

**ETHNOGRAPHY OF WRITING OF THE JOURNAL ARTICLES
PERSPECTIVES THE ESL CLASSROOM AND THE QUEERLY SHIFTING
SANDS OF LEARNER IDENTITY BY JACQUELINE DUMAS**

A THESIS

**Submitted in partial fulfillment of the requirements
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By:

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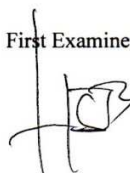
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STATEMENT OF ORIGINALITY

I hereby certify that this thesis is definitely my own work. I am completely responsible for the content of this thesis. Opinions or findings of others included in this thesis are quoted or cited with respect to ethical standart.

Semarang, 10 February 2014

Siti Chotimah

MOTTO

“When a heart finds another, what’s a cloud more or less in the sky.”

(Wolf and page).

“Being deeply loved by someone gives your strength, while loving deeply gives your courage.”

(Lao tz).

“We are all inventors, each sailing out on a voyage of discovery, guided each by a private chart, of which there is no duplicate. The world is all gates, all opportunities.”

(Ralph Waldo Emerson).

“Seek the lofty by reading, hearing and seeing great work at some moment everyday.”

(Thornton Wilder).

“The only way of finding the limits of the possible is by going beyond them into the impossible.”

(Arthur C. Clarke).

“Hope is like the sun, which as we journey toward it, casts the shadow of our borden behind us.”

(Samuel Smiles).

“Nothing contributes so much to tranquilize the mind as a steady purpose, a point on which the soul may fix its intellectual eye.”

(Mary Shelley).

“Believe with all of your heart that you will do what you were made to do.”

(Orison Sweet Marden).

“Great spirits have always encountered violent opposition from mediocre minds.”

(Albert Einstein).

DEDICATION

This thesis is dedicated to:

- ❖ My Almighty God (Allah SWT),
- ❖ My Prophet Muhammad SAW and his family,
- ❖ My beloved parents ayah Soeharto and ibu Parsini
- ❖ My beloved elder sister Rohmi Susanti
- ❖ My beloved elder brother Siswo Sunarko and Sudarmono
- ❖ My beloved elder brother in law Bambang Joyo Warso
- ❖ My beloved elder sister in law Titik Prasetya Utami and Siti Rohmah
- ❖ My self,
- ❖ All my family,
- ❖ All my dearest friends,
- ❖ All people around me who love and care about me

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Hopefully, this thesis will be useful for the readers, especially for the students of English Department of the Faculty of Humanities Dian Nuswantoro University. It can be a reference to the next researcher to get more knowledge about ethnography of writing.

Furthermore, I do realize that due to my limited ability, this thesis is far from being perfect. Therefore I welcome any suggestions, comments and criticisms.

Semarang, 10 February 2014

Siti Chotimah

ABSTRACT

The thesis entitled *The Ethnography of Writing of the journal article entitled Perspective the Esl Classroom and the Queerly Shifting Sands of Learner Identity* by Jacqueline Dumas. It is aimed of describing the elements of ethnograohy of writing in the journal article *Perspective the Esl Classroom and the Queerly Shifting Sands of Learner Identity* from TESL Canada journal, by using descriptive qualitative method.

In collecting the data, the researcher take by downloading from internet www.tesl.com on 14 March 2013, the steps are opening the internet, typing the keywords from google and the last downloading www.tesl.com. In analyzing the data, the researcher follow several steps, they are reading the journal article from TESL Canada journal, analyzing the data into the elements of ethnography of writing, classifying the data into each element of ethnography of writing and drawing conclusion.

The result shows that the setting of time of the journal article was published in TESL Canada journal in 26 Fall,2008 and the setting of place was published in www.tesl.com by TESL Canada journal. The purpose is to inform the reader about social diversity in Canada, to explain about psychological bisexual condition in Canada and to let reader knew about learning process method by non native speaker of English in this unusual condition. The contents of the text are the characterization of queer people identity, the psychological of bisexual life condition in environment and the method of learning process of English as second language by non native speaker based on their own experience and the true story. The name of the writer is Jacqueline Dumas who was the lecturer at University of Alberta and she lived in Edmonton, Canada. The intended audience of the particular text is English teacher and students. The relationship between reader and writer of the text are english teacher and students. The general academic expectation for the particular text are to give inspiration and motivation to the English teacher about differential character around class environment. Text type requirements for the particular genre is explanation. The backgrorund knowledge of the writer is English as second language lecturer. The relationship the text has with other genre, the journal article by Jacqueline Dumas could be used as the method of learning process or object analysis because this journal article was written with formal language.

Keywords: descriptive research, element of ethnography of writing, ethnography of writing, journal article, TESL Canada journal.

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CHAPTER I

INTRODUCTION

1.1. Background of The Study

In the social life language is the main aspects of communication. People need languages to communicate each other and to share their own ideas to each other. In communication language is classified into two parts, they are verbal and non verbal communication. (<http://www.google.com/faculty.buffalostate.edu/smirthd/>) verbal communication of the vocal category includes spoken language. Nonverbal communication involves written communication as well as communication that is transmitted through sign language, finger spelling, braille and so on.

Verbal language is used when people want to communicate with others directly, for example: “may I borrow your pen”, “can you help me?” and so on, while nonverbal communication is used when people want to communicate with others indirectly, for example: when people is talking each other and the one of them understand the topic, he *or she will nod the head* as the signal.

In communication, people not only practice the direct communication but also indirect communication. Direct communication is usually practiced in formal communication because in this communication people must communicate to each other depending on own idea. While indirect communication is usually practiced in the casual or informal communication because in this communication people might not share own idea in the real words but people can give the symbol of the part of body as the sign (http://www.youofficecoach.com/Topics/direct_or_indirect_communicatior.htm).

In many activities, language is not only used to communicate directly and indirectly but also can be used to convey message into writing activity. For example: when people need to ask permission but they can't convey directly, they can write a letter as the sign of communication. Written communication is classified into two main terms, they are formal and informal. Formal written communication is usually practiced in the formal letter, scientific letter, journal articles and so on. People use the formal written text to convey message to others through the letter or the journal articles. In writing this text people must focus on the important aspect of writing, for example: grammar structure, capitulation and punctuation, tenses, socio cultural, behavior, character, etc. While in writing informal written text people does not need to notice some important aspect of formal writing text because it is usually used freely and casually. Informal writing text is usually practiced around the social life because it is usually practiced by major people around small environment or general place.

Barton and Papen (2005:3) state writing is an everyday communicative practice which pervades our lives, at individual as well as societal level. Given the omnipresence of the written word, research into the role of written language in everyday communication is at the heart of understanding contemporary forms of social interaction, between institutions and communities as well as between individuals.

According the theory above, writing is the way of communication that informs how communication is produced and how communication is conveyed. In writing way, the writers are not only able to express their feeling or inform their own idea but also able to criticize about social condition life, for example: politics, environment, cultural and healthy into news paper, articles and scientific writing. In convey their idea or information into writing communication, the writers must be use the formal writing rules and simple language as well as the genre of

writing so that the reader are easy to understand about the purpose and the point of the written communication. Informing opinion about social life, the writer must use some of theory to reinforce the object analysis and combine both of them into the truth articles or scientific writing.

In writing activity there are some cultural or anthropological aspects of writing as well as the writers must be noticed to make the writing activity is delightful and the readers will enjoy reading article or letter. The aspects of writing is how the writers convey the message to the readers through the text, how the writer apply the theory and improve the knowledge through writing and how the writer is able to employ the best language. The one of aspect communication of writing activity is socio cultural writing, also called as the ethnography of writing.

Ethnography of writing is how the writers convey their idea and apply theory about anthropology writing into scientific writing and how they combine it with the cultural knowledge of writing skills. It means that the writers must be able to improve about anthropology writing and apply the theory and the data analysis clearly so that the readers are able to understand about the cultural writing term.

Grape and Kaplan (1996) propose an 'Ethnography of Writing' as a way of getting students to consider the social and culture context in which texts occur and their impact upon what they write. They suggest starting from the basic question 'who write what to whom, for what purpose, why, when, where, and how?' and then moving to a detailed discussion of the context of the production and interpretation of the students texts.

According the theory above, in analyzing ethnography of writing, students must notice for some important aspects, likes: socio and cultural context because the two aspects have important impact of this text. Ethnography of writing explains about how the writers combine the

anthropological writing into research text or articles and how the writers share their own idea into the social writing or articles. In ethnography of writing there are several kinds of writing analyses: scientific writing, journal articles, personal blogs and so on. In this analysis, the researcher is able to understand how the writers convey the message and their own reality experience through writing activity.

