

The Analysis of Figurative Language Used in ‘Still I Rise’ Poem by Maya Angelou

Muhammad Rauuf Oktavian Nur¹ Faculty of Education and Teacher Training, Universitas Tidar, Indonesia
Ririt Rachma Miranti, Faculty of Education and Teacher Training, Universitas Tidar, Indonesia

Abstract: *This study aimed to find out the kinds of figurative language in the selected poetry of Maya Angelou, entitled Still I Rise. The focus of this study is figurative language which involves: Metaphor, Personification, Hyperbole, Simile, Metonymy, Synecdoche, Irony, Antithesis, Symbolism, and Paradox. Qualitative approach with design of content analysis was used in this study. The researcher acted as the main instrument since he was the one who analyzed the figurative language. Moreover checklist was also used to support his data collection. The data was analyzed through three stages; 1). Data reduction, 2). Data representation, 3). Conclusion. The result of his study showed there were 14 sentences that containing figurative language in Still I Rise Poetry of Maya Angelou. They were; Metaphor (7 sentences), Personification (1 sentence), and Simile (6 sentences). The researcher conclude, if the figurative language used by Angelou to compare, or even symbolize the sentences to bring the meaning come up with beautiful language. Mostly of her poetries told about her experience in the past that rooted to history of the discrimination of American-African.*

Keywords: *Figurative Language, Still I Rise Poetry, Maya Angelou*

INTRODUCTION

Language is an important aspect in human being. By learning language people can communicate each other, get information from one to another and to interact. Language has big role in human life to make a relation in their environment. One of the expert states that language is used widely in communication between people who do not share the same first (or even second) language (Harmer, 2007). It indicates that language is very important to be learn in human life.

In communication, people has two meaning inside their language, there are explicit and implicit. According to Hornby (1987) explain that language is common way to express the ideas, feeling and desiring by means as a system of sounds and sound symbol. It also can be said, by language people can share or deliver what in their mind. Because of the important of language, people should understand not only the form of language but also the meaning in it.

There are many ways to deliver the feeling and ideas that can be catch and understand the meaning. One of the way is write a poem. Poem is one of the literary work that contain figurative language. Figurative language is language that used symbol to other things or event metaphor which means using a word to identify other words, so it cannot interpret based on literary view d also the reader cannot find those meaning in dictionary. Poetry might be defined as a kind of language that says more intensely than ordinary language (Laurence & Thomas, 1992). That’s why figurative language mostly find in the poetry, because it used the language that beyond the ordinary language.

Researcher choose poetry as the object of study for several reason, which are poetry contain more figurative language than other literature devices. The other reason is poetry need more interpretation in order to understand the message that want to be delivered to the listener. The poetry writer usually uses many figurative language to express their feeling and ideas implicitly. Listener or reader should improving their critical thinking in order to understand the implicit meaning in every words in whole poetry.

Poetry also has significance in education. By understanding poetry students can develop their reading comprehension, vocabulary mastery and critical thinking analyzing. Poetry is universal language used by the poets to express their ideas in beautiful word (Laurence &

Thomas, 1992). As a universal language, poetry has existed almost in all period. Poetry is unique medium of communication, it is created in the form of a brief language, and it is differ from other literary works.

REVIEW

There are ten of figurative language that researcher used in this study, they are stated by Arvius alm (2003); Pardede (2008); Dancygier & Sweetser (2014); Kennedy & Gioia (2002)

Metaphor is kind of figurative language that made comparison between two things that different to identify one with another (Arvius alm, 2003). Metaphor is used in poetry to explain emotions, feelings, and relationship other elements that could not be described in ordinary language. For example of metaphor is her teeth are pearl.

Personification consists of giving human characteristics to an object. Personification is a figure of speech that describes something that is not human as though it could feel, think, act, live, or die in the same way as people (Arvius alm, 2003). For example in Emily Dickinson's poem in the title "Ambition cannot find him".

