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MULTICULTURALISM & MULTILINGUALISM
ISSUES OF CULTURAL DIVERSITY AND IDENTITY
IN THE TEACHING OF LANGUAGE AND LITERATURE



**PROCEEDING 3rd CELT International Seminar on
Multiculturalism & Multilingualism: Issues of cultural diversity
and identity in the teaching of language and literature 2011**

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Telp. 024-8316142 - 441555 (hunting), Fax. 024-8415429, 8445265

e-mail:penerbitan@unika.ac.id

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**PROCEEDING 3rd CELT International Seminar on
Multiculturalism & Multilingualism: Issues of cultural diversity
and identity in the teaching of language and literature 2011**

EDITOR:
Ekawati Marhaeny Dukat

Fakulty of Letters
Soegijapnata Catholic University
Semarang - Indonesia
2011

PREFACE

Articles published in this proceeding is the result of the knowledge of recent developments shared in the 3rd Celt (Culture, English Language Teaching and Literature) International Seminar held in the English Department, Faculty of Letters Soegijapranata Catholic University in Indonesia with the neighboring countries of America, Arab, China, India, Iran, Malaysia, Pakistan, the Philippines, Singapore, and Thailand, who became the speakers and participants of the event.

The focus of the 3rd Celt International Seminar held on the 19th – 20th January 2011 that takes up the theme on “Multiculturalism & Multilingualism: Issues of cultural diversity and identity in the teaching of language and literature” is based on the intention of finding innovative ways and making applications to the development of the four basic areas of Culture, Linguistics, Literature, and Teaching.

In the area of culture, the presenters as contributors of this ISBN book have the chance to write about bridging the multicultural artifacts (e.g. Wayang kulit, tari, batik) to enrich the understanding of the origin and/or foreign culture, current issues of multiculturalism in language/literature, cultural traditions in language and literature, and cultural awareness and acceptance in language/literature teaching. Next, in linguistics, they may write about acknowledging the current World Englishes to solidify the position of English as a dominating communicative language developing cultural identity in language classroom. Then, in literature, the ideas can be on adopting the multi-dimensions of English language to understand literature and art, mapping multicultural society in literary works, and cultural identity in literary works. Finally, in teaching, there are articles on utilizing various multimedia equipment to enhance the quality of teaching, contributing a multicultural understanding in literary writing and language teaching, finding ways to effective teaching for the multicultural classroom, facing challenges in teaching multiculturalism to the language/literature class, increasing multicultural understanding in language/literature teaching, bridging local values with international issues –

maximizing the internet, when laptop or netbook meets local artefacts, and using media visualization for ELT in secondary high school.

The editor of this proceeding thanked the contributors for their insightful and innovative ideas, and for allowing the manuscripts to be published. All contents in the book are solely the contributors thinking. In publishing this book the editor would like to give her special thanks to the hardworking committee: GM. Adhyanggono, S.S., M.A., for the summary he gave, Christian Chandra for the creative book cover design, Triyono for the layouting of the book so it becomes ready for publication, Berty Suherman, Rakhmadati Dagsani, Mutiara Liestiatmadja, Melissa Ariyani, and Fransiska Linda Marselina who especially helped her to furnish all the data needed for the completion of the ISBN book used for the International Seminar's proceeding.

For ease of reference, this proceeding is divided into the four main areas as mentioned. The contents are fully the responsibility of the contributors. The editor only helps with the organization of the IBN book layout. It is hoped that this proceeding will be enlightening and be one to be expected for in the next three-yearly international seminar!

Semarang – Indonesia, 19th January 2011

Ekawati Marhaenny Dukut

Editor-in-Chief

INTRODUCTION

For ease of reference, this collection is arranged into four sections of Culture, English Language Teaching and Literature. The following is the summary per contributors:

Abbas Pourhossein G. & Seyedeh Masoumeh A: There are many multimedia tools in teaching the English classroom. The paper suggests the kinds of multimedia that can improve the students' mastery in English.

Akun: This paper is based on a research on the exploration of students' viewpoint toward pluralism issues around their everyday lives. It aims at revealing how pluralist they are and proving whether they perceive pluralism as a quality worth celebration or inferiority that silently threatens their identity, or something in between.

Aneela Bushra Maqbool: The purpose of the paper is to reveal a key issue of multilingual classrooms i.e. anxiety. the paper suggests a strategy acronym as OBWMC (Off and on throwing Basic Words in Multilingual Classrooms). The strategy invites instructor to learn some basic 15-20 words of the learners' mother tongue.

Angela M. Nelson: Language and literature is an important component in black popular culture and it has a long cultural tradition. This paper will establish the relationship between black popular culture, popular culture, pleasure, and good; define black popular culture, map the conditions and origin of the concept in the United States of America, overview the contexts, textures, and texts of black popular culture, and conclude with the popularity of hip-hop culture and its connections to black popular culture.

Angelika Riyandari: This paper is based on a preliminary research on the representation of gender and 'race'/ethnicity in women's transnational magazines conducted in 2009. The focus was on the gender roles and degree of sexuality based on gender and "race"/ethnicity presented in each magazine, not on the changes that have occurred over time.

Antonius Suratno: Urged by the need to carry out more research work focusing on cross-cultural aspects of metaphor, the paper explores the cultural aspect of metaphor by looking into collection of love poems from two different cultures, i.e. English and Indonesian. This paper particularly highlights variation of metaphor that is arguably denoting to Indonesian or English culture.