In this research, the researcher uses the journal articles from Jacqueline Dumas which is as analyzed into ethnography of writing aspects. The content of Jacqueline Dumas's journal article is about education research that has been done by writer. Her analysis is very interesting and gives benefit to education system. Based on the statement above, the researcher chooses the title *The Ethnography of Writing of Jacqueline Dumas Journal Article "Perspectives the Esl Classroom And The Queerly Shifting Sands of Learner Identity"* because the journal article explains about how the students are able to assimilate learning process into classroom without caring about differential gender, ethnic and sexuality. By considering the reason, the researcher analyzed every element of this journal article into aspects of ethnography of writing by using theory from Discourse Analysis as the frameworks focuses on the ethnography of writing term.

1.2. Statement of the Problem

Based on the background of the study, the statement of the problem is stated as follow: what are the elements of ethnography of writing found in a journal article *Perspective the Esl Classroom and the Queerly Shifting Sands of Learner Identity* by Jacqueline Dumas.

1.3. Objective of the Study

Based on the statement of the problem, the objective of the study is to identify each element of ethnography of writing of the journal article *Perspective the Esl Classroom and the Queerly Shifting Sands of learner Identity* by Jacqueline Dumas.

1.4. Scope of the Study

This research focuses on some elements of ethnography of writing term found in the journal article *Perspective the Esl Classroom and the Queerly Shifting Sands of learner Identity* by Jacqueline Dumas. In analyzing the elements of ethnography of writing the researcher used the theory proposed by Grape and Kaplan (1996). They are: the setting of the text, the purpose of the text, the content of the text, the writer of the text, and purpose in writing the text, the intended audience for the particular text, relationship between reader and writer and how this gives impact on what should be said, general academic expectations and convention for the particular text, text type requirements for the particular genre and how this is signaled (or not) in any interactions that are given to the writer, the background knowledge, values, and understanding it is assumed the writer the particular text, and the relationship the text has with other genre (e.g. lectures, set texts, journal articles, research report).

1.5. Significant of The Study

This study is expected to give the following benefits:

1. The researcher will get more knowledge about cultural ethnography or ethnography of writing.
2. A contribution to library in faculty of humanities and to college students from Dian Nuswantoro University, especially for English department in linguistics program as the inspiration for the next researcher.
3. For the next analyses, the researcher hopes that this research will give more inspiration and more knowledge of discourse analysis, especially ethnography of writing.

1.6. Thesis Organization

Thesis organization is a summary of each chapter. It is to create a systematic writing. The thesis organization is arranged as follows:

Chapter I presents the introduction that covers background of the study, of background of the study, statement of the problem, objective of the study, scope of the study, significance of the study and thesis organization.

Chapter II in this chapter the researcher only includes one part that is review of related literature. It contains of some theories to support this study. The theories used in this study are language and communication, patterns of communication, speech community, communicative competence, levels of formality, discourse analysis, ethnography of writing, aspect of the ethnography of communication.

Chapter III presents research method. This chapter consists of research design, unit of analysis, source of data, technique of data collection and technique of data analysis.

Chapter IV presents data analysis. This chapter covers the analysis of the data. It presents the research findings and discussion.

Chapter V presents conclusion and suggestion. It contains the conclusion of the study and suggestions related to the subject, which is analyzed.

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter gives explains of some theories in the relation to the problem of the study. The theories which are language, speech community, discourse analysis, level of communication, patterns of communication, ethnography of writing, journal article.

2.1. Language

The study of language is also motivated by an even more compelling consideration: language may distinguish human from all other organism (Chomsky1968:6). Consequently by studying language we hope to uncover some of the fundamental properties of human nature. One of our goals in this inquiry is to determine the most fruitful theoretical perspectives and best analytic methods to advance our investigation. Language is the main aspect of communication life, people need language to communicate each others to convey or inform message. When people practice their language into their social life, people have to use the natural language as well as the content of words in order to the meaning of words can be understood easily by others. The natural language is how the language is arranged by the perfect structure and has a meaning depends on the conversation context.

The ability to learn a natural language distinguishes humans from other animals and is normally engaged during the first decade of life during the critical period for language acquisition. The linguistics system that develops pervades everyday life, providing for an infinite linguistics capacity and for the essential creativity of language. The use of language is sensitive to a variety of social and contextual variables and can be analyzed at many different levels of description (E. Doane 1998)

People often report that they think in the language that they speak. But the concept of thinking itself needs clarification before we can evaluate this claim. Thinking crucially involves unconscious operations. Consequently, we do not have introspective access to our thought processes. We should not expect to be any more aware of the essential nature of our cognition than of our internal digestive processes. Perhaps thoughts are merely translated into a linguistic form as they make their way into consciousness. Thus, the so-called "language of thought" may be nonisomorphic to linguistic representation (Fodor 1975).

A key component of language is that it offers choices in its representational repertoire. (Drawing may thus be called a language if it is understood to offer choices and distinctions). But the number of distinctions will vary, and so will the specific format used to mark these distinctions (such as morphology, syntax, or lexicon). That a language must be a symbolic system (i.e., some entities within the system are understood to represent some entities outside the system) is uncontroversial.

When symbols are iconic but under the control of the user, we have a primitive form of language, Ullin (2000) writes: Before human beings developed the ability to communicate vocally, they communicated with one another by means of some form of sign language whose primary function was to organize the cooperative social activities involved in hunting and foraging. In such a language the signs would be entirely iconic, that is to say they would function as signs entirely by virtue of a resemblance between the sign and the object or movement it stands for.

M. Corballis (2000) concurs: Language evolved from manual gestures, since gestures have at least the potential to represent concepts iconically rather than in abstract form. Once a set of iconic representations is established, increasing usage can then lead to more stylized and

ultimately abstract representation, as has occurred in the evolution of writing systems. According to the theory above language has the main correlation with speech community because they have the same function of communication.

2.2. Speech Community

Language has the main concept of communication because it is used as the main pattern to convey a message and get information from others. Language is the main role of communication as best as the function of language depends on the social context and cultural behavior. "Tentatively, a speech community is defined as a community sharing rules for the conduct and interpretation of speech, and rules for the conduct and interpretation of at least one linguistic variety. Both conditions are necessary (Hymes 1972:54).

Communication is the process of conveying information through language between the speaker and the audience. Communication is classified into two parts, they are direct and indirect communication. Direct communication is how the speaker conveys the information to the receiver directly, for example: speech contest, sermon, debate and so on. While indirect communication is how the speaker conveys the information through media or the speaker doesn't meet with the audience directly, for example: letter, article, scientific writing and so on.

Gumperz (1986:63) defines a speech community as "a group that has regular and frequent interaction that is characterized by shared patterns of interaction and communication. Meanwhile Hymes (1986:63) "describes a speech community as a group which shares rules for the conduct and interpretation of speech".

A number of criteria for identifying a speech community have been suggested by researchers in this area, each of which often interacts. These include:

1. Shared language use,

2. Frequently of interaction by a group of people,
3. Shared rules of speaking and interpretation of speech performance,
4. Shared attitudes and values regarding language forms and use,
5. Shared socio-cultural understanding and presuppositions with regard to speech. (Saville-Troike, 1989:63)

Based on the statement above, speech community contains into discourse analysis theory that explains about how the process of communication is produced and applied by people into social life.

2.3. Discourse Analysis

Language and speech community has coloration each other as the main term of communication, they have a function of producing some words from creating idea on language to conveying message through communication. The language field and speech field (taking to the notion of social field) can be defined as the total range of communities within which a person's knowledge and varieties and speaking rules potentially enables him to move communicatively. One's language field will be delimited by one's repertoire of varieties, one's speech field by one's repertoire of pattern of speaking. One speech network is the effective union of these last two "(Hymes 1972:55)".

Discourse is a set of meanings through which a group of people communicate about a particular topic. Discourse can be defined in a narrow or a broad sense and a narrow definition of discourse might refer only to spoken or written language. However, discourse analysis more often draws on a broader definition to include the shared ways in which people make sense of things within a given culture or context, including both language and language-based practices (i.e. the ways in which things are accomplished). Discourse analysis has been used to understand

a wide range of texts including natural speech, professional documentation, political rhetoric, interview or focus group material, internet communication, newspapers and magazines and broadcast media (www.cprjournal.com).