Hyperbole is the term used that overstatement. This figure use by someone who has desire and expectation to the thing that happen to make object more great than the real object (Arvius alm, 2003). For example: "I will die if I don't meet him tomorrow", the word „die“ is over expression if the reader want to thing that in the real life.

Simile is the figure that make comparison between two different things, just like metaphor but in simile usually using the word as, than, like, seem, so, appear, more than. (Arvius alm, 2003). Christina also give an example of simile "He is as hard as nails" more specifically, the adjective here used to describe behavioral and attitudinal characteristics of person referred to as "he" via comparison with concrete, physical hardness of nails, which made of metal, typically steel.

Metonymy is a word or complex expression that basically stands for one thing, or it also use for one lexical thing which connected with other through experience (Arvius alm, 2003). It also about part-whole relationships, the kind which allow the same word to be used in many languages for „hand“ and „arm, “ or for „foot“ and „leg“.

Synecdoche is a figure of speech that a part refers to the specify whole (Pardede, 2008). Synecdoche which expresses either more or less than it literary denotes. For example is "I got a new wheels from my father" Word "wheel" represent meaning car, so she got a new car.

Irony statement are untrue, based reasoning that interpreted by the hearer from the speaker's meaning, if irony not praise but usually criticism (Dancygier & Sweetser, 2014). Example: "no doubt, you is the best person that ruined my life."

Antithesis is figure speech that combine two things which different or contradiction in one sentence or negation. Antithesis is a device for placing opposing ideas in grammatical parallel. Antithesis is results when a pair or more strongly contrasting terms are presented together (Pardede, 2008), Example: "Speech is silver, silence is golden".

Symbolism is a kind of figure speech that using symbol of animal, plants, or things for substitute something. Symbolism established from the result of personal; experience or fantasies" (Arvius alm, 2003). For example Word "Rose" is referent for beauty destroyed by time, sexuality, secrecy, and guilt, all seem drawn in by the implications of these words.

Paradox is a figure speech that deliver two things which contradictory but this figure reveal the real fact that make sense even the speaker or the writer use a word that absurd, (Kennedy & Gioia, 2002). For example, "Experience is simply the name we give to our mistakes" by Oscar

Wilde. Those quote that actually fact, when we have do something wrong in our life, we always take it as an experience in our life.

Methodology

To conduct this research, the researcher used design content analysis with qualitative approach. Content analysis is the intellectual process of categorizing qualitative textual data into category of similar concept, to identify consistent patterns or relationship between variable of themes (Given, 2008).

Qualitative research is understanding of social phenomenon based on participant’s point of view. In order to increase information into a particular phenomenon, such as an environment, a process, or even a belief (Gay, 2006).

The object of the study is a poetry from Maya Angelou entitle Still I Rise. Researcher read line by line the poetry to find figurative language on it. After that, researcher put it in a table and classify it based on figurative indicators. In analysis the data, researcher use qualitative data analysis theory by Miles & Huberman (1994), this analysis use three steps, data reduction, data display, or data representation, and conclusion drawing and verification.

In reduction process the researcher chose Still I Rise poetry poems by Maya Angelou that retrieved from site <http://gen.lib.rus.ec>. Researcher read line per line to identified word, phrase or sentence that containing the figurative language. Then, the researcher put into checklist table’s instrument, that contain figurative categories.

In data representation, the researcher presented in the data in checklist table. Those data arranged based on each figurative category.

In making conclusion, the researcher concludes which figurative that appears among ten figurative language, and what figurative that mostly found in Still I Rise poetry of Maya Angelou.

Finding

In the Maya Angelou poetry entitle “Still I Rise”, researcher made the coding used letter (P) Stands for poetry; letter (L) stands for line of poetry, symbol Σ (Sigma) is referent for total of findings.

“Still I Rise” poetry, there were found; 7 metaphors, 1 personification, and 6 similes. Total of findings were 14 sentences contains figurative language. The most figurative language found was metaphor. There were no found for the other figurative indicators, because there were no sentence showed the indicators of it.