Bambang Yudi Cahyono: Dealing with the raising awareness of Cross-Cultural Understanding featured in the curriculum of the so-called Internationally Standardized Schools in Indonesian education system, this paper reports the results of research on how English language teachers perceive culture contents, both target culture and local culture, in English language teaching. The results of the research show that most of participants consider both target culture and local culture are equally important to be applied in English classrooms.

Bernidick Bryan P. Hosmillo: The paper is about a content analysis of *lifestyleasia* published by Mega Publishing Group. As the magazine assumes to dispense Asian lifestyle, it is its battle to present cultural constructs, ideologies, traditions, and socio-economic developments that would define Asian lifestyle.

Citra Amelia: Deriving from a survey result making use of an anonymous online questionnaire, this paper attempts to delineate the effects of studying abroad on a group of 53 Indonesian lecturers studying abroad. It studies about their attitudes towards WE (World Englishes) and EIL (English as an International language), and how these attitudes might be influenced by length of time and place of study.

Constance Kirker, Courtney Carlson, Judith Oman, & Mary Leadbetter: Having had experience with diverse groups of students in Singapore and by making use of museum-audience relationships- active audiences, constructivist and interpretist learning theories, this paper reveals how museums are particularly well suited for English language instruction. English students will build and practice their language proficiency while learning about the arts and cultures of Singapore.

Ekawati Marhaenny Dukut: This paper explores the assessment of a semiotic study, which allows not only an analysis on the history, economy, and value system of a society, upon what makes America's Estee Lauder and Avon cosmetics become popular but also that of Indonesia's Mustika Ratu cosmetics.

Ella Wulandari: This paper argues the urgency to raise awareness of and aim mutual intelligibility toward World Englishes, while persevering the teaching of Standard English in Indonesian classrooms. It further discusses how such attempt is brought into practice with regards to the input, process and output aspects of English teaching and learning, so as to produce proficient but not native-sounding English users.

Emilia NinikAydawati: Teaching English pronunciation in a class where English is a foreign language context like in Indonesia may cause some problems. The purpose of this paper is to list the problems critically in teaching students with different dialects. Then, some suggestion on how to cope with the problems will be explored.

Endang Soelistiyowati: In this paper, the author discusses the influence of soft skills integration in increasing the students' appreciation of multicultural. The paper explains how the process of soft skills integration could increase the ability of the students to appreciate multicultural issues.

Erly Wahyuni:As a result of field research, this paper explicates that literature exposure has an essential role in English language learning because it is beneficial to the learners' linguistic development, create opportunities for personal expression as well as reinforce students' knowledge of lexical and grammatical structure.

Fenty Lidya Siregar: By employing both the quantitative (questionnaire) and qualitative (interview) research methodology, the paper delineates attempts to investigate Indonesian EFL Students' belief about learning and increasing awareness of their own culture in their attempt to be intercultural speakers.

FX Nadar: The paper discusses about the important of introducing the Western culture so that students who learn English can understand and use English more appropriately.

Hartoyo: This paper reports findings of a research study investigating the effectiveness of Computer – Assisted Reading in English (CARE) program to assist Indonesian students to improve their mastery of reading comprehension in English. It also documents the significant effect of the CARE program in improving students' motivation in reading.

Heny Hartono:For Indonesian learners who learn English as their second language, there are some challenges due to cultural barriers which may affect the internal processing. This paper is aimed to describe some of those barriers in each internal factor.

Hujuala Rika Ayu: This paper aims at discussing the articulation of the past and present in negotiating diasporic identity in Bharati Mukherjee's Indian migrant women, Dimple and Jasmine in Mukherjee's major works, *Wife* (1975) and *Jasmine* (1989). It basically argues Bharati Mukherjee's rejection of the past/Indian-ness in one's effort of adapting herself to the host land.

Indra Charismiadi: This presentation introduces the new technology in Language Laboratory, which is in accordance with TESOL Technology Standard Framework. The ICT-based language laboratories enable teachers to create, organize, combine, and deliver various types of multimedia instructional resources – sound clips with recording pauses, documents, images, streaming audio and video files, for practice, homework, or assessments, from existing or original material.

Jeremy Wallach: This presentation seeks to go beyond obvious connections between Indonesia and America—President Obama, American dangdut singer Arreal Tilghman, KFC—and demonstrate how jazz music, a uniquely (some would say quintessential) American invention, exemplifies three key themes in both American and Indonesian national culture: the democratic impulse, the desire for self-expression, and cultural diversity.

Judith Balares Salamat: This paper proposes that teaching second language, such as English, or literature, should not only be confined in the classroom; instead, it should be more hands-on and community-based. It proposes the integration of an extension (outreach) and research component in instruction, i.e., the actual teaching of the subject/course. The paper, then, lays out the perspectives of blending instruction, extension, and research in English and/or Literature classes.

Kiattichai Saitakham: This paper presents a research findings on a study of English vocabulary learning strategies employed by Chinese and Thai university students. Making use of six vocabulary learning strategies (guessing strategies, dictionary strategies, note-taking strategies, memory strategies; rehearsal, memory strategies; encoding, and activation strategies), some significant and less significant differences were found.