For at least ten years now, ‘discourse’ has been a fashionable term. In scientific texts and debates, it is used indiscriminately, often without being defined. The concept has become vague, either meaning almost nothing, or being used with more precise, but rather different, meanings in different contexts. But, in many cases, underlying the word ‘discourse’ is the general idea that language is structured according to different patterns that people’s utterances follow when they take part in different domains of social life. For at least ten years now, ‘discourse’ has been a fashionable term. In scientific texts and debates, it is used indiscriminately, often without being defined. The concept has become vague, either meaning almost nothing, or being used with more precise, but rather different, meanings in different contexts. But, in many cases, underlying the word ‘discourse’ is the general idea that language is structured according to different patterns that people’s utterances follow when they take part in different domains of social life (M. Jørgensen and L. Phillips 2002:12).

‘Discourse analysis’ is the analysis of these patterns. But this common sense definition is not of much help in clarifying what discourses are, how they function, or how to analyze them. Here, more developed theories and methods of discourse analysis have to be sought out. And, in the search, one quickly finds out that discourse analysis is not just one approach, but a series of interdisciplinary approaches that can be used to explore many different social domains in many different types of studies. And there is no clear consensus as to what discourses are or how to analyze them. Different perspectives offer their own suggestions and, to some extent, compete to appropriate the terms ‘discourse’ and ‘discourse analysis’ for their own definitions. Let us begin,

however, by proposing the preliminary definition of a discourse as a particular way of talking about and understanding the world (or an aspect of the world).

Based on the statement above, the theory of discourse analysis is explained widely into several topics, the one of topic of it is level of communication that explain about how the communication are applied depends on the social and cultural environment.

2.4. Level of Communication

Language has a magical property: when we speak or write we craft what we have to say to *fit* the situation or context in which we are communicating. But, at the same time, how we speak or write *creates* that very situation or context. It seems, then, that we fit our language to a situation or context that our language, in turn, helped to create in the first place (James P Gee 1999:11). Level of communication are classified into three parts, they are speech act, speech event and speech situation.

2.4.1. Speech Act

The term “speech acts” was coined by the linguistics philosopher Austin (1962) and develops by another philosopher Searle (1960). They maintain that, when using language, we not only make propositional statement about object, entities, state of affairs and so on. But we also fulfill functions such as requesting, denying, introducing, apologizing, etc. identifying the speech acts being performed by a particular utterance can only be done if we know the context in which the utterance takes place. The functional intention of the speaker is known as the illocutionary force of the utterance. Speech acts is an utterance which has both a literal meaning (the sentence meaning) and a particular illocutionary force (the speaker’s meaning).

Austin (1962:16) argues that there are three kinds of act which occur with any sentence or utterance:

1. The illocutionary act, referring to the referential or factual meaning of the sentence, the literal meaning of the factual words. For example: “it’s hot here”, is referring to the temperature.
2. The illocutionary act, referring to the speaker’s intention in uttering the words. For example: “it’s hot here”, a request to turn on the air conditioner.
3. The perlocutionary act, referring to the effect of the utterance on the speaker. For example: “it’s hot here”, the hearer stands and open the door.

Five basic types of speech act according to Searle (1956:25) are:

1. Representative: utterance which commit the speaker to the truth of a particular proposition, such as asserting.
2. Directives: utterance with attempt to get someone to do something, such as ordering.
3. Comissives: utterance with commit the speaker to a future course of action, such as promising.
4. Expressive: utterance which express a particular psychological state, such as “apologizing”.
5. Declarations: utterance which bring about an immediate change in as state of affairs, such as excommunicating.

2.4.2. Speech Events

Speech event is the happening interaction in from of speaking that consists of parties, there are: writer and reader, topic of writing, time, place, and situation. The same event can happen in some writings on journal article.

Hymes (1974:52) describes speech event as what other researcher might term genre as there are activity directly governed by rules or norm by the use of speech.

There several kinds of speech event in the ethnographic research, such as: weather forecast report, presentation, interview, news, article, broadcast, talk show, etc.

In fact, Hymes recommends that for every speech event, the ethnographer initially provides data on structure, setting, participants, purpose, key, topic, channel (spoken, written, whistled, drummed) and message from, so that knowing the possible parameters one can check whether an apparently irrelevant one is in fact irrelevant. Meanwhile, components of speech event are:

1. Setting: all speech events occur of necessary in time and space; sometimes it is one of the defining criteria of an event that it occurs at a specific time or in specific place.
2. Psychological: setting of an event the cultural definition of an occasion as formal or informal serious or festive.
3. Participant: traditionally speech has been described in terms of two participants, a speaker who transmit a message and a listener who receive it. However, while in the majority of situations the person who speaking is also the addresser on the author of the sentiment that are being expressed and the words which the one encode.
4. Purpose: all speech events and speech acts have a purpose, even if occasionally it is only phatic. Sometimes several events share the same style and are distinguished only by purpose and participant of setting.
5. Key: key refers to the tone, manner or spirit in which a particular message is conveyed: serious, mocking, sarcastic, pompous, and so on. The signaling of key may be nonverbal, by wink, smile, gesture or posture, but equally will be achieved by conventional units of speech line the aspiration and vowel length used to signal emphasis in English.
6. Channel: the channel itself has even allowed the creation of new speech events, the sport commentary and the quiz show, with their own highly distinctive stylistic mode and structure, prescribed participants, typical setting and key.

7. Message content: Hymes suggest consenter's analysis first of all perhaps as a question of topic, and change of topic.
8. Message form: obviously the starting and finishing point of studies of speech events is the form of individual utterance. As Hymes (1972:196) stresses "it is a general principle that all rules of speaking involve message form, it not by affecting its shape, then by governing its interpretation."

2.4.3. Speech Situation

Speech situation refers to the context in which speech takes place. Language is made up of socially shared rules that include:

1. What words mean (e.g., star can refer to a bright object in the night sky, or a celebrity)
2. How to make new words (e.g., sad, sadden, sadness)
3. How to put words together (e.g., "Rose walked to the new store" rather than Rose walk store new")
4. What words combinations are best in what situation ("would you close the door? Could quickly change to "close the door, please!", if first request did not produce result.

Based on the statement above, the level of communication explains about how the communication is classified depends on the own function into several pattern that is called as pattern of communication.

2.5. Patterns of Communication

Ethnographers concern with how communicative events are organized and how they are patterned, as well as how these patterns relate to and derive meaning from the social and cultural setting in which they occur. Saville-Troike (1989:66) says that "some patterns of communication

are so regular and predictable that a very low information load is carried by them. That is, it is not so much what is meant by what is said.”

The notion of communicative competence is also central in the ethnography of writing. Hymes’s notion of communicative competence involves not only knowing the language but also what to say to whom and how to say it appropriately in any particular situation. It includes knowing what is grammatically correct and what is not, but also when and where to use language appropriately and with whom. It also includes knowledge of “rules of speaking”, as well as knowing of how to use and respond to different speech acts. All of this involves taking account of the social and cultural setting, relationship with other people, and speech community norms, values and expectations.

Gumperz (1972: 205) explains the communicative competence as follows: whereas linguistic competence covers the speaker’s ability to produce grammatically correct sentence, communicative competence describes his ability to select, from the totality of grammatically correct expressions available to him, forms which appropriately reflect the social norms governing behavior in encounters.

Communicative competence introduced by Hymes (1966: 64) may be broadly defined as “what a speaker needs to know to communicate appropriately within a particular speech community”.

Hymes (1972: 64) proposes four criteria which are four facets of a speaker’s competence in communication. These are:

1. Whether the utterance is formally possible (grammatically correct),
2. Whether the utterance is feasible (manageable in the sense of being neither too long nor too complex),

3. Whether the utterance is appropriate (whether it fits the linguistic and social context),
4. Whether the utterance is actually done (whether it is accepted regardless of its perfect grammar).

Canale and Swain (1980: 65) use the term communicative competence to mean “the underlying knowledge and skill required for communication, actual communications, to be realized under real-world conditions.”

Hymes (1974, 1987: 363) in Troike (1982: 167) argues Chomsky’s notion of linguistic competence (knowledge of systematic potential, or whether or not an utterance is a possible grammatical structure in language) with knowledge with appropriateness (whether and to what extent something is suitable, and occurrence (whether extend something is possible under particular circumstance).

The communicative units that are frequently used in ethnographic studies (following Hymes, 1972: 369) are situation, event, and act.