Table 1: Figurative Language Presence

No	Kind of Figurative Language	Found in Line	Σ
1	Metaphor	(L2), (L3), (L21), L(22), (L31), L(33), (L40)	7
2	Personification	(L23)	1
3	Hyperbole		
4	Simile	(L4), (L7), (L9), (L15), (L19), (L24)	6
5	Metonymy		
6	Synecdoche		
7	Irony		
8	Antithesis		

9 Symbolism

10 Paradox

TOTAL

14

DISCUSSION

The researcher has reduced the data and found that still I Rise Poetry mostly use metaphor. However, in poetry, Maya Angelou used some figurative language. There were 3 kinds of figurative languages found in the poetries; 1) Metaphor, 2) Personification, and 3) Simile. The totals of figurative language found were 14 sentences. Metaphor consist of 7 sentences, personification consist of 1 sentence, and simile consist of 6 sentences. From ten figurative languages not all of those indicators were found in the poetry, among ten indicators, because there were no sentences that appropriate to them

Table 1: Types of Figurative Language

Lines	Sentence	Types of Figurative Language
1	You may write me down in history	
2	With your bitter, twisted lies,	Metaphor
3	You may trod me in the very dirt	Metaphor
4	But still, like dust, I'll rise.	Simile
5	Does my sassiness upset you?	
6	Why are you beset with gloom?	
7	'Cause I walk like I've got oil wells	Simile
8	Pumping in my living room.	
9	Just like moons and like suns,	Simile
10	With the certainty of tides,	
11	Just like hopes springing high,	
12	Still I'll rise.	
13	Did you want to see me broken?	
14	Bowed head and lowered eyes?	
15	Did you want to see me broken?	Simile
16	Weakened by my soulful cries?	
17	Does my haughtiness offend you?	
18	Don't you take it awful hard	
19	'Cause I laugh like I've got gold mines	Simile
20	Diggin' in my own backyard.	
21	you may shoot me with your words,	Metaphor
22	You may cut me with your eyes,	Metaphor
23	You may kill me with your hatefulness,	Prsonification
24	But still, like air, I'll rise.	Simile
25	Does my sexiness upset you?	
26	Does it come as a surprise	
27	That I dance like I've got diamonds	
28	At the meeting of my thighs?	
29	Out of the huts of history's shame	
30	I rise	
31	Up from a past that's rooted in pain	Metaphor
32	I rise	

33	I'm a black ocean, leaping and wide,	Metaphor
34	Welling and swelling I bear in the tide.	
35	Leaving behind nights of terror and fear	
36	I rise	
37	Into a daybreak that's wondrously clear	
38	I rise	
39	Bringing the gifts that my ancestors gave,	
40	I am the dream and the hope of the slave.	Metaphor
41	I rise	
42	I rise	
43	I rise	

CONCLUSION

Based on research finding, the researcher found some figurative languages in “Still I Rise” poetry. The researcher concluded in several point. Since the researcher used ten categories of figurative language (Metaphor, Personification, Hyperbole, Simile, Metonymy, Synecdoche, Irony, Antithesis, Symbolism, and Paradox). First, the totals of figurative language found were 14 sentences. Metaphor consist of 7 sentences, personification consist of 1 sentence, and simile consist of 6 sentences. Secondly, not all of those indicators were found in the five selected poetry, among ten indicators, just three indicators that found in that poetry, because there were no sentences in that appropriate to categories of the others indicators. Lastly, selected poetry of Maya Angelou tell about confident, and survive, that can inspire most of peoples in the world, especially to peoples who interest to poetry.

