Discourse In E-Text

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Abstract: This study focuses on the assumption in spoken discourse among Korean learners of the Malay language. The objectives of the study were to identify and discuss the spoken discourse among Korean learners. The samples of the study were eight subjects from a class of Malay-Indonesian Interpretation and Translation, Hankuk University of Foreign Studies, South Korea. The subjects were given an e-reading text from the website for assignment and they were asked to finish the assignment on the following weeks. The subjects were interviewed based on the assignment given. The subjects' statements were transcribed and the transcriptions were analyzed by using the discourse analysis theory. The results revealed that the subjects have given excuses for not doing their assignment. The results also revealed that assumption has helped in the process of the learning about the subjects' excuses and manipulations towards the assignment. This study helps educators in understanding the reasons and excuses given by students in the classroom. It is hoped that further studies will focus on the discourse analysis theory towards specific writing task in the classroom.

Index Terms : discourse analysis, e-text, educator, learner, modern language, reading, spoken discourse

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1. INTRODUCTION
Learning a second or third language can be easy or it can be very difficult for a person. It is a tedious and hard work when dealing with new languages since a person has to know all the skills involved in the language. Hamidah Yamat [1] states that learning a second language will need time and confidence since it relates to various skills. The skills like reading, writing, speaking, listening as well as grammar will be studied in order to be proficient and competent in the new language. Hankuk University of Foreign Studies, South Korea has offered more than forty-seven languages from all over the world. Students will choose the language that they prefered and at the end of the study, it is hoped that they will be proficient and competent in the language. In order to do so, a person must learn how to be a successful [2]; [3]; [4]. Also, various strategies should be considered when learning a language [5]; [6]. One of skills that is really important for conversation is the speaking skill. Speaking can be analysed by looking at the spoken discourse and the appropriate way to analyze the spoken discourse would be by looking at the implicature of the speech. According to Brown & Yule [7], implicature denotes either the act of meaning or implying one thing by saying something else, or the object of that act. Also, implicature can be part of sentence meaning or dependent on conversational context, and can be conventional or unconventional [7].

2 RELATED STUDIES ON SPOKEN DISCOURSE
A study on spoken discourse by Noor Asliza Abdul Rahim & Normaliza Abd Rahim [8] claims that engineering students had shown major problems in interacting using the Malay language when communicating and presenting in the classroom.
The study focuses on the strategies used by engineering students and the results revealed that the students had tried several strategies in order to have a better language in communication. Normaliza Abd Rahim, Nik Ismail Harun & Arbaie Sujud [9] agree with Noor Asliza Abdul Rahim & Normaliza Abd Rahim [8] and claim thatin order to interact, a person has to find ways so that the messages in interaction

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will be delivered and understood by listeners. However, Suraya Amirrudin, Normaliza Abd Rahim, Hazlina Abdul Halim & Ilyana Jalaludin [10], Normaliza Abd Rahim, Awang Azman Awang Pawi & Nik Rafidah Nik Muhammad Affendi [11], Malarvizhi Sinayah, Paramasivam Muthusamy, Kannan Narrayan & Normaliza Abd Rahim [12] add that in communication, the main important factor that should be considered is the language use, word choice and content of the interaction. Malarvizhi Sinayah, Paramasivam Muthusamy, Kannan Narrayan & Normaliza Abd Rahim [12] study focuses on interaction in the social media and found that the interactions were not clear and most of the time too short and the meaning is vague. Thus, this study recommends the types of language that should be used among social media users. Another study on spoken discourse by Norfarhana Shahira Rosly, Normaliza Abd Rahim & Hazlina Abdul Halim [13] shows students' interaction towards digital story where the students were enthusiastic in discussing about the story. The digital story had made the students felt that they were in the story and able to retell the story. In the beginning, the students were not keen in studying in the classroom. With the help of the study, the students were able to focus on the digital story. The study by Norfarhana Shahira Rosly, Normaliza Abd Rahim & Hazlina Abdul Halim [13] is similar to the study by Normaliza Abd Rahim & Nik Ismail Harun [14], where a digital foklore song was introduced in the classroom and the students were able to give their positive perceptions towards the story. The digital folklore story seemed to make them focus in the classroom and therefore created a better environment in the classroom. Normaliza Abd Rahim, Siti Nur Aliaa Roslan, Roslina Mamat, Hazlina Abul Halim & Arbaie Sujud [15] claim that students will be keen in studying when they were given time to interact with each other and with the knowledge of language, they will be able to interact with each other very well. Therefore, there will no misunderstanding towards the meaning of the language. Færch & Kasper [16] add that learning a language can be difficult so therefore, in order to avoid misunderstanding, a person must find better strategies in learning. Studies among Korean learners' interaction have shown that students were able to give their opinion and ideas in the classroom. Chun Tai-Hyun & Normaliza AbdRahim [17] study focuses on Malay language learning among Korean learners showed that the students were able to interact with their peers by using the Malay language. The subjects of the study consist of Korean students at Hankuk University of Foreign Language, South Korea. The subjects were confused with the language but after a few weeks, they were able to