1. The communicative situation is the context within communication occurs. Typically, term exist in the language by which to label situation, such as: a church, a trial, classroom, home. The situation may remain the same even with a change of location, as when a committee meeting or court trial reconvenes in different setting, or it may change in the same location if very different activities go on there at different times. The same room in university building may successively serves at the site of a lecture, committee meeting, or a play practice, and a family dwelling may provide the venue for a holiday party. A single situation a consistent general configuration of activities, the same overall ecology within which communication takes place, although there may be diversity in the kinds of interaction which occur there.
2. The communicative event is the basic unit for descriptive purpose. A single event is defined by unified set of components throughout, beginning with the same general purpose of

communication, the same general topic, and the same participant, generally using the same language variety, maintaining the same tone or key, and using the same rules for interactions, in the same setting. An event terminates whenever there is a change in the major participant, their role relationship, or the focus of attention. In the context of a communicative event, even silence may be an intentional and conventional communicative act used to question, promise, deny, insult, request, or command (Tannen and Saville- Troike, 1985: 37).

3. The communicative act is generally coterminous with a single interactional function, such as a referential statement, a request, or command and maybe either verbal or nonverbal.

Based on the theory above the pattern of communication is arranged depends on the function of communication. The one of function is ethnography of writing that explain about how the writing work are classified based on the social environment.

2.6. Ethnography of Writing

The one aspects of pattern of communication is ethnography. Ethnography aspects is classified into two term, they are ethnography of writing and ethnography of communication. The two aspects have different theories and object analysis depends on the social condition of this ethnographic.

The various factors that they deem to be relevant the key elements (writing) according the theory from Grape and Kaplan (1996) are:

1. The setting of the text. It includes time, place, and situation in which the speech event happens.
2. The purpose of the text. It is goals and hopes of certain speech event.
3. The content of the text. Many things that become contents and discussed in their writing.
4. The writer of the text, their role and purpose in writing the text.

5. The intended audience for the particular text, their role and purpose in reading the text, how they will react to what they read and the criteria they will use for assessing the text.
6. Relationship between reader and writer and how this impact on what should be said, and how it should be said.
7. General academic expectations and convention for the particular text as well as particular expectation, convention, requirements of the area of the study.
8. Text type requirements for the particular genre and how this is signed (or not) in any interactions that are given to the writer.
9. The background knowledge, values, and understandings it is assumed the writer the particular text will share with their readers, including what is important to the intended audience and what is not.
10. The relationship the text has with other genre (e.g. lectures, set texts, journal articles, research report): that is what other text it is assumed writers and readers have knowledge of and how they might display this.

Hymes (1975: 62) uses the word SPEAKING as an acronym for the relevant factors in communicative event.

‘S’ stands for Setting or Scene of speech. The real circumstance in which speech take place. It may refer to the psychological setting or the cultural definition of the social situation.

‘P’ stands for Participant, various combination of speaker-listener, addressor-addressee, or sender-receiver.

‘E’ stands for End, the conventionally recognized and expected outcomes of an exchange as well as to the personal goal that participant seek to accomplish on particular occasion.

'A' stands for Act Sequence, the actual form and content of what is said: the precise words used how they are used and the relationship of what is said to the actual topic at hand.

'K' stands for Key, the tone, manner or spirit in which a particular message is encoded: light-hearted, serious, precise, pedantic, mocking, sarcastic, pompous, and so on.

'I' stands for Instrumentalities, the choice of channel, oral written, and the actual forms of speech used, such as language, dialect, code or register that is chosen.

'N' stands for Norms of interaction and interpretation, the specific behaviors and properties that attach to speaking and also how these may be viewed by someone who does not share them.

'G' stands for Genre the clearly demarcated types of utterance.

Ethnography research are classified into two parts, they are writing and communication ethnography but the object analysis are different each other. The object of the research analysis are classified depends on the theory, for example: speech, sermon, news, journal article and so on. The one of object research of ethnography of writing is journal article.

2.7. Journal Article

Ethnography research has classified into two parts, they are communication and writing ethnography. Both of them have different aspect of object analysis depends on the coloration between theory and objects research. The objects analysis of ethnography of communication is speech community, for example: debate, sermon, wedding ceremony and so on, while the object analysis of ethnography of writing is writing activity, for example: letter, journal article, blog, diary and so on.

Journal article is the one of academic writing that is arranged with the best language and structure as the requirement of the graduation or the improvement studying of the final study from university. In this writing, the writers not only arrange based on the theory correctly but also must be able to combine the theory and the object analysis. The writers must be also uses the formal language and the formal structure. Journal article explain about how the writers convey their idea into academic writing based on the background knowledge and how the writers explain the message of the object analysis to the readers. The background knowledge is how the writers analyze and get the idea of the writing academic, the idea is usually come from reading a book, small research and daily activity. From reading a book or reading a scientific articles, the reader will able to get many information about social condition or other information about daily news because the information is very important to develop and explain object analysis correctly.

CHAPTER III

RESEARCH METHOD

A research has an important role in developing a science, knowledge, and technology. This research method is arranged based on the problem analyzed and the main purpose of the research. In this research, the researcher uses qualitative descriptive method as it is aimed of ethnography of writing analysis. Issac and Michael (1987:42) state that “the purpose of descriptive research is to describe systematically the facts and the characteristic of a given population or area of interest, factually and accurately.”To get a good result from this research, the researcher employs a research method consisting of research design, unit of analysis, source of data, technique of data collection, and technique of data analysis.

3.1. Research Design

A research has an important role in developing a science, knowledge, and technology. By doing research, someone can explore, and discover new thing that he or she does not know before and also to improve what he or she has already known.

Nunan (1992) states that “Descriptive qualitative research is a research in which the method of data collection is non experimental or real-time recording that generates naturally occurring data. In qualitative research the data are not number or chart but in the form of word. Mardalis (1989:26) says that, “descriptive research does not test a hypothesis or use a hypothesis; it merely describes information according to variables that are observed”. The data of this research were collected from the journal article entitle Perspective the Esl Classroom and the Querrly Shifting Sands of Learner Identity by Jacqueline Dumas on March 14, 2013. In collecting the data, the researcher used method of descriptive qualitative research.

Descriptive research does not fit neatly into the definition of either quantitative or qualitative research methodologies, but instead it can utilize elements of both, often within the same study. The term descriptive research refers to the type of research question, design, and data analysis that will be applied to a given topic. Descriptive statistics tell what is, while inferential statistics try to determine cause and effect. Descriptive research can be either quantitative or qualitative. It can involve collections of quantitative information that can be tabulated along a continuum in numerical form, such as scores on a test or the number of times a person chooses to use a-certain feature of a multimedia program, or it can describe categories of information such as gender or patterns of interaction when using technology in a group situation. Descriptive research is used to describe characteristics of a population or phenomenon being studied. It does not answer questions about how/when/why the characteristics occurred. Rather it addresses the "what" question (What are the characteristics of the population or situation being studied?). The characteristics used to describe the situation or population are usually some kind of categorical scheme also known as descriptive categories.. Scientists use knowledge about the nature of electrons, protons and neutrons to devise this categorical scheme. Descriptive research generally precedes explanatory research. For example, over time the periodic table's description of the elements allowed scientists to explain chemical reaction and make sound prediction when elements were combined.

(http://en.wikipedia.org/wiki/Descriptive_research).

The researcher choose the story used descriptive qualitative research with selecting one of many more from TESL journal article, because the journal article explains about how the

students are able to assimilate learning process into classroom without caring about differential gender, ethnic and sexuality.

3.2. Unit of Analysis

The unit of analysis is the sentence elements of ethnography of writing found in the journal article *The Esl Classroom and the Queerly Shifting Sands of Learner Identity* by Jacqueline Dumas.

3.3 Source of Data

The data of the analysis is the journal article title *The Esl Classroom and the Queerly Shifting Sands of the Learner Identity* by Jacqueline Dumas. The researcher took the data from internet by downloading it from www.tesl.com on March 14, 2013.

3.4 Techniques of Data Collection

In this research, the researcher took the data by downloading the data from internet www.tesl.com on March 14, 2013. The steps are:

1. Searching the data, the researcher collected the data by searching from the internet and the data was downloaded from www.tesl.com on March 14, 2013.
2. The researcher choose the object analysis from www.tesl.com because this official website contains many of journal articles that use English and discuss about education, so the reason makes the researcher to choose this article to be analyzed.

3.5 Techniques of Data Analysis

The researcher analyzes the data through the following steps:

1. Reading the journal article.

The journal article was read for several times to make it easy to be understood

2. Identifying the data into the elements of ethnography of writing.

Each point of sentence elements was analyzed into aspects of ethnography of writing that were found from journal article *Perspective the Esl classroom and the Queerly shifting sands of learner identity*.

3. Analyzing the data into each elements of ethnography of writing.

Each point that was considered of ethnography of writing was classified according to the content of journal article of the *Perspective the ESL Classroom and the Queerly Shifting Sands of Learner Identity* on March 14, 2013.

4. Drawing conclusion

After the researcher finished the analyzed, the researcher could make the conclusion of the data analysis.