REFERENCES

- Dancygier, B., & Sweetser, E. (2014). *Figurative Language*. USA: Cambridge. Retrieved from <http://www.gen.lib.rus.ec>
- Given, L. M. (2008). *The Sage Encyclopedia of Qualitative Research Methods*. In L. M. Given (Ed.), *qualitative research methods*. sage.
- Hayani, R (2016). *Figurative labguage maya Angelou selected poetry*. Samarinda: Samarinda University.
- Miles, M., & Huberman, A. (1994). *Qualitative Data Analysis (second)*. California: Sage. Retrieved from [gen.lib.rus.ec](http://www.gen.lib.rus.ec)

ABOUT THE AUTHORS

Muhammad Rauuf Oktavian Nur: Undergraduate Student of English Education Program, Faculty of Education and Teacher Training, Universitas Tidar, Magelang, Indonesia.

Ririt Rachma Miranti: Undergraduate Student of English Education Program, Faculty of Education and Teacher Training, Universitas Tidar, Magelang, Indonesia.

The Importance of Become Bilingual

A Study of Bilingualism

I Gusti Ngurah Wahyu Bawa Saputra, Universitas Pendidikan Ganesha, Bali, Indonesia

Abstract: *The aim is this study is to know the teacher from Junior High School and Senior High School that they are bilingual or not. There are also put the reason why they are considered that they are a bilingual. The qualitative research study is used in this research. The data were collected by the questionnaire. The participants were the 7 teachers that teach English on their each schools. The result of the study is all of participants said that they are a bilingual. Because of their daily activity as a teacher make them always and almost everyday using English. This study might be pedagogical help and significance to teachers interested in bilingualism in EFL context.*

Keywords: *Bilingualism, Bilingual, EFL teacher*

INTRODUCTION

Nowadays we know that bilingual is really important in every country. But there still few countries is not a bilingual country. Indonesia is a one of bilingual country. We can see it from the tourism sector. So many tourism objects are available in Indonesia especially such as a tourism destination places like Bali, Raja Ampat, Maluku and many more. Therefore people who is stay on the tourism object will race to be a bilingual. Be a bilingual can make some money, we can be as the guide tour, a driver, or a service for the foreigner. Besides that Indonesia as a multilingual language also exist on it. Indonesia has their own language it is called Bahasa Indonesia. In addition in Indonesia also has their own ethnic languages by the minority groups such as Balinese, Javanese. in West Papua there are more than 100 languages exist.

It is important the instructor to know themself have a good bilingual in second language (L2). In indonesia English is a dominant L2 that used in education, tourism and also electronic devices. So that in Indonesia English developed better than other languages except the mother language and ethnic language. The government also put English as one of basic learning study in all school. Therefore the aim of this study is to investigate the instructor English Foreigner Language (EFL) at Junior High School and Senior High School considered they are bilingual or not. And why they called themselves as the bilingual person or not. The significant of the study of this research is to know the instructor is bilingual or not and impact their ways how they teach in the classroom and how they speak in outside the school. The finding of this study will be help the instructor to make them less concerned about the grammar and focused on communication, and the instructor will explain their student that they will be an bilingual.

The research question of the study

1. Do you think that you are bilingual?
2. Do you use your bilingual every day?
3. Is bilingual useful in daily life?

LITERATURE OF THE STUDY

The recent studies have investigated bilingualism psychological correlates including verbal abilities in low and highly proficient bilinguals (Andreou&Karapetsas, 2004), cognitive control in different age groups (Bialystok, Craik, Klein, & Viswanathan, 2004), and contrasting quality of bilinguals and monolinguals' lives (Thumboo, Cheung, Machin, et. al., 2005).

The issue of bilingualism has also been searched in terms of gender. The research show that the man more bilingual than women. In contexts where gender relations are hierarchical, the

more privileged group, typically men, may appropriate the language practices of value, such as becoming bilingual (Harvey, 1994; Holmes, 1993). When the gender relations are equal, then it is possible to say that valued language practices may be taken up by both of them (Mascarenhas-Keyes, 1994).

Titone (1972) argues that who defines bilingualism as an individual's capacity and ability to follow the concepts and structures of a second language other than paraphrasing from the mother tongue. Bilingual is one of the most important study in the world right now. Every single human wants their self as a bilingual. It can be their advantages as a bilingual for their future.