Kirk Branch: This paper explores two moments in US history when literacy education appeared as a social threat. It was the legal proscription of literacy education for slaves and freed blacks in the South prior to US Civil War, and literacy classes South during the Civil Rights Movement. The paper explains what made literacy education threatening and argues that understanding

such contexts provides a unique perspective on the goals of literacy education (which includes language and literature) in any setting.

Leni Marlina: This paper aims at emphasizing the use of children literature as authentic materials in teaching English at Indonesian middle schools. The purpose of integrating children literature into EFL classroom is to make the class more interactive and improve communicative competence of the learners and keep a lasting impact on their mind.

Lewinna C. Aguskin & Maryani: This paper explicates the findings of a qualitative research focusing on the implementation of teaching American and British culture for students of English Department at Maranatha Christian University, Bandung along with its challenges and opportunities to develop effective strategies for teaching and learning culture. The findings suggest the points to maintain and develop for better intercultural learning and communication.

Marie Rose Arong has been a faculty member of the Humanities Division in the University of the Philippines Cebu College (UPCC) since 2008. She obtained her MA in Literature from the University of San Carlos, Cebu, Philippines in 2009. She has previously taught at the University of San Carlos and Saint Theresa's College, both located Cebu, Philippines. She currently teaches English and Communication courses at UPCC. Her research emphasis are on the following: cognitive analysis of narratives in particular postcolonial literatures; metarepresentationality of literary characters in postcolonial fiction; and mind style of literary characters with flashback narratives in postcolonial fiction.

Martin Surya Putra: This paper discusses the cultural transfers into Samarinda Polytechnics students, as a case in point, when they were having debates in English. It concentrates on the language used by these students during the debate competition.

Meinarni: This paper aims at investigating how code mixing used on one of the printed media, in this case Jawa Pos newspaper, represents identity. It is pertinent to study a special weekly section of Jawa pos, namely "Wayang Durango" as this section owns very rich linguistic features in the forms of code mixings of at least three languages (Javanese, bahasa Indonesia, and a foreign language, mostly English).

Mister Gidion Maru & Soebakdi Soemanto: Aimed at revealing the perspective of the contemporary U.S Presidents starting from Reagan to Obama toward Puritanism as voiced in their Inaugural addresses, this paper elucidates a phenomenon that the Puritanism terminologies deployed in the inaugural addresses constitute a kind of cultural revitalization, in assumption that Puritanism itself arose in the early American history, for the purpose of meeting the need and desire of the people.

Muhammad Basri : This article will introduce the key issues concerning the importance of biliteracy development and bilingualism in the current globalising world. It outlines the aims of the study and briefly introduces the participants in the research and explains a little of their context and the researcher's role in the research process.

Muhammad Javed: This study was conducted in order to assess and evaluate the learning achievements and proficiency of the students in Reading Skill of grade 10 at Secondary school level in District Bahawalnagar Pakistan. An achievement test comprising different items from the syllabus and English news paper was developed to evaluate their achievement and proficiency in the Reading Skill.

Muhammed Shahriar Haque: This paper theorizes an exploratory framework called bridging-the-gap-methodology-of-teaching (BGMT), which bridges the gap between what is usually taught in the academia and what seems to be happening in the real world.

Nicke Yunita Moecharam, Della N. & Kartika Sari A.: This paper explores the using of multicultural literary texts in an undergraduate classroom to promote multicultural education to students. The process of reading multicultural texts helps the students to position themselves, as subjects, in this globalized world.

Nupur Tandon: In this paper, the author deals with the role of the audio-visual Language Laboratory based on the author's experience of teaching English to a multilingual class in her Institute using the Language Laboratory. The teacher of English finds it easier to explain complex subject matter, such as the sounds of English, particularly those sounds that are not present in the native language.

Purnama N.F. Lumban Batu: Making use of structural theory in conjunction with views of Sartre and Beauvoir's existentialism, this paper

presents an assessment on the weight of the aesthetic and the strength of the relationship between elements that can reveal the most important role in establishing the existence of women in Sydney Sheldon's *The Other Side of Midnight*.

R. Arief Nugroho: This paper, which is based on the field research upon Pekalonganese, shows that a single interjection may serve as different pragmatic and emotional functions in the context of additive and reactive framings.

Radhika Gajjala, Sue Ellen McComas & Anca Birzescu : This presentation discusses a research investigations in classrooms and other pedagogic settings examining gender, race and intercultural identity negotiations within digital environments and discuss issues that emerge for teaching within such digitally mediated global practices so as to help lay out plans for better practices for teaching in such environments.

Reimundus Raymond Fatubun: This paper will present some representative women's voices in the three novels about this land of the birds of paradise (Papua): *Mawar Hitam Tanpa Akar* (Black Rose with No Roots, BRNR hereafter) by Wayar is the newest voice, by a native Papuan woman, issued in 2009; *Sali*, by Linggasari, was also issued last year, 2009; and *Namaku Teweraut* (My Name Is Teweraut, MNT hereafter), by Sekarningsih, was published in 2000.

Retno Wulandari: Relying heavily on the complexity of inter-ethnic relations in multicultural society depicted in some American fictions, this paper brings forth an overview that most hyphenated Americans still face situation where sometimes they are still regarded as the subordinated class and it leads into fear and uncomfortable life.

Rizki Theodorus Johan: This paper is an analysis of the representation of homosexuality identity in contemporary Indonesian gay novels. By using Dede Oetomo and Tom Boellstorff's ideas on Indonesian homosexuality, this research examines the homosexual's identity representation in the novels through the analysis of characters, settings, and conflicts.