CHAPTER IV

DATA ANALYSIS

This chapter covers the data analysis of the elements of ethnography of writing. Grabe and Kaplan in Paltridge (2000:74) propose ethnography of writing as a way of getting students to consider the social and cultural context in which texts occur and their impact upon what they write. The analysis considered: The setting of the text, the purpose of text, the content of the text (including what claims are acceptable in particular areas of study, and what claims are not, what is appropriate content and what is not), the writer of the text, their role and purpose in writing the text, the intended audience for the particular text, their role and purpose in reading the text, how they will react to what they read, and the criteria they will use for assessing the text, the relationship between reader and writer of the text and how this impact on what should be said, and how it should be said, the general academic expectations and conventions for the particular text, as well as particular expectations, conventions and requirements of the area study, the text-type requirements for the particular genre and how this is signalled (or not) in any instructions that are given to the writer, the background knowledge, values, and understandings it is assumed the writer of the particular text will share with their readers, including what is important to the intended audience and what is not, the relationship the texts has with other genres (e.g. lectures, set texts, journal articles, research reports): that is, what other texts it is assumed writers and readers have knowledge of and how they might display this. Detailed discussion of each key element of ethnography of writing in journal article entitled *Perspective the Esl Classroom and the Queerly Shifting Sands of Learner Identity* by Jacqueline Dumas will be present in the following section.

4.1. The Setting of the Text.

Setting refers to the time and place, the concrete physical circumstances in which writing takes place. The setting includes the historical moment in time and geographic location in which the journal article takes place and help initiate the main backdrop and mood for journal article.

The researcher wants to explain each of setting of the text as follow:

4.1.1 Setting of time

The setting of time of the journal article was published in TESL Canada Journal in 26 fall, 2008.

4.1.2 Setting of place

The journal article entitled *Perspectives the Esl Classroom and the Queerly Shifting Sands of Learner Identity* was published in www.tesl.com by TESL Canada journal.

4.2 The Purpose of the Text

The writer's purpose a journal article entitled *Perspectives the Esl Classroom and the Queerly Shifting Sands of Learner Identity* by Jacqueline Dumas was to inform the reader about social diversity in Canada, to explain about psychological bisexual condition in Canada and to let reader knew about learning process method by non native speaker of English in this unusual condition. The journal article encouraged the reader to be confidence and enjoyable to learn something without caring about gender and social diversity. No matter what the condition and social environment around learning process, the learner might be able to share their own idea and become a solve maker when they knew any problem based on their experience.

In the text below explained about definition of social diversity who determined as complex problem of identity. The identity refers to specific people who have relationship with gender similarity.

Excerpt 1:

*In addition to reclaiming the word queer, **queer theory places such terms as gay, lesbian, bisexual, transgendered,** and two spirited in relationship with the terms gender, race, and class (Code, 2000).*

(Page 4, Line 106).

Queer people refer to the learner that had similarity of bisexual relationship between girls and girls, boys and boys and so on.

The other explanation of differential status was the one of social construction of identity. Social diversity was classical problem around specific environment who determined differential status was the main important problem of social life.

Excerpt 2:

***Class, gender, ethnicity, and sexuality are increasingly recognized as complex construct of varied forms of identity.** In this context, issues of sexual diversity intersect with those of cultural and linguistic diversity.*

(Page 1, Line 1).

The ESL classroom is one place where learners should not feel shy or afraid to explore and negotiate their identities, including their sexual identities.

The statement above explained about how queer people, like a gay and lesbian confront the condition of learning process and built their confidence without caring about differential status and to be faith with their own identity. The teacher might be able to create safe classroom to make their confident without caring about their deviation sexuality in front of class.

The other statement showed about identity into specific samples and explained about the problem of identity into learning process and gave the solution to solve this problem.

Excerpt 3:

In this respect we are called to focus “on question of power, inequality, discrimination, resistance, and struggle”. Identity is a term applied to the escape sought from the uncertainty of postmodernism (Bauman, 1996).

*Some of these identities **citizen or non citizen, professor or student are relations of power that are often** “more relevant and consequential than class and racial or ethnic categories. From this standpoint, language becomes but one among many shifting identities, and the teaching of it “a question of cultural politics.”(Penny Cook, 1999 p.4).*

(Page 1, Line 13-20)

The statement above explained about identities into more relations categories and their own problem but the problem ought to solve with determined language as the one of cultural politic life to create harmonization relation among differential class.

The other sentence showed the psychological of bisexual condition into life society. In this case, queer people got refusal in similarity privilege into social life and they determined as a neutral condition.

Excerpt 4:

*By problematizing all these terms, **queer theory posits a critical rethinking of the ideology that shapes sexual identity, thereby rejecting homosexuality as a clinical, scientific category, gender as a biological category, sexual preference as a choice, and sexual orientation as an innate quality.***

(Page 4, line 108)

Queer people were determined as deviation sexuality problem that ought to be solved through identity based on the characteristic of bisexual deviation problem.

The other psychological condition of bisexual people were how they confront discriminatory manner by others and solve this problem through cultural practices of heterosexuality and seem as an normal condition.

Excerpt 5:

Whereas a lesbian and gay approach challenges prejudicial attitudes (homophobia) and discriminatory actions (heterosexism) on the grounds that they violate human

rights, a queer approach looks at how discursive acts and cultural practices manage to make heterosexuality and only heterosexuality, seem normal or neutral (heteronormativity).

(Page 4, Line 111).

The statements above explained how queer people solve their problem of discriminatory acts by others with own solution without helping from general government.

The other sentence could show the learning process method by non native speaker of English in unusual condition, multiple identities were one of terms to see how the second learners learning English.

Excerpt 6:

Understanding multiple identities in terms of affiliation and belonging, participation and nonparticipation as opposed to a search for commonality has a profound effect on how we view second language (L2) learners.

(Page 3, Line 73).

The statement above explained about how the second learners learnt English based on their own identity and they determined it to introduce their identity to others.

The other example of learning process method was about to know the peer's degree through accent that used by second learners in speaking English.

Excerpt 7:

A tight-knit L1 community that fears assimilation, for example, can work against social integration (Derwing, Munro, & Thomson in peers). In a study of Francophone and Mandarin speakers learning English in Québec, Gatbonton, Trovovich and Magid (2005) found that L2 learners treated their peers' L2 accent "as an indicator of these peers' degree of ethnic affiliation" (p.497).

(Page 3, Line 82).

The statement above explained how Chinese ethnic learnt English through practiced speaking with similarity ethnic, both of them used similarity of their own accent as symbol of peer affiliation.

The other case of learning process method was the effort to give solution of differential class or ethnic through teaching in front of class.

Excerpt 8:

Disequilibrium or conflict is considered as part of the struggle for knowledge, and teachers can help learners through their process of identifying problems and coming up with their own solutions.

(Page 5, Line 123).

To solve the problem of learning process of identity, the teacher might took a part into creating safe class and comfortable methods that would be able to control condition of class into learning process so that the students would be enjoy the condition of class and felt confident to share with their friends in front of class.

4.3. The Content of the Text

The content of the text including what claims are acceptable in particular areas of study, and what claims are not, what is appropriate content, and what is not.

The claims was acceptable of areas study was about education that explained about learning process of unusual condition, it refer to queer people students. In this learning process teachers might be able to create safe environment to their students so that they would be enjoy and understood materials that were given by teachers and share their own idea in front of class. The students was not only native speaker but also non native speaker of English, to non native speaker of English, they had their own method to learnt English as second language because English was not their mother tongue and they tried to conform into new environment.

The method of non native speaker of English was gotten by autodidact process because they just need to be able speaking English by improving their listening and writing skill. Sometime they were also practicing speaking skill to native speaker and reading English book to learn about sentence structure.

The appropriate content of the journal article explained about differential social diversity in Canada, psychological bisexual condition in Canada and learning process method by non native speaker of English.

The journal article entitled *Perspective the ESL Classroom and the Queerly Shifting Sands of Learner Identity*, there was three explanation that had relation with the purpose of journal article, the characterization of queer people identity, the psychological of bisexual life condition in environment and the method of learning process of English as second language by non native speaker based on their own experience and the true story.

Below were the 3 parts of the explanation which explained about the problem that had relation with the purpose of the text:

4.3.1. The characterization of queer people identity.

In this journal article informed about characterization of queer people in their social life environment and differential privilege based on racial.

Excerpt 9:

If whiteness is the racial norm in North America and English the linguistic norm, compulsory heterosexuality (Rich, 1986/1994) is the sexual norm. and just as commonality tends to erase non- white racial identities, so too does it erase alternative sexual identities.