Mohanty (1994) who defines bilingualism from a socio-cultural perspective, as one's ability to meet communicative demands in society and interact with other speakers in two or more languages.

The benefits of bilingualism have been examined. For instance, Bialystok (2011) stated that bilingual individuals consistently outperform their monolingual counterparts on tasks involving executive control. Her paper reviews a number of the evidence for this conclusion and relates the findings to the effect of bilingualism on cognitive organization and to conceptual issues in the structure of executive control. Evidence for the protective effect of bilingualism against Alzheimer's disease is presented with some speculation about the reason for that protection.

It is also possible that language practices may have a different value for different language groups; this difference may also result in gendered bilingualism, whereby one group chooses to shift to the second language and the other to remain more or less monolingual (Herbert, 1992; McDonald, 1994). Accordingly, the key to understanding and explaining gendered patterns in differential bilingualism lies, above all, in the meanings assigned to particular linguistic practices, changing from generation to generation.

In addition bilingual also mean different thing to different people. Bloomfield said that bilingualism like as native-control of two language. However this definition excludes many people who speaks more that language but do not have native-like control of one or both of their language.

In another study, Verhoeven and Vermeer (2002) explored personality characteristics and communicative competence with 144 monolingual and 46 bilingual children in the Netherlands by using a new scale based on the NEO Personality model.

Contrary to this definition, which includes 'perfect bilinguals' Macnamara (1967) asserts that a bilingual is a person who has "a minimal competence in only one of the four language skills, listening comprehension, speaking, reading and writing, in a language other than his mother tongue. (Hamers& Blanc, 2000, p.6.)

Grosjean (1989) points that a bilingual 'is not two monolinguals in one person', however some bilinguals use a 'monolingual mode' (Grosjean, 2001). A bilingual person is more than two persons. However, people generally hesitate to accept themselves bilingual. For this case, Grosjean (2013) exemplified it as Noam Chomsky said: "I'm about as monolingual as you come, but nevertheless I have a variety of different languages at my command, different styles, different ways of talking, which do involve different parameter settings." Most of people describe bilingualism as 'to speak two languages fluently and acquire both of them simultaneously'. Thus, they may restrict their understanding of bilingualism. To thwart it and reshape the meaning of bilingualism, there is a need to learn the psychological dimensions of bilinguality as related to following ones:

1. Relative competence;
2. Cognitive organization;
3. Age of acquisition;
4. Exogeneity;

5. Social cultural status; and
6. Cultural identity. (detailed in Appendix B).

Kalaycı (2012) takes the attention to the recent studies about bilingualism because she maintains that studies about bilingualism are few and somehow outdated, and they usually focus on different perspectives of bilingualism. There are not so available current studies about the bilingual EFL teachers and benefits of being bilingual teacher, so it may be concluded that there is a need for future studies to be aware of what the bilingualism means and what reasons people have while describing bilingualism to be able to give the required importance to this issue, to encourage EFL teacher to use more L2 in the classroom, and raise their self-esteem as non native speakers of English. The findings of the study may put a brick on the studies of bilingualism. Therefore, the current study aimed to investigate whether EFL teacher in a junior high school and senior high school preparatory school consider themselves bilingual, or not; and the reasons for the EFL teacher to consider themselves bilingual or not.

METHODOLOGY

In this current study the researcher employed qualitative research methods by using questionnaire. According to Creswell (1994), “an inquiry process of understanding a social or human problem, based on building a complex, holistic picture, formed with words, reporting detailed views of informants, and conducted in a natural setting” (p. 2) called qualitative research. The results of the questionnaire were analyzed using descriptive statistics.

A. Participants

A sample of 7 teacher participated in the study. The participants are 1 male and 6 female EFL teachers. Their ages range from 40 to 52. Their years of experiences are between 8 and 30 years all of them are the Bachelor Degree.

