they encounter in using language in social interaction, and the effects their use of language has on the other participants in an act of communication [1].

Pragmatic has many aspects, and one of the aspects of pragmatics is conversational implicature. Levinson (1983) states that conversational implicature is one of the single most important ideas in pragmatics. It provides some implicit account of how it is possible to mean (in some general sense) more than what is actually “said” (i.e. more than what is literally expressed by the conversational sense of the linguistic expression uttered).

Grice (1967) proposes a theory of conversational implicature. This theory says that implicature is a meaning which is implied, that is, conveyed indirectly or though hints, and understood implicitly without being explicitly stated [3]. According to Grice, to understand what speakers mean things that they do not actually say we need to draw a distinction between the “natural” and the ‘non natural’ meanings of utterances. Non literal or indirect meaning is often used by speakers in conversations. Indirectness is typical of real word language use and literal or stated meaning is only one aspect of the meaning conveyed in an utterance [3].

In general, implicature exist in all language skills including communicative grammar, and understanding it is very difficult not only in teaching but also in communication.

An implicature is something meant, implied, or suggested distinct from what is said. Implicatures can be part of sentence meaning or dependent on conversational context, and can be conventional or unconventional. Conversational implicatures have become one of the principal subjects of pragmatics. Grundy (2000:116) states that implicature like dixis in another way too- because it allows us to communicate meanings as inferences rather than entailments, it is particularly attuned to face-to face communication. Being defeasible, inferences are by nature more tentative than entailments. An implicatures also make possible the very opposite of tentative talk because an implicature assumes that speaker and hearer can access a
THE KWLM TECHNIQUE: SUSTAINING INTERESTS AND ENHANCING MOTIVATION IN READING

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ABSTRACT
The common phenomenon among students, which becomes the persistent problem faced by many English teachers, is the attempt to sustain genuine interest in continuing to learn and use English, especially reading once the examinations are over. Teachers have to create a healthy balance between preparing students for the standardized examination and for life-long language skills. Utilizing an effective teaching technique like the KWLM can encourage students to read actively through the learning events and promote students' motivation to read. This technique assists teachers to make students comprehend reading texts through charts that include column for each activity on activating students' prior knowledge, expressing their curiosity, explaining information gotten, and extending information on the topic. As it provides an opportunity for students to expand their ideas by reading more texts, they are indirectly trained to do self-directed reading. This is justified by the students' responses towards the questionnaires distributed. By utilizing the KWLM technique, the ultimate goal of language teachers to help learners become autonomous readers can be achieved.

Keywords: The KWLM Technique, autonomous learner.

INTRODUCTION
Life-long learning is one of the ultimate goals of education, for today is the era of learning rather than teaching. The process in obtaining knowledge does not depend on teachers, but students can actively acquire it themselves, as the wide accessibility of information and explosion of knowledge-academic papers and web pages in the Internet that are mostly written in English, are feasible. Reading, then, is undoubtedly an advanced means of gathering and processing information, by which we could dialog ancient saints and communicate with people on the other side of the world. Thus, students should not only become self-motivated or an autonomous readers, but also capable in processing the needed of information quickly.

In language education, the idea of learner-centered practice and autonomy are integrated into communicative language teaching [1]. However, the effort to sustain genuine interest in continuing to read English texts once the classes or examinations are over are common problems faced by many English teachers.

For example, as stated by Kwidju 2000; Rukmini, 2004; Firmanto, 2005 in [2], although reading is considered to be an important language skill, many students are likely to be reluctant readers, and seen it as uninteresting activity due to students' limited background knowledge, inability to understand the content of the text, and complicated organizational structure of the text. These common phenomena happen because students overly depend on teachers and are reluctant to develop a sense of responsibility for their learning outcome. Therefore, students do not adequately develop skills to perform real-life communicative task effectively.

As emphasized by [2] that teachers are faced with challenge of providing effective English reading instruction so that students can get access to reading in particular, and to literacy, in general, as one of the steps to become self-directed, independent students. Reading is done neither any instruction nor because of force of tests,
A PROPOSED SYLLABUS OF CRITICAL READING FOR THE ENGLISH DEPARTMENT STUDENTS OF BRAWIJAYA UNIVERSITY

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ABSTRACT
The purpose of this study is developing an appropriate Critical Reading syllabus for English department students of Brawijaya university. This study uses Research and Development design with a procedure which consists of needs analysis, description of the purpose, selection or development of syllabus type, production of proto syllabus, production of pedagogical syllabus expert validation, evaluation and revision, try out, final product. The final version of the product consists of Critical Reading syllabus. The product has been developed by following the stages in the modified Yalden's model.

Keywords: critical reading, syllabus

Students at the college level should be trained to think critically. Therefore, to achieve this purpose, many English Departments have provided a course which is expected to train their students to think critically. This happens due to the fact that the teaching of Critical Reading is highly needed in today's education world. The existence of any Critical Reading course at the college level is very crucial because it provides students with the techniques of problem-solving and critical analysis.

The Critical Reading course is one of the skill subjects offered at the English Department of Brawijaya University. In this university, the reading courses offered are Basic Reading Skills (BRS) course, Critical Reading (CR) course, and Extensive Reading (ER) course.

The Critical Reading (CR) course is given at the second semester in response to the need of critical reading today. It is also taught to respond to the fact that students are lagging in problem-solving and thinking skills. This observation is based on an interview that the writer conducted on July 24, 2011 to two teachers of Critical Reading course in the previous semester. This interview was done in order to get a closer look on how successful the implementation of the Critical Reading course is. It is expected that the critical reading course in the English Department of Brawijaya University may provide students with the techniques of problem-solving and critical analysis.

As its name suggests, critical reading actually teaches students to think while reading. It has been defined as learning to evaluate, draw inferences and arrive at conclusions based on the evidence [1].

Critical reading is categorized into a higher-order level of reading than literal and interpretive reading. This course is very crucial because it provides the students with the skill to be critical readers. Students' ability to think and read critically will enhance their understanding toward the text they are reading. This happens due to the fact that during the critical reading process, readers continue to be "producers". They analyze, produce, and judge [2].

Bloom's taxonomy of the cognitive domain (1956) identifies three levels within critical reading category: analysis, synthesis, and evaluation. At the analysis level, readers distinguish facts from opinion, propaganda techniques, and fallacies in reasoning. They also identify motives or reasons for something to happen, assess the qualifications of a source of information, and determine evidence to support a conclusion, inference, or generalization. The readers
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