Rusiana: This paper explores the extent to which the representation of cultural diversity in America in Richard La Gravenese's 1994 film (*Freedom Writers*) challenges misassumption negative stereotypes about each race have been put in the media. Also, it elaborates strategies used by the teacher to face challenges of multicultural students in language classroom.

Samuel Gunawan: This paper focuses on some tips for English teachers in Indonesian contexts to develop multicultural literacy using authentic English teaching materials engrossed with multicultural concern to be used at college level.

Sangeeta Jhajharia & Mamta Beniwal: Grounded on the postcolonial theory to analyse Leslie Marmon Silko's *Ceremony*, this paper explores a deep cultural conflict in the mind of an American who is from mixed ancestry. Ethnic nationalism and the recovery of traditional culture a classic formulation: A group withdraws into itself and labels the historically oppressive culture as the enemy.

Sharifah Hanidar: This paper discusses the importance of learners' participation and motivation in the success of learning. The learners discussed here are learners of literature. This paper offers ways of arousing learners' interest and motivation in studying poetry.

Slamet Utomo: This paper discusses the rhetorical features of Barack Obama's and Hillary Clinton's debates during the Democratic campaign period on American presidential election in 2008. The main focus resides on the examination of the patterns of Communicative purposes or 'moves' and their subsequent elements or 'steps' of the arguments.

Sri Hartiningsih: This paper overviews one of the cultural barriers imposed against women in Henry James' *Daisy Miller*. It is about travelling wherein a woman must be accompanied by her family. This one is obstacle for a woman but also symbol of tyranny so that is why she struggles to deconstruct the companion in travelling.

Sri Marmanto: Resulting from the observation on the present situation about the fade of Javanese karma among youngsters, this paper reveals the danger of the extinction of Javanese Krama, the complexity of the situation and offers a solution to overcome it.

Sri Mulatsih: This paper presents the findings of a classroom action research conducted to know whether scaffolding technique really improved the students' competence in writing genre-based texts at fourth semester students taking Genre-Based Writing course in 2009 at English Department, Faculty of Languages and Letters, Dian Nuswantoro University. The result showed the significant improvement on the students' competence in writing genre-based texts.

Subur Wardoyo: This essay will focus on how the view that 'there is no absolute truth' is ingrained in the linguistic modality of English.

Sushama Kasbekar: Grounding teaching literature to students of Business English with a multi-dimensional approach, this paper reveals the challenges faced by students in this kind of learning. It will try to assess the benefits of studying multi-cultural texts and the pitfalls in understanding language usage in the prescribed texts.

Szu-Wen Wang: This paper explores the works of Emerson, Thoreau, and Whitman as instructional examples to teach American Transcendentalism from three holistic models: (1) the cultural model, (2) language model and (3) the personal growth model in EFL/ESL classrooms.

Vahid Attarian: Developed from an EFL research, this paper delineates that language anxiety can originate from incomprehensible input, fear of negative evaluation, lack of self-confidence in students' English proficiency and the subject matter in class, competitiveness, test anxiety, strict and formal classroom environment, pressure from students themselves and parents, presentation in the classroom/ speaking English in front of others, fear of making mistakes, role of language instructors/ teacher's attitudes, different levels of English Proficiency, self-related cognition; variations in individual's "self-perceptions", linguistic difficulties, personality differences, social status and self-identity.

Widia Resdiana: The paper describes the complexity and feasibility of LRRL Program (Learning to Read: Reading to Learn) developed by David Rose in Australia for the EFL teaching program in Indonesia. Some solutions are also proposed for generating the approach in Indonesian context.

Wigati Yektiningtyas-Modouw: This paper discusses the importance of maintaining the the existence and the active use of folklore and strengthening moral values represented through exploring the local wisdom revealed in Sentani folktales, oral poems, and traditional expressions

Wiwik Andreani: The paper, which is based on grammar class field research, elucidates the contribution of scaffolding instructions to the improvement of the students' performance. The findings confirm that collective scaffolding can become a powerful teaching strategy in English language learning.

Van Van Deren & Steward This paper aims to highlight
teacher education, second language acquisition as well as evaluation research,
implemented within the teacher education programs that have become compulsory
in Iran, and to show how useful in teaching related to academic writing
the context of teacher education.

Van Van Deren & Steward This paper aims to highlight English
writing in countries which are considered as "non-English" speaking and
teacher education, more in the global use of English. The main objectives
of English with local culture will help students in the understanding that even
though speaking standard English is a must for the use of English in most
speaking throughout the world as an aspect of the globalisation.

TABLE OF CONTENTS

Preface - iv

Introduction - vi

Table of Contents - xvi

CHAPTER I: CULTURE

Bridging the multicultural artifacts (WAYANG KULIT, TARI, BATIK) to enrich the understanding of the origin and/or foreign culture

- Article 1 Singapore as a Microcosm of Multiculturalism: Can Museums Help Bridge Linguistics and Cultural Gaps?
Constance Kirker, Courtney Carlson, Judith Oman, & Mary Leadbetter - 1
- Article 2 The Aspect of Identity in Modern Batik Priangan in the Context of Creative Industry in the City of Bandung
Yan Yan Sunarya & Biranul Anas - 11
- Article 3 Code Switching on 'Wayang Durangpo' as Identity Representation
Meinarni Susilowati - 24