give their views and opinion towards the activity in the classroom. The study by Chun Tai-Hyun & Normaliza Abd Rahim [17] is similar to the study by Song Seung Won & Normaliza Abd Rahim [18], where Korean students were able to give their perceptions towards Malay quatrain. Malay quatrain is one of Malay literature genres and it is difficult for second language learners to understand. Hence, the students at Hankuk University of Foreign Studies, South Korea seemed to understand the Malay quatrain and were able to give their positive perception. Their perceptions were analyzed by using the discourse analysis theory by [7]. Another study among Korean learners was studied by Normaliza Abd Rahim, Arbaie Sujud, Hazlina Abdul Halim & Roslina Mamat [19]. The study focuses on Korean students learning the Malay language. The students were in small groups. They were given a topic to discuss. They discussed by giving their views and opinions about the Malay language that they have learnt for the semester. The results revealed that the students were able to communicate in a small group. The objectives of the study were to identify and discuss the spoken discourse on e-Text among Korean learners learning the Malay language.

3 METHODOLOGY

The samples of the study were eight subjects from a class of Malay language. The subjects were from Hankuk University of Foreign Studies, South Korea. They majored in Malay-Indonesian Interpretation and Translation. The subjects were in their third and final year of the semester. The subjects were interviewed about the e-text assignment from the website which was given to them a few days earlier. The assignment was to read the text and answer the following questions. Subjects' statements were transcribed. The transcriptions were analyzed by looking at the meaning of the statements given by the subjects and also by using assumption from Normaliza Abd Rahim [20] discourse analysis theory. Normaliza Abd Rahim [20] explains that discourse analysis is committed to an investigation of what and how that language is used so that we can utter everything to another people with the same interpretation. Discourse analysis theory according to Normaliza Abd Rahim [20]; [21] consists of three elements as in content, context and assumption. However, this study focuses on assumption for analyzing the transcriptions. According to Normaliza Abd Rahim [20]; [21], assumption denotes either the act of meaning or implying one thing by saying something else, or the object of that act. Also, assumption can be part of sentence meaning or dependent on conversational context, and can be conventional or unconventional. However, assumption serves a variety of goals beyond communication that is maintaining good social relations, misleading without lying, style, and verbal efficiency. Knowledge of common forms of assumption is acquired along with one's native language at an early age.

4   RESULTS AND DISCUSSION

Saya tidak membaca teks yang diberikan. Sebenarnya saya tidak faham langsung. Saya sudah rujuk dalam kamus tetapi gagal. Saya juga telah bertanya kawan saya tetapi mereka tidak tahu. Apa yang boleh saya buat? Teks ini terlalu sukar. (S1T1) I have not been reading the text that you gave me. I actually don't understand at all. I checked the dictionary but failed. I asked my friend but they don't know either. What can I do? This is too difficult. (S1T1) S1T1 above showed that S1 gave reason that he did not actually read the text given. In the

beginning, he said that he did not read the text but later said that he did not understand the text. He also stated that he refered to the dictionary but failed to understand. In fact, he asked his friends about the text but they did not know. He then questioned what else could be done since the text was difficult. As for assumption, S1T1 above also showed that S1 was having different answers for one question. He was actually giving excuses on the matter. Actually, S1 did not even read the text and giving excuses about refering to the dictionary, friend and lastly complaining that the text was difficult. He was trying to escape from being scolded for not reading the text so therefore, different types of excuses will hopefully helped him. He knew by mentioning about dictionary, friend and difficult, were the words that were usually used in the classroom.