(Page 4, Line 99)

This theory tried to solve the problem of differential racial by giving similarity privilege between white and non-white racial into social life, this condition refers to how the queer people could get education without caring about background class and racial.

4.3.2. The psychological of bisexual life condition in environment.

In this journal article bisexual people were determined as strange community so that they got discrimination status around their environment to get similarity privilege, especially for education.

Excerpt 10:

*By problematizing all these terms, **queer theory posits a critical rethinking of the ideology, gender as a biological category, sexual preference as a choice, and sexual orientation as an innate quality. Whereas a lesbian and gay approach challenges prejudicial attitudes (homophobia) and discriminatory actions (heterosexism) on the grounds that they violate human rights, a queer approach looks at how discursive acts and cultural practices manage to make heterosexuality, and only heterosexuality, seem normal or neutral (heteronormativity).***

(Page 4, Line 108)

The statement above affirmed how queer theory explained about the condition of queer people into social life environment based on differential category of human think. Although the idea had differential meaning of queer people, they had same purpose to determine queer people as a normal condition.

4.3.3 The method of learning process of English as second language by non native speaker based on their own experience and the true story.

In this journal article let the reader knew about learning process method of English as second language by non native speaker and based on true story that had different method to learn English but they got success to apply into social life.

Excerpt 11:

*Hoffman (1990) writes of moving from Poland to the United States as an adolescent and having **to reconstruct herself in English**. “if I’m to write about the present”, she says in her diary, “I have to write in the language of the present, even if it’s not the language of the self” (p. 121).*

(Page 3, Line 63).

The woman tried to confront her new environment that was felt strange by herself so that she tried to learn native language environment although it’s not her native language. As the adolescence she moved in the United States with her native language and culture, through the diary she told about how she applied target language into writing diary and her imagine about her past and future language.

The other method gave explanation about learning process of English as second language and how teacher took strategy about queer topics in front of class and how the reaction of student about the topics. In this topic, the teachers make a discussion class about queer people and gave example based on the true fiction story.

Excerpt 12:

*O’M□chain (2006) describes an EFL the fictional story of Jess and her best friend in the film Bend it Like Beckham. In the film, Jess’s parents are appalled to discover that she has been secretly playing on a women’s soccer team; in their culture, soccer is considered a boy’s game. In addition, the mother’s of jess friend jumps to the false conclusion that **her daughter and Jess are in a lesbian relationship**.*

(Page 7, Line 199).

In the some certain culture, there were consist of differentiated characterized of social life. In could be seen from the statement above that Jess was a woman who love soccer as her hobby but in reality, she was banned because of gender inequality so that she was took secretly about her hobby to her parents.

4.4. The writer of the text

The writer of the text explained her role and purpose in writing text. In this section the researcher explains about information or data of the writer.

Jacqueline Dumas was born in Castor, Alberta on April 19, 1946. She has been a participant in Edmonton's cultural life for many years – as writer, teacher, activist, and independent bookseller. Her creative work includes two published novels, a children's book, video scripts, and an ESL workbook. She was the first Coordinator of Borderlines, the Writer-in-Exile Program at the Edmonton Public Library. (<http://www.cprjournal.com>).

She has also taught English for Academic Purposes at Grant MacEwan University. Recently she edited the anthology, *Writing in the Margins*, the culmination of the creative writing workshop for second language writers that she established and facilitated under the auspices of Writers Beyond Borders.

Her first novel, *Madeleine and the Angel*, examines domestic abuse in a claustrophobic family in 1950s franco-Alberta. The novel was a finalist for the Books in Canada best first novel award and winner of the Georges Bugnet Award for best Alberta novel. According to Zsuzsi Gartner of *Quill & Quire*, the book ranked “right up there with the best of playwright Michel Tremblay for its French Canadian rhythms, range of emotion, and humour.”

The Last Sigh, Jacqueline's second novel, is a mystery that moves between late 15th-century and modern-day Spain while also examining Canadian culture and identity. *Quill & Quire* stated that the novel established her “as a writer of great imagination and range”.

One of her great joys is to connect writers with their potential readers. Through her two bookshops, Aspen Books and later, Orlando Books, she organized and hosted hundreds of readings and book launches with writers from across the country, and occasionally from outside the country.

Jacqueline Dumas's community involvement and commitment has earned her various awards, including an Award of Merit from the Alberta Teachers' Association, the Albert Britnell Bookseller's Prize, the Queen's Golden Jubilee Medal, and the YWCA Woman of Distinction for the Arts. Presently she is working on a third novel.

Her first play, *Secrets*, will be presented at the 2013 Edmonton Fringe Festival.

Books

The Last Sigh. Saskatoon, SK: Fifth House (Novel, 1993)

Madeleine & the Angel. Saskatoon, SK: Fifth House. (Novel, 1989)

And I'm Never Coming Back. Toronto, ON: Annick Press. (Children's picture book, 1986)



Figure 1: Jacqueline Dumas

In the end of the journal article, the writer's make a conclusion about her analysis of learners identity and explained about the solution of this problem. She suggest to the English teacher were able to create a safe classroom environment for student so that the student was felt confidence to share their idea in front of class.

4.5. The intended audience for the text.

The intended audience of this journal article was English teacher because it gave explanation about learning process and how to appear unusual condition of their students. From

reading this journal article, the teachers would be got more knowledge about teaching method into unusual condition and got inspiration to apply this method into learning process.

The role and purpose and read the journal article entitled *Perspective the ESL classroom and the Queerly Shifting Sands of Learner Identity* were to understand the knowledge of queer people culture and diversity. The writer explained the journal article used formal language because the journal article is the one of scientific writing so that the reader could be understand and get the meaning of this journal article. The journal article contained of many problem of queer people live in Canada and the solution to solve this problem into learning process of English Second Language. Queer people was usually didn't enjoy to learn second language in front of class because of the condition of the environment, they was felt shy and afraid to share their idea in front of the class because they was look like marginality. There are some sentences of the journal article will explain that we should effort to create comfortable class and to invest the confidence to the students without caring about differential culture and ethnic.

Expert 13:

To make the classroom a safe and caring environment for all, both homophobia (a prejudice) and heterosexism (systematic discrimination) need to be addressed. The first step in this process might be to ensure that materials evaluations include homophobia and heterosexism in their criteria, because sexual identity is already an integral part of ESL. An examination of curricular materials will show countless references to husband/ or wife, dating, marriage, in-laws, and so forts (Nelson, 1999).

(Page 6, Line 166).

The teacher could create safe classroom to make students were felt cared by discussing and giving examination relation about queer people problematic around their environment. Teacher could attach this problem about queer people diversity as the one of materials of English Second Language.

From the statement above, reader could understand about how the effort of teacher to make their student was able to confront into situation and understand about material who was giving in class. Teacher was hard worker to create comfortable environment to their student without caring about marginality aspect around social status.

Excerpt 14:

The ESL classroom is an ideal setting in which to counter the hyper sexualization of gay identified people (Nelson, 1999). The ESL teacher, especially at lower language levels, is in the unique position of being able to provide a safe environment for queer people, which is of particular consequence to people from countries where being gay can be punished by jail or even death, and/ or those who have gained the possibility of public affection with a lover.

(Page 7, Line 180).

From the two statements above, reader could conclude about learning process were not easy problem, especially to teach people with a marginality title because they came from differential culture moreover ethnic and country. Teacher effort to determine the condition as the same problem as teaching but, they need different method to convey the materials to the students because they was as an unique creature who need knowledge, especially of language.

The react of the reader after read the journal article was to understand the many problematic of diversity learning process, especially for queer or bisexual people. Another yet, reader would know about the physical character and the teaching methods of queer people in class and how they try to conform in new environment through classmate friends that even come from others country.

Jacqueline Dumas's article could give inspiration to the reader, especially for teacher about learning process of foreign language. The reader could applied the learning methods that was given in the real life and how we could appear of students that have differential character so that they could be understand and get the meaning of materials.

4.6. Relationship between reader and writer of the text.

The relationship between reader and writer of the text were English teacher and students because the journal article explained about learning process method in unusual condition. From reading this journal article, the reader would be know about differential student character around class environment and how to appear their students so that they would be confidence to share their idea in front of class and understood the materials easily.

(file:///C:/Users/user/Downloads/MemberProfile_TheWritersUnionoCanada.htm) were also give details information of every writer's personal detail, the writer's was the one of member of writer's union Canada. Dumas graduated from the master's program in Teaching English as a Second Language at the University of Alberta, she lives and teach in Edmonton. The use of formal language in writing this journal article is because it was the one of her scientific writing So that she must improve best structure and writing rules.