B. Instruments

The instrument that used in this research is questionnaire consist of 3 question about the Bilingual you are not. EFL teachers were given a short background information questionnaire consisted of 3 questions including two open-ended questions about bilingualism to address the responses to research questions.

FINDING AND DISCUSSION

All teachers expressed themselves in English. 1st Research Question: Do you think that yourself a bilingual? 7 ELT teachers expressed that they consider themselves bilingual. 6 of them are female and 1 of them are male teachers. All of the participants are the teacher from junior high school and senior high school and they teach English in their daily teaching. 2nd Research Question: Do you use your bilingual everyday? The 7 teachers that from Junior high school and senior high school are always use their bilingual everyday. Especially when they are in school they will used it to teach the students. 3rd research question: is bilingual useful in your daily life?. 5 of them answer no and the others answer yes. They have different reason why they answer that bilingual useful or not in their daily activity. 7 ELT teachers considered themselves bilingual and they explained less or more why they thought so. One of them, a male ELT teacher (7) stated:

Yes, I think I am bilingual, because I am teaching at Hotel and Tourism school and I am working at hotel too. In response to the second research question, another male ELT teacher (7) expressed that he used bilingual everyday and tried to support this claim, as followed:

Yes, I am always used my bilingual everyday and my daily life. Because I teach my students everyday. I must be used my English to teach them. Sometimes I also used my English to my children and try to teach them to used English. Even though English is my L2 in school usually I used more English than my L1.

And for 3rd Research Question: is bilingual useful in your life? 3 teachers said yes, because I am used my bilingual to get some money such as sometimes I am as a guide tour and I pick guest up from airport and accompany them to tourism object. From that I think as a bilingual are very useful for my life. In addition before I am as a teacher, because my skill in English good enough I am working in one of hotel in Bali.

In order to find out this aim, these three research questions inquired: Q.1: Do EFL instructors in Junior High School and Senior High school think that themselves bilingual? Q.2: Do you use your bilingual everyday? Q.3: Is bilingual useful in your daily life?

The responses of the study confirm that most of the EFL teachers considered themselves bilingual. For example, 100 % of them responded as yes to the first research question and explained why they found themselves as bilinguals.

The results revealed that because they are a teacher and know about English they consider themselves as a bilingual. They think that because they are always speak English in class they are a bilingual. And 0% teacher answered that themselves are not bilingual.

The second question is they always used their bilingual because they are a active teacher and teach students every single day. 10% of participants that answer that they are used their bilingual everyday in their daily activity.

The result from third question is

Some of participants said that bilingual are not useful in their daily life because they speaks using Balinese and bahasa Indonesia. They think that their bilingual waste their time to know bilingual. In other hand, some of participants answered that their bilingual are really useful in their life. Because of their bilingual, they can make some money. They can visiting some tourism object while their accompany a tourist to be their guide.

CONCLUSION

Jobs aspects are the important one of influence into consideration, some ELT teachers eschewed to consider themselves as bilingual, it may be derived from little job experience, or it is because of lacking real life experience in foreign countries.

As a note on limitations of this study, the subjects in the survey were restricted to 7 EFL teachers working in the School of Junior High school and Senior High School in Bali. Therefore, the further studies should be conducted with larger number of teachers in different contexts.

This study has also another limitation while attempting to seek answer to the research questions. It doesn't have triangulation to collect much more fruitful data. Interviews with teachers to sustain their responds and thoughts may be more beneficial.

The researcher recommends that further studies might be conducted with semi-structured interviews. Future research could address different samples obtained from different schools of Foreign Languages at universities. This could provide a wider understanding of bilingualism.

The dimension of bilingualism is itself a complex area of study (Baker, 2001) that deserves more careful definition among its all dimensions. Furthermore, EFL teachers as related to the

field are crucial elements while studying bilingualism. The EFL teachers as bilingual have the onus of being a good model while teaching second language. This study may help EFL teachers to improve their understanding of bilingualism and encourage them to use L2 more effectively and consciously in their teaching environments, and raise their self-esteem as non-native speakers of English. The study may also help instructors to make them less concerned about the grammar and focus more on communication, and explain their students that they would be bilingual too.