Saya sudah baca teks semalam dan dulu semalam. Sebenarnya, saya terlalu sibuk dengan tugasan yang lain. Saya akan cuba hari ini. Tetapi saya memerlukan pertolongan tentang makna teks ini. (S2T1)

I read yesterday and the day before. Actually I was too busy with other assignments. I will try again today. But I really need your help with the meaning of the text. (S2T1) S2T1 above showed that S2 mentioned that he read the assignment for two days in a row. He then stated that he was too busy with other assignments. He said that he would try and do it again today. He also mentioned that he needed help with the meaning of the text. As for assumption, S2T1 above also showed that S2 did not even read the text given. Although, he stated that he read it for two days but it was obvious that he was busy with other assignments instead. He actually did not start reading it until today. This was shown when he asked help with the meaning of the text. This showed that he did not bother to read it in the first place.

Teks ini terlalu panjang. Tidak boleh teks ini pendek. Begini? Saya akan cuba baca teks ini bersama kawan saya. Semalam, saya bertanya kepada senior mengenai teks ini. Mereka tidak tahu. Tetapi saya akan cuba buat sendiri. (S3T1)
The text is too long. Can it be this short. Only this much. I will try to read it with my friends. Yesterday, I asked my seniors about this text. They really don't know. But I will try and do it myself. (S3T1)

S3T1 above showed that S3 mentioned that the text given was too long. In fact, he asked whether it was possible to have a shorter text. He then showed his two fingers in order to make small gesture. Later, he mentioned that he would read the text with his friends. He said that he did ask his senior the day before about the text but the senior said that they did not know. Then, he said that he will try to do it himself. As for assumption, S3T1 above showed that S3 was giving excuses about the text that he supposed to read. He actually complained about the text being too long and that was that reason that he did not read it but actually he did not even read it at all. As a matter of fact, he even asked for compromise as to have a shorter text which he felt that he could read quickly. He also gave reasons that he asked from seniors about the text which he did not do it since in reality, the senior at the university will never help the juniors or as a matter of fact, they do not really talk to each other. After giving the excuses, he

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gave assurance that he would do it himself which in fact that was his first time reading the text.

> Yang mana? Yang ini? Ya, saya sudah baca. Tiga kali. Saya sudah rujuk kamus melalui telefon dengan banyak kali. Sangat sudah. Saya belum buat latihan ini. Tetapi saya akan baca semula. Saya pastikan semuanya betul. (S4T1)
> Which one? This one? Yes, I have read it. Three time. I checked the dictionary from the phone for so many times. It is really difficult. I haven't done the exercises yet. But I will read it again. To make sure it is the right. (S4T1)

S4T1 above showed that S4 was trying to point the two articles in his hand. He also said that he has read that the article for three times and he refered to the dictionary from his phone all the time. He said that the text was difficult and he did not do the exercise yet. He ensures that he will read it again and confirm that he would get it right. As for assumption, S4T1 above showed that S4 was trying to manipulate the lecturer. He was seen showing the two texts and admitted that he had read it for three times by showing the evidence that he had refered to the dictionary. It seemed that he was trying to give assurance to the lecturer that he did his work but actually he did not even read it since he did not do the exercise. In fact, he said that he would read it again. Logically, he could have done it straight away after reading the text for three times.

> Kita perlu baca teks ini? Ya, saya sudah jumpa teks inidalam beg. Saya sangkakan untuk kelas hari ini. Baiklah, saya akan baca sekarang. Saya tidak hadir minggu lepas. Tetapi saya akan cuba buat hari ini. (S5T1)
> We have to read the text? Yes. I found it in my bag. I thought this is for today's lesson. Ok, I will read it now. I did not come last week. But I will try to do it today. (S5T1)

S5T1 above showed that S5 was asking question pertaining to the text. She got confused with the assignment given and tried to find it in the bag. She was thinking that the assignment given was for today's lesson. She also said that she did not attend the class the week before and that was her reason for not knowing about the assignment. She said that she would read it now and finish it by today. As for assumption, S5T1 above showed that S5 has been trying to give excuses for not doing her assignment. It the beginning she gave excuses like not knowing about the text that should be done for the assignment and mentioned that she did not attend class the week before. The reason that she gave was not strong since she could have asked her friends for the whole week. Also, she mentioned that she would do it today and this seemed true since she got no other excuses to say.

> Teks ini tidak lah sukar. Saya terus faham. Tetapi saya belum buat latihan. Beri beri kami masa untuk membuatnya? Saya perlu membacanya lagi. (S6T1)
> The text is not that difficult. I understood it right away. But I haven't done the exercises yet. Do you give us time to do it now? I have to read it again. (S6T1)

S6T1 above showed that S6 admitted that the text was not difficult. It seemed that she understood the text right way. Also, she claimed that she did not do the exercises yet. She also wanted more time to do it now. Other than that, she really wanted to read the text again. As for assumption, S6T1 above showed that S6 obviously did not even read the text given.