After reading this journal article, the reader could understand and get more knowledge about queer people school environment and how the method of teaching them. Actually queers people were not strange community in Canada, they got same privilege into social live, especially for education. Education was the most important thing of life, everybody should get education to create new brilliant young generation in future and improve quality life to others.

4.7. General academic expectations and convention for the particular text.

The general expectation of this journal article was giving inspiration to the English teacher about differential character around class environment. In this journal article, the writer gave information about queer people and how social phenomenon in their daily life, especially for learning process. After reading this journal article, the reader should know about unique method of teaching to make students were feeling enjoy and understand materials and to create

students confidence so that they would be enjoy sharing their idea in front of class. The reader might have similarity problem like this case into learning process and they could applied this method into their own class to solve this problem.

In this case, the writers indirectly gave motivation to the readers about education system, especially for teachers because they got more knowledge about teaching activity and how to make students was enjoy and understand about materials into learning process.

The writer wrote journal article entitled *Perspective the ESL classroom and the Queerly Shifting Sands of Learner Identity* as the requirements of her degree of teaching Second Language. She was the lecturer of English of Second Language at university of Alberta so that she wrote the journal article used formal language because it was the one of scientific writing. Many words and sentence explained about teaching process and education social science, especially for words of linguistics knowledge. It means the journal article related to education academic of language, because there were some kinds of linguistics language words and area or room in the school.

Excerpt 15:

*The ESL **classroom** is one place where learners should not feel shy or afraid to explore and negotiate their identities.*

Classroom was a room used by teacher as the teaching processed, she used the words because classroom was the main place to convey and sharing materials to the students at the school.

(Page 1, Line 4).

Excerpt 16:

*In this context, we speak not of identity in the singular, but of multiple identities that are “constructed across different, often intersecting and antagonistic, **discourse**, practice and positions” (Hall, 1996.p.4).*

(Page 1, Line 14).

Discourse was the one of branches of linguistics that learnt about how the language was used into public environment.

Excerpt 17:

*The effect of identity on language-**learning** in the ESL classroom acquires greater significance as does, conversely, the effect of language **learning** on identity.*

(Page 1, Line 21).

Learning was the process of understanding knowledge by others, it was not only happen at the school but also at the public place. The writer’s used this word because she always taught everyday and automatically she learnt about anything to convey her knowledge to the students.

Excerpt 18:

*Participation becomes not just about taking part in staged heritage-Days- Type cultural events; it becomes “about a profound struggle to **reconstruct a self**” (Pavlenko and Lantolf,p. 174).*

(Page 2, Line 55).

The writers used the words of *reconstruct a self*, mean that the student need struggle and did a change to get something in the learning process.

Excerpt 19:

*Pavlenko and Lantolf (2000) put forth a unifying metaphor of self **translation**, which “entails **a phrase** of continuous loss and only later an overlapping second phrase of gain and reconstruction” (p.162).*

(Page 2, Line 57).

The sentence above contained two words of language knowledge’s, they were *translation* and *a phrase*. *Translation* mean a process of change the meaning from source language into

target language, while *a phrase* means the words that didn't have subject and predicate who found in the linguistics knowledge.

Excerpt 20:

*I learn English through **writing**, and, in turn, writing gives me a written self.*

(Page 3, Line 69).

Writing was the one of skill of learning English, the skill was used to improve our idea through a text with perfect sentence structure.

Excerpt 21:

***Queer identities and Second Language Acquisition** identities are developed against the grain, in relation to the other, so that they operate as points of identification and attachment through exclusion (Butler 1990/1999; Hall, 1996).*

(Page 4, Line 91).

In this sentence, there were two words of linguistics knowledge's, they were Queer and Second Language Acquisition. *Queer* people were a group of people that were have similarity love relationship each other, for example: girl and girl or boys and boy. While *Second Language Acquisition* processed of learning English as second language.

Excerpt 22:

*But also that it may become normal for **learners** to see themselves as different when **marginalized as non-native speakers** (Marx, 2002).*

(Page 4, Line 97).

The sentence above contained three words of language knowledge, they were learners, marginalized and non-native speakers. Those words had different meaning of linguistics. *Learners* mean somebody who learnt something about general and specific knowledge, while *marginalized* mean a group of people that was considered had low status by people at social life

then *non-native speakers* mean people who spoke a language but they was not original speakers of this language.

Excerpt 23:

*And just commonality tends to erase non-white **racial** identities, so too does it erase alternative sexual identities.*

(Page 4, Line 100).

Racial mean a group of people that were classified depend on their skin color and eye color. The writer's used this word to describe as her object identity.

Excerpt 24:

*Queer theory places such terms as **gay, lesbian, bisexual, transgendered, and two-spirited in relationship** with the terms gender, race, and class (Code, 2000).*

(Page 4, Line 106).

These words above explained about classification of digression sexual.

Excerpt 25:

*Consequently, learners are free to develop "the critical consciousness and **linguistic** ability needed to function not as servants but as active decision makers.*

(Page 5, Line 126).

Linguistic mean the one of science that describe and classified about language. The writer's used this word as the main theory of her data analysis because it could represent as her language theory.

Excerpt 26:

***Students** need to name their world in order to understand it (Freire, 1999).*

(Page 6, Line 165).

Students mean a group of people who were learning something at the general place, for example school and college. The writer's used this word because she was the lecturer at the college.

Excerpt 27:

*An examination of **curricular materials** will show countless references to husband/wife, dating, marriage, in-laws, and so forth (Nelson, 1999).*

(Page 6, Line 170).

Curricular materials mean the subject of school that was used as references by teacher to convey the science to the students depend on the school degree.

The writer's made the journal article related with learning process because Dumas's was the lecturer at Alberta University, Canada. The writer's wrote the journal article to explain about the learning process in the specific categories, especially for Queer people. If the reader was a teacher, they could get knowledge and understand about topic and applied the method into their teaching process.

After read the journal article, the reader would know how to applied the method and acclimate many students character of teaching process into their social environment. The acclimation described how the teachers were able to make students felt enjoy and understand the materials without felt doubt about differential class of ethnic. The writer's wrote this journal article was not only to the teacher but also to the college students, especially for Language letters because they could get knowledge about linguistics meaning.

4.8. Text-type requirements for the particular genre.

The journal article entitled *Perspective the ESL classroom and the Queerly Shifting Sands of Learner Identity* by Jacqueline Dumas could be included into special genre. Gerot and Wignell

(1994:40) states that “A genre can be defined as a culturally specific text type which results from using language (written or spoken) to help accomplish something”.

The genre of this journal article was explanation. The writer’s choose this genre because she wanted to explain to the readers how to apply method of learning process to the students with a peculiar condition, in this situation were about Queer people. In this method, she gave suggestion to made a safe environment class through learning process without caring about differential social status and how teacher were able to develop their students confidence so that the students would not feel shy and afraid to convey their idea in front of class.

4.8.1. Social Function

The social function of the text is to explain about social problem phenomena that occur around queer people community in Canada into learning process of English as second language of education system.

4.8.2. Generic Structure

1. A general statement, to position the reader:

Class, gender, ethnicity, and sexuality are increasingly recognized complex constructs of varied forms of identity. We now tend to speak of learner identities in the plural rather than learner identity in the singular.

2. Sequence explanation, shows the processes:

Identities, then, are about becoming rather than being. Hence identity, though ostensibly a noun, behaves like a verb” (Bauman, 1996, p.19): a verb in the future tense, as relationship are constructed across time and space with an eye to future possibilities. In this sense, identity relates to desire: desire for recognition, affiliation, and security and safety (Norton, 1997). Learners’ desires, for their part are usually linked to economic resources that provide access to power and

privilege, which in turn influence both the understanding of one's relationship to the world and the perception of possibilities for the future. When individual learners make an "investment" in the target language, they do so with the understanding that "they will acquire a wider range of symbolic and material resources" (Norton Pierce, 1995, p. 17). For an immigrant, learning English means that previous experience are mediated through the new experiences taking place "across multiple sites in the home, workplace, and community" (Norton, 1997, p. 413).

3. Closing:

We know that how one is treated affects and that identity is related to learner empowerment. The ESL classroom can become the one place where learners do not feel shy or afraid to explore and negotiate their identities. To help them in this process, we as teacher can provide a classroom environment in which learners can make their own choices about whether to try fit in completely or whether to resist the dominant culture.

4.8.3. Significant Language/ Grammatical features.

1. focus on generic, non- human participant:

ESL classroom and TESOL.

ESL and TESOL was the method of leaning English process as second language.