REFERENCES

- Andreou, G. & Karapetsas, A. (2004). *Verbal abilities in low and high proficient bilinguals*. Journal of Psycholinguist Research, 33 (5), 357-364.
- Baker, C. (2011). *Foundations of bilingual education and bilingualism (5th ed.)*. Ontario: Multilingual Matters.
- Bialystok, E. (2001). *Bilingualism in development: Language, literacy & cognition*. New York, NY: Cambridge University Press.
- Bialystok, E., Craik, F. I. M., Klein, R., & Viswanathan, M. (2004). *Bilingualism, aging, and cognitive control: Evidence from the Simon task*. Psychology and Aging, 19(2), 290-303.
- Creswell, J. W. (1994). *Research design qualitative & quantitative approaches*. Thousand Oaks: Sage Publications.
- Grosjean, F. (2001). *The bilingual's language modes*. In J. Nicol (Ed.), *One Mind, Two Languages: Bilingual Language Processing (pp.1–22)*. Oxford: Blackwell.
- Hamers, J.F & Blanc, H.A. (2000). *Bilinguality and bilingualism (2nd ed.)*. New York, NY: Cambridge University Press.
- Harvey, P. (1994). *The presence and absence of speech in the communication of gender*. In P. Burton, K. Dyson & S. Ardener (Eds.), *Bilingual women. Anthropological approaches to second-language use (pp.44–64)*. Oxford/Providence: Berg.
- Herbert, R. (1992). *Language, gender, and ethnicity: Explaining language shift in Thongaland*. Paper presented at the Annual Meeting of the Linguistic Society of America, Los Angeles, CA.
- Holmes, J. (1993). *Immigrant women and language maintenance in Australia and New Zealand*. International Journal of Applied Linguistics, 3, 159–179.
- Kalayci, S. (2012). *“A Journey to Bilingualism” A Case Study of German-Turkish Bilingual Family*. Educational Process: International Journal, 1 (1-2), 29-38.
- Mascarenhas -keyes, S. (1994). *Language and diaspora: The use of Portuguese, English and Konkani by Catholic Goan women*. In P. Burton, K. Dyson & S. Ardener (Eds.), *Bilingual women. Anthropological approaches to second-language use (pp.149–166)*. Oxford/Providence: Berg.
- McDonald, M. (1994). *Women and linguistic innovation in Brittany*. In P. Burton, K. Dyson & S. Ardener (Eds.), *Bilingual women. Anthropological approaches to second-language use (pp.85–110)*. Oxford/Providence: Berg.
- Mohanty, A. (1994). *Bilingualism in a multilingual society: Psychological and pedagogical implications*. Mysore: Central Institute of Indian Languages.
- Titone, R. (1972). *Early bilingualism*. Bruxelles: Charles Dessar.
- Thumboo, J., Cheung, Y. B., Machin, D., Feng, P. H., Boey, M. L., Thio, S.T., & Fong, K. Y. (2005). *Being Bilingual in English and Chinese Influence Changes in Quality of Life Scale*

Scores? Evidence from a prospective, population based study. Quality of Life Research, 14 (2), 529-538.

Verhoeven, L., & Vermeer, A. (2002). *Communicative competence and personality dimensions in first and second language learners. Applied Psycholinguistics, 23 (3), 361-374.*

ABOUT THE AUTHOR

My Name is I Gusti Ngurah Wahyu Bawa Saputra, S.Pd. I was born in June 17th 1994. I am the first child of two brothers. Now I am 24 years old. I am a student of Universitas Pendidikan Ganesha, Singaraja, Bali, Indonesia. I am also a teacher in junior high school of SMPN 2 Selat in Karangasem regency in Bali. My hobby is playing football. I think that's all about me. Thank you for your attention.