Current issues of multiculturalism in language/literature

- Article 4 A Magazine's (Re)Asianization: The Imagined Space for the Asian Whites
Bernidick Bryan P. Hosmillo - 32
- Article 5 An Analysis of *Pekalonganese* Interjections in the Context of Additive and Reactive Framings
R. Arief Nugroho - 46

- Article 6 The Perspective of the Contemporary U.S President on Puritanism: A Cultural Revitalization
Gidion Maru & Soebakdi Soemanto - 58
- Article 7 Multiculturalism In The Beauty Business of Cosmetics: A Study of Popular Culture
Ekawati Marhaenny Dukut - 73

Cultural traditions in language and literature

- Article 8 Building Identity through Folklore: Revealing Local Wisdom of Sentani Community
Wigati Yektiningtyas-Modouw - 90
- Article 9 Black Popular Culture: Concept, Orgin, and Meaning
Angela M. Nelson - 114

Cultural awareness and acceptance in language/literature

- Article 10 Weighing Pluralism: Students' Multiplicity of Voices in Addressing Multicultural Reality as Seen through University Students' Instant Poems: A Case Study at English Department Binus University
Akun - 128
- Article 11 Immersion in Obama's Multicultural Discourse: A Bite of Multicultural Literacy
Samuel Gunawan - 144
- Article 12 Multicultural Approach to Teaching Literature to Business English Students
Sushama Kasbekar - 158
- Article 13 Literacy-Phobia in the United States: Reading and Writing as a Social Threat
Kirk Branch - 169
- Article 14 Bridging the Gap between Academia and the Real World: An Exploratory Framework from Bangladesh
Muhammed Shahriar Haque - 182

CHAPTER II: LITERATURE

Adopting the multi-dimensions of English language to understand literature and arts

- Article 15 Clearing of Borders: Promoting Multiculturalism through the Reading of "Other Culture" In English Literature Classroom
Nicke Yunita Moecharam & Della N. Kartika Sari A. - 197

Mapping multicultural society in literary works

- Article 16 the Existence of Female Leading Characters in the Other Side of Midnight (Sidney Sheldon)
Purnama N.F. Lumban Batu - 205
- Article 17 Voice of a Hybrid Speaking from a Discrete Cultural Position in the Novel Ceremony by Leslie Marmon Silko
Dr.Sangeeta Jhajharia & Dr. Mamta Beniwal - 217
- Article 18 Representation of gender and 'race'/ethnicity in *Femina* and Indonesian edition of *Cosmopolitan*
Angelika Riyandari - 231
- Article 19 Emerging women's voices from Papua: a feminist reading of Wayar's *black rose with no roots*, Linggasari's *sali*, and Sekarningsih's *my name is Tewateraut*
Reimundus Raymond Fatubun - 243
- Article 20 Hyphenated Americans' Experiences in Multicultural Interactions Portrayed in American Fictions
Retno Wulandari - 253
- Article 21 A Woman's Deconstruction to Cope Cultural Barrier in Traveling on Henry James' Novel *Daisy Miller*
Sri Hartiningsih 264

Cultural identity in literary works

- Article 22 Constructing Homosexual Identity in Indonesia Selected Contemporary Novels
Rizki Theodorus Johan - 271

- Article 23 Selective Amnesia: Phillipino Historical Novels Explore Phillipino Non-Identity
Marie Rose B. Arong - 284
- Article 24 Past And Present in Negotiating Diasporic Identity in Bharati Mukherjee's *Wife* (1975) And *Jasmine* (1989)
Hujuala Rika Ayu - 295

CHAPTER III: LINGUISTICS

- Acknowledging the current World Englishes to solidify the position of English as a dominating communicative language**
- Article 25 Cross-Cultural Pragmatics for More Fluent Communication
FX Nadar - 307
- Article 26 Character Education through English Modality
Subur Wardoyo - 317
- Article 27 Cultural Transfers into the English Debate Competition
Martin Surya Putra - 330
- Article 28 Integrating Soft Skills In Teaching: Increasing The Students' Appreciation of Multiculture
Endang Soelistiyowati - 340
- Article 29 Literature Exposure In English Language Teaching And Learning
Erly Wahyuni - 351
- Article 30 Cultural Barriers in the Internal Processing of Second Language Acquisition: Some Challenges For Indonesian Students Who Are Learning English as Second Language
Heny Hartono - 363
- Article 31 the Culture of Corporate Social Responsibility (CSR) In the Academic Framework: Some Literary Implications
Sandhya Rao Mehta - 372
- Article 32 English Language Teachers and Target Culture: Friends or Foes?
Bambang Yudi Cahyono - 380

Article 33 the Use of Scaffolding Technique as a Mediated Learning to Improve The Students' Competence in Writing Genre-Based Texts

Sri Mulatsih - 397

Article 34 the Implementation of Learning to Read: Reading to Learn (LRRL) Program in Indonesian ELT Context

Widia Resdiana - 405

Article 35 Scaffolding: A Teaching Strategy in Multicultural Grammar Classrooms

Wiwik Andreani - 421

Facing challenges in teaching multiculturalism to the language/ literature class

Article 36 Multicultural Education and Technology Education: Independent Movements on Parallel Paths

Connie S. Hankee & Gina Zanolini Morrison - 433

Article 37 'The Effects of Studying Abroad on Indonesian University Lecturers' Attitudes towards World Englishes and English as an International Language

Citra Amelia - 446

Developing cultural identity in language classroom

Article 38 An Investigation on Indonesian EFL Students' Beliefs about Learning and Increasing Awareness of Their Own Culture in Their Attempt to be Intercultural Speakers

Fenty Lidya Siregar - 457

Article 39 British, American, Australian or Singaporean English?

Yudi Setyaningsih - 468

CHAPTER IV: TEACHING

Utilizing various multimedia equipment to enhance the quality of teaching

- Article 40 The Impact of Multimedia on The Quality of Teaching
Abbas Pourhossein Gilakjani - 480
- Article 41 Teaching English Language Skills in The Language Laboratory
Nupur Tandon - 495
- Article 42 The Impact of Multimedia on The Quality of Teaching Challenges and Opportunities: Teaching American and British Culture to Students of English Department, Maranatha Christian University, Bandung
Lewinna C. Aguskin & Maryani - 509
- Article 43 Layered Literacies and Nuanced Identities: placing Praxis from Moo Space to Secondlife
Radhika Gajjala, Sue Ellen McComas, & Anca Birzescu- 518
- Article 44 The Impact of Multimedia on the Quality of Teaching
Vahid Attarian - 534

Contributing a multicultural understanding in literary writing and language teachin

- Article 45 Freedom Writers Movie: Bringing Cultural Diversity and Inspiring Teacher in Teaching Multicultural Students in Language Classroom
Rusiana - 563

Finding ways to effective teaching for the multicultural classroom

- Article 46 Obwmc (Off and on Throwing Basic Words in Multilingual Classrooms) Technique
Aneela Bushra Maqbool - 575
- Article 47 The Employment of English Vocabulary Learning Strategies of Chinese and Thai Efl Tertiary Students With Different Levels of English Proficiency
Kiattichai Saitakham - 583

- Article 48 Merit or Demerit of Bilinguality in Learning English as a Foreign Language
Mojtaba Maghsudi - 597
- Article 49 The Rhetorical Features of Barack Obama's and Hillary Clinton's Debates During Democratic Campaign Period of American Presidential Election in 2008
Slamet Utomo - 617
- Article 50 How do Javanese Young Generation acquire Javanese krama ?
Sri Marmanto - 633
- Article 51 Teaching American Transcendentalism from Holistic Aspects to EFL/ESL Classrooms
Szu-wen Wang - 643*
- Article 52 An Analysis of Students' Learning Achievements in Reading Skill of English Language at Secondary School Level
Muhammad Javed - 657

21. A WOMAN'S DECONSTRUCTION TO COPE CULTURAL BARRIER IN TRAVELING ON HENRY JAMES' NOVEL *DAISY MILLER**

Sri Hartiningsih**

English Department, University of Muhammadiyah Malang
INDONESIA

A woman in the world faces being marginalized because of her culture. One of cultural barrier occurs in traveling as in globalization the human interaction could not be denied. Consequently a woman should overcome it. One of the cultural barriers in traveling is a companion that a woman must be accompanied by her family. This one is obstacle for a woman but also symbol of tyranny so that is why she struggles to deconstruct the companion in traveling.

Key words: Woman, deconstruction, cultural barrier, traveling, companion

INTRODUCTION

Talking about woman is always interesting as she has many sides to discuss such as her beauty, not only physical but also personality, softness, patience, smartness, and her struggle of life and also vice versa. That is why discussing the woman never finishes.

The woman is a creature in the world like man but in history she is treated unfairly as marginal person because of its culture. For example in traveling as globalization era it could not deny human interaction that feeds appetite to actually see, hear, touch, smell, taste and interact with the real thing (Ave in Nuryanti, 1996:2). In traveling the woman faces many things such as she should be accompanied by her family, her cloth, attitude, and etc. To overcome these cultural barriers in traveling, the woman struggles with several ways. This thing is recorded by novel, a part of literature that "is vital record of what men have seen in life, what they have experienced in daily life, what they thought and feel about those aspects of it" (Hudson, 1965:100). Furthermore novel describes human life more detail.

The novel, *Daisy Miller* (1878) written by Henry James reveals cultural barrier. Daisy Miller and her mother and also her younger brother travel to Europe and

Daisy's attitude is the same as in America such as easy acquaintances with gentlemen, going to the party alone without her mother, going out with a man at midnight, receiving a male guest at night, dancing all night with one gentleman and flirting that are considered uncommon for European in *Daisy Miller*. Furthermore the novel *Daisy Miller* is the famous one written by Henry James and it has been filmed (Rex Keller:202; Cowie, 1951:678-679; Grolier, 1980:712). It means that this novel is the masterpiece novel and it is the work of literature produced in colonial countries that got independence (America) and included national literature that has faced imperialism up to now (Bill Ashcroft et al., 2003: xxii-xxiii). *Daisy Miller* represents from America. That is why it is interesting to discuss the novel feminism theory to turn over *dominant* and *subordinate* (Ashcroft et al, 2003: 271, 274) as the character from this novel is subordinate. The way to turn over that binary opposition deconstruction theory is needed.

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DISCUSSION

One of things occurs in traveling is dealing with whom to travel. This means companion. Daisy has companions; they are her mother, Mrs. Miller and her younger brother, Randolph. This represents the trend of nineteenth century traveling as "during the course of the nineteenth century the holiday unit had increasingly come to be made up of such a couple plus their children (Urry, 2002:121)". They go to Switzerland then to Italy.

Daisy Miller wants to castle in Switzerland with Winterbourne. As gentleman and just knowing in short time, he offers to Daisy Miller's mom to accompany her and Daisy. It is surprised him that Mrs. Miller lets Daisy go alone with Winterbourne as "Daisy's mother look at him an instant askance, and then walked forward in silence. Then—"I guess she (Daisy) had better go alone," she said simply (*Daisy*

Miller, p. 113-114). This statement is quite different pattern of maternity attitude as letting her daughter going with someone, especially the man that is not known well as they just meet in the short time. Commonly the mother will forbid her or if she gives permission to her daughter, the mother will accompany her. In fact it does not occur to Daisy as she is not accompanied by her family, only Winterbourne going to castle as "Two days afterwards he (Winterbourne) and went off with her (Daisy) to the Castle of Chillon" (*Daisy Miller*, p. 116). This happens as American family applies trust in their children. This means that from the childhood, Daisy is educated to be responsible for herself. Another one is maternity's intuition leads Mrs. Miller to let Daisy go with Winterbourne as he is a good man. Related to feminism theory, Henry James, the author of this novel, deconstructs this value since previous time, a daughter "did not have personal liberty to claim the right to think (Trevelyan, 1961:514) especially to do what she wants. The author gives a role to Daisy to do the right thing based on her mind that as going somewhere without accompanying and being interfered by her mother as it happens in Italy. Daisy prefers walks alone to see her Italian friend, Giovanelli than accompanied by her mother as the hostess suggests her. But Daisy refuses as she accustoms to do every thing by herself and wants to enjoy her holiday without being interfered by her mother as her mother is sick so she never goes out far away from the hotel and she is enough adult to be responsible for what she does as she is not five years child anymore. It is described by the quotation below:

"You should walk with your mother, dear," cried the Lady from Geneva (the hostess or Mrs. Walker), losing patience.

"With my mother dear!" exclaimed the young girl. Winterbourne saw that she scented interference. "My mother never walked ten steps in her life. And then, you know," she added with laugh, "I am more than five years old." (*Daisy Miller*, p. 131)

On the other occasion, coming to Mrs. Walker's party, Daisy prefers going with Giovanelli then with her mother as her mother never goes out alone especially to the Italian party. This means that Daisy also thinks about her mother to know and come to Mrs. Walker's evening party alone as she does not let her younger bother, Randolph, and their courier go with Mrs. Miller as to enjoy it without being bothered by her family. It is Daisy Miller who asks her mother, Mrs. Miller come to the party alone. It means the person who has a control in the family is Daisy as she orders her mother alone without her and her brother and her mother does it.

Daisy Miller asks her mother comes to party alone shows that ideal feminism as Daisy wants to cut her mother's protection means her mother is powerful to

control her. By going without her mother's companion means no power to control her anymore that Daisy can be free to do anything wants.

In spite of going with her mother, Daisy goes to that party with Italian gentleman but they do not directly come to the host's party as she lets him practice singing. She would like to show up that her companion she brings to the party is a nice singer. At eleven o'clock they come to the party and "He sang very prettily half a dozen song (*Daisy Miller*, p. 136)". This means she uses her friend to show her power to audience that she can manage him. And by coming late to the party, she attracts the audience's attention especially by bringing handsome man.

After closing with Giovanelli, going around in Italy, Daisy is always accompanied by Giovanelly such as going to Palace of the Caesars "Giovanelli was at her side" (p. 145), and to Colosseum as "two persons were stationed upon the low steps which formed its base. One of these woman, seated; her companion was standing in front of her (*Daisy Miller*, p. 147)". It describes how intimate between Daisy Miller and Giovanelly is as they always go somewhere together.

Related to companion, it is the rule done in Victorian age that everywhere the women go, they should be accompanied by their family. It is expected that the women are protected from being disturbed by men and it is the women's family duty to accompany them before they get married. This rule is not suitable anymore as everyone is busy with his or her business as "My mother never walked ten steps in her life. And then, you know," she added with laugh, "I am more than five years old." (*Daisy Miller*, p. 131). This means it is impossible for Daisy Miller to go with her mother as she is always sick so that she never goes far away from her room, and Daisy is not a child anymore so she is not necessary to be accompanied by her mother as she could protect by her self by asking her boy friend to accompany her wherever she goes. It deals with postcolonial theory that there is something hidden, that is Europeanization especially Britishzation as this rule applies in British area but it is also expected to be done out side of the border. If someone does something that is not suitable with the norm in Victorian age, she will be mocked, isolated and considered "common people" as Winterbourne will introduce his girl friend to his aunt, Mrs. Costello but she refuses her as Daisy Miller does not do as European people do. One of them is she goes everywhere without her family.

"She's (Daisy) always going round at night" (p. 150) and Giovanelli "...for taking Daisy around at night" (*Daisy Miller*, p.150-151). It means that Daisy is not accompanied by her mother in travelling in Italy. It can be concluded that Daisy Miller in travelling is always accompanied by her boy friend. It shows she makes romance in travelling with the native man. It is not surprising as "American

flirt make a rendezvous with presumably low-lived foreigner. The rendezvous in this case, indeed had been in broad daylight and in the most crowded corner of Rome (*Daisy Miller*, p.129-130)". This shows that it is common for the tourists in Italy tend to make love affair with hosts.

The trend of young American women making romance with young indigenous is going on. It is proved by Meisch's research (1995: 441-461) *Gringas and Otavaleños: Changing Tourist Relations* in Otavalo, Ecuador is the site of one of the most famous tourism destinations in South America. It shows that tourists from around the world, especially from United States flock to Otavalo for Saturday fair. "Usually young foreign women, engage in one or two night stands with young indigenous men, or stay and have longer relationship (p. 442)." Furthermore Meisch (1995:443) describes below:

"The young women are often looking for romance, an authentic experience or connection to indigenous culture, and sometimes a husband, while the young men are looking for sex and occasionally for someone to exploit financially, especially when they are travelling abroad. In other cases, however, both men and women seem to be interested in merely a brief sexual encounter and both part amicably after short time."

The quotation above describes that young women seek romance with the native men. On the other side, the native men look for the foreign women for sex but the men use them to get the money. Commonly their relationship is not long time as after getting what they want, they will separate in short time.

Related to feminism theory, a young American woman like Daisy Miller making romance tourism with indigenous man, Italian, is looking experience and also identity as Pruitt and LaFont (1995:423) in their research *For Love and Money: Romance Tourism in Jamaica* notice that with economic power, many Euro-American women seek identity beyond the confines of traditional gender script offered by their cultures. It means free from their own society's constraints, female tourists have opportunity to explore new gender behaviour. It is called liberal feminism as "within the liberal democracies of the West, is held to be achievable within the broad structures of existing legal and economic framework" (Mackinnon, 1987, 1991; Baker, 2005:32). This means by using economy especially money, Daisy uses it to be equal with the Italian man, moreover she exploits him to accompany her wherever and whenever she likes in Italy.

This type of tourist is called romance tourism as long term relationship and emotion involved whereas sex tourism serves perpetuate gender roles and reinforce power of female dominance and female subordination, romance tourism in Jamaica provides an arena for change (Pruitt and LaFont, 1995: 423). It means the female

tourists control and manage the partners, local man as they are unsatisfied with relationships or lack of at home, some women travel with the hope finding their ideal mates and staying in Jamaica or returning home with partners. These women often express a frustration to the men from their own cultures as inattentive, preoccupied with career, unemotional, or confused about their roles. Consequently these women are able to explore dominant roles in relationship with local men. With economic and status the women enjoy, provide them a security and independence that translate into power and control in the relationship as keeping a man dependent to them (Pruitt, 1993) while Urry (1996:121) calls 'fun holiday as looking for other sex partner for fun'.

It is what happens to Daisy Miller. Daisy picks up Giovanelli, local man in Italy, brings him to a party and has sight seeing in Italy for romance tourism. This implies that Henry James makes deconstruction that it is the woman who controls and manages the man. It implies that to get freedom and power, a woman could get them by moving to another place as she can use her potentiality to explore it.

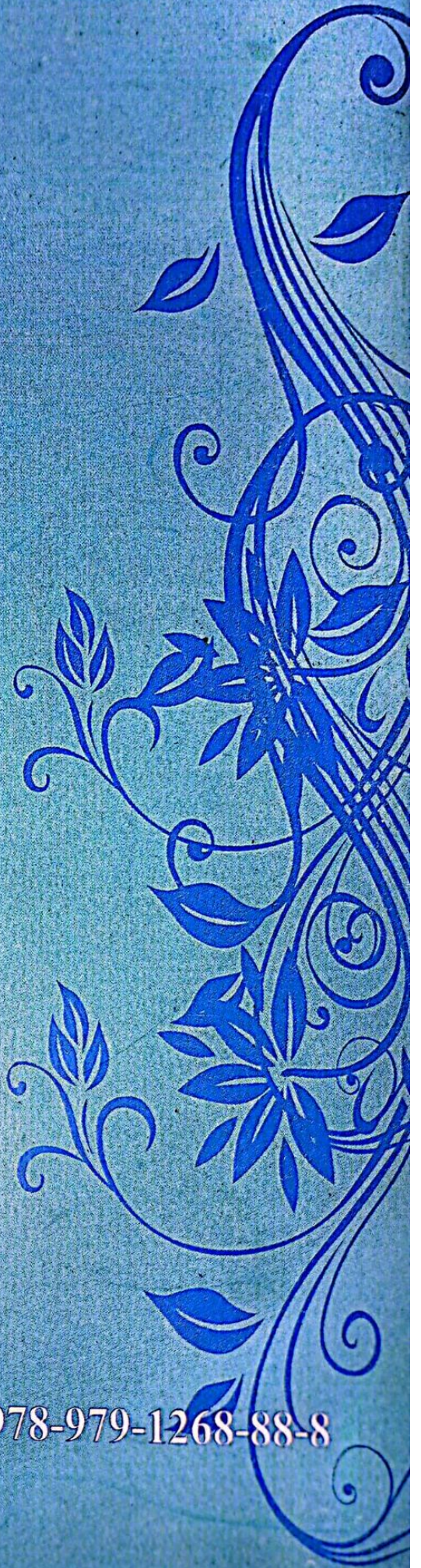
CONCLUSION

A woman faces marginalized may occur every where. She has different way to cope it. One of them is by solving a companion in traveling. It is done by deconstruction that a woman must not be accompanied by her family.

The woman's struggle to solve unfair treatment based on its culture can be done out side of her environment as she can make her free from her culture.

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A Woman's Deconstruction to Cope Cultural Barrier in Traveling on