She pretended to say that she had read the text whereas she did not even look at it. This seemed to be true due to the fact that she said she did not do the exercises yet. She should have done it after reading and not waited for other days to do it. Another thing, she wanted more time to read since this was her first time reading the text.

> Bolehkah kita menggunakan kamus lagi? Saya lupa tentang tugasan ini. Tolong maafkan saya. Saya akan buat sekarang. Beri kami lebih kurang dua puluh minit. Tolong. (S7T1)
> Can we use the dictionary again? I really forgotten about the assignment. Please forgive me. I will do it now. Give us about twenty minutes. Please. (S7T1)

S7T1 above showed that S7 asked permission from the lecturer to use the dictionary. She also said that she had forgotten about the assignment and asked for forgiveness. She claimed that she will do it straight away and wanted twenty minutes to do the assignment in the classroom. She apologized again. As for assumption, S7T1 above showed that S7 did not tell the truth about using the dictionary since all this while, dictionary can be used in the classroom. She wanted to give reasons so that she will be forgiven for not doing the assignment. She admitted that she had forgotten about it and apologized twice for it. She was also giving assurance that she would do it straight away.

> Belum. Saya belum buat lagi. Saya ada tiga tugasan semalam. Selain itu, saya harus memohon pekerjaan. Semester ini merupakan semester akhir. Maka, saya tidurpada pukul lima pagi. Saya akan buat sekarang. Saya harap saya akan beri hari ini juga. Saya akan buat yang terbaik. (S8T1)
> No. I haven't done it yet. I have to do three assignment yesterday. Also, I have to apply for jobs. This is my last semester. So I slept about five in the morning. I will do it now. I hope I can give it to you today. I will try my best. (S8T1)

S8T1 above showed that S8 admitted she did not do the assignment. She also claimed that she had three assignments done the day before. She also claimed that she had to apply for jobs. She said that this semester was her last semester so she had to sleep at five in the morning. She claimed that she wanted to do the assignment now and would try to give the assignment to the lecturer by today. She gave assurance that she would try her best to do the assignment. As for assumption, S8T1 above showed that S8 has been giving so many excuses. She claimed that she had three assignments that she had to finish. She claimed that since she was in her last semester at the university, she has to apply for jobs. She also gave excuses that she had to sleep at five in the morning due to her busy work. Although, she claimed that she did not do the assignment in the beginning but by giving the excuses showed that she was lazy. The excuses were just a mere reasons so that she would be given the chance to do the assignment in the classroom.

4.1 Summary of Results
The results above showed that all eight subjects did not tell the truth pertaining to the assignment given. The subjects seemed to give reasons so that the assignment will be forgotten. It seemed that the subjects were trying to ask for more time to

do the assignment and prefered to do the assignment in the classroom compared to take it home. They knew that if they do it in the classroom, they will have time to discuss with their friends and the lecturer. The reason giving the assignment was to ensure that they do it own their own but since they have manipulated their reasons, they would rather do it with the help of the lecturer. Several steps should be taken in consideration for the lecturer to ensure that the assignment should be done at home. However, the subjects seemed to prefer to do it together and do not want to have more mistakes if they do it alone. The results of the study revealed that assumption is important to identify students reasons for not doing their assignment. Also, the results revealed that, assumption will help the process of lies and manipulation by the subjects. The results of the study are parallel to the study of Normaliza Abd Rahim, Hazlina Abdul Halim, Roslina Mamat & Nor Shahila Mansor [22] and Hintz [23] where assumption is important to ensure the feasibility of viability of a spoken discourse. Here, it can be seen that when a person speaks, we can investigate their real intention for doing so. This study is also consistent to the study by Rababah [24] where second language learners will face problems in delivering and understanding what is being said or written.

5 CONCLUSION

To conclude, assumption has played a major role in identifying certain discourse. This study implicates educators in solving problem when dealing with students of foreign languages. This is to ensure that their reasons for not understanding the text will not be accepted since lessons are given beforehand. Educators can plan tasks that are suitable in the classroom or as assignments to be taken home. The results of this study have helped in identifying students' reasons for not doing the assignment. If an educator just accepts the statements given by the students, they students might do it again and again. At the end, there is no learning taking place. It is hoped that further studies will focus on assumption towards specific writing task in the classroom.

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