Excerpt 28:

*The **ESL classroom** is one place where learners should not feel shy or afraid to explore and negotiate their identities.*

(Page 1, Line 4).

Excerpt 29:

*Recent critical work in the **teaching of English as a second or other language (TESOL)** has drawn on postmodern theories that recognize that class, gender, ethnicity, and sexuality are not "transparent givens onto which language may be mapped" (Penny cook, 2003, p. 514).*

(Page 1, Line 8).

A quotation above explained about how the method was applied into teaching process with the specific condition, for example: for differential social status.

2. Use of simple present tense:

Below are the sentences that used simple present tense:

Excerpt 30:

*A well meaning teacher might also struggle with which **particular representation of a lesbian or a gay man is to be used in curricula or materials** (Nelson, 1999).*

(Page 7, Line 190).

The word “is” showed the verb of simple present tense.

Excerpt 31:

On the other hand, if these questions are approached within the framework of a queer-informed inquiry, with the focus placed on analysis rather than advocacy.

(Page 7, Line 191).

The word “are approached” showed the verb of simple present passive voice.

Excerpt 32:

Using, the words gay, lesbian, and queer as positive or neutral terms relocates them as positive or neutral words in English, even if they have negative connotations in the learner’s L1.

(Page 8, Line 210).

The word “relocates” showed the verb of simple present.

Excerpt 33:

In addition, the mother of Jess’s friends jumps to the false conclusion that her daughter and Jess are in lesbian relationship.

(Page 7, Line 203).

The word “jumps” showed the verb of simple present tense.

Excerpt 34:

*If gayness is put forth as a societal reality rather than as a subject for religious or cultural debate, **the topic becomes normalized.***

(Page 8, Line 209).

The word “becomes” showed the verb of simple present tense.

3. Use of temporal and causal conjunctive relations:

Below are the sentences that used temporal and causal conjunctive.

Excerpt 35:

***When** individual learners make an “investment” in the target language, they do so with the understanding that “they will acquire a wider range of symbolic and material resources” (Norton Pierce, 1995,p. 17).*

(Page 2, Line 35).

Excerpt 36:

*To make the classroom more relevant to queer identifying learners; and to make it relevant to those who interact with queer- identified people in the classroom or in the community at large and who encounter issues **while** watching television or a movie (Nelson, 1999).*

(Page 6, Line 153).

Excerpt 37:

Hence identity, “through ostensibly a noun, behaves like a verb” (Bauman, 1996, p.19).

(Page 2, Line 29).

Excerpt 38:

*The first step in this process might be to ensure that materials evaluations include homophobia and heterosexism in their criteria, **because** sexual identity is already an integral part of ESL.*

(Page 6, Line 169).

Excerpt 39:

*Queer identities and Second Language Acquisition identities are developed against the grain, in relation to the other, **so that** they, operate as points of identification and attachment through exclusion, (Butler 1990/1999; Hall, 1996).*

(Page 4, Line 93).

4. Use of mainly material or action clauses; some passive to theme right:

Below are the sentences that used mainly material or action clauses.

Excerpt 40:

*If students bring up topics, teachers can be equipped with **follow-up** questions that allow for multiple perspectives.*

(Page 8, L

Excerpt 41:

*For example, a teacher **might ask the class** what people say or do not say in Canada if they want to be seen as gay gay (or lesbian or straight).*

(Page 8, Line 217).

Excerpt 42:

*To make the classroom a safe and caring environment for all, both homophobia (a prejudice) and heterosexism (systematic discrimination) **need to be addressed**.*

(Page 6, Line 166).

Excerpt 43:

*In role places, **instead of asking for students** to play husband or wife, father or mother, they can be asked to form their own families.*

(Page 8, Line 230).

Excerpt 44:

*Which is of particular consequence to people from countries where being gay can be punished by jail or even death, and or those **who have gained the possibility of public affection with a lover.***

(Page 7, Line 182).

4.9. The background knowledge, values, and understandings the writer want share.

The writer made the journal article Perspective the ESL classroom and the Queerly Shifting Sands of Learner Identity as the requirement of her degree into master program in teaching English as second language. Her knowledge was about education science, especially for teaching English and she was the lecturer at Alberta University, Canada. Her profession can be assumed in the using of Linguistics words into some quotation in her journal article. It was impossible if they made the journal article outside her knowledge as teacher, for example: about economic and mathematic since she didn't know about other knowledge besides Learning English process or Teaching method. She was write the journal article based on her experience as teacher.

Excerpt 45:

*The ESL classroom can become the one place where learners do not feel shy or afraid to explore and negotiate their identities. **To help them in this process, we as teacher can provide a classroom environment in which learners can make their own choices about whether to try to fit in completely or whether to resist the dominant culture. By helping them discover what options are available to them, we can help learners find a space in which to appropriate or integrate discourse for their own purpose.***
*Awareness is the first step in the process of change (Pennycook, 1999). **For this reason, if we are to help all learners find and define their social place in their new culture, it is important for us as teacher to be self-reflective, and to examine our personal ideological tenets.***

(Paragraph 5, Page 9, Line 242).

In this journal article, the readers would get inspiration and motivation how to be a great teacher, no matter what the condition and who was our students. We can give our attention to our students without caring about social status differences. In this case, she gave the example of queer people as the main object of her analysis. Queer people depend on the special character of people in Canada and it was not easy to make them want to study and convey their idea so that she made a unique method of learning process to grow her students confidence.

She gave inspiration to the reader, especially for teacher how to apply teaching method that made our students were feel confidence and did not feel shy to convey their idea in front of class without caring about differential social status around their friends.

4.10. The relationship the text has with other genre.

The writer write journal article entitled *Perspective the ESL classroom and the Queerly Shifting Sands of Learner Identity* to give information and share her knowledge as a lecture to create and apply unique method of learning process. The reader could get inspiration and motivation about teaching method, especially to confront special condition of student character. The teachers were never give up to teach students like this case because they were also people who need knowledge to get chance in the future and got same privilege like others without caring about differential social status.

The writer also gave suggestion and motivation to the reader, especially for teacher to have ability in creating special condition and unique method of learning process so that the students would be able to understand and get meaning of knowledge or science into classroom. The journal article was not only give motivation to the teacher but also to the other readers, for example for students, from this journal journal article, they could be get inspiration to share our idea in front of class without feel shy or afraid with social condition around our environment.

CHAPTER V

CONCLUSION AND SUGGESTIONS

This chapter presents the conclusion of the study and offers suggestions for everyone who reads this thesis.

5.1. Conclusion

The researcher finished the analysis by using theory of Ethnography of writing by Grabe and Kaplan in Paltridge (2000:74) to know what are the elements of ethnography of writing found in journal article by Jacqueline Dumas in 26 Fall, 2008. There are ten elements of ethnography of writing.

The setting of the time of the journal article was published in TESL Canada journal in 26 Fall, 2008. And the setting of place was published in www.tesl.com by TESL Canada journal. The purpose of the text is to inform the reader about social diversity in Canada, to explain about psychological bisexual condition in Canada and to let reader knew about learning process method by non native speaker of English in this unusual condition The content of the text are the characterization of queer people identity, the psychological of bisexual life condition in environment and the method of learning process of English as second language by non native speaker based on their own experience and the true story.

The name of the writer is Jacqueline Dumas, who was the lecturer of University of Alberta and she lived in Edmonton, Canada. The intended audience of the particular text is English teacher and students because it gives teacher about explanation of learning process and how to appear unusual condition of their students. The relationship between reader and writer are the English teacher and students because the journal article gave inspiration to create unique method into learning process in unusual condition and to built confidence to share their idea in

front of class. The general academic expectation and convention for the particular text are to give inspiration and motivation to the English teacher about differential character around class environment.

The genre of this journal article is explanation. The background knowledge of the writer bases on her profession of English as second language lecturer. She was the lecturer at University of Alberta, Canada. The relationship the text has with other genre, the journal article by Jacqueline Dumas could be used as the method of learning process or object analysis because this journal article was written with formal language.

5.2. Suggestion

Based on the previous analysis, the reason of the researcher choose the journal article entitled *Perspective the ESL Classroom and the Queerly Shifting Sands of Learner Identity* because this journal article gave motivation to be confidence in front of class without caring about differential status and racial around our environment. The other reason was it could be gave more knowledge about cultural diversity life that refers to queer people.

The researcher hopes the analysis could be used as the reference of English degree to get more information or theory about ethnography of writing and to the next analysis will be better than before and could give more examples of queer people or other cultural diversity around our life.

The journal article has explained about education system and cultural diversity life of queer people, for the next analysis, the journal article could explain the other phenomenon life of education system that will help reader to get inspiration after reading the journal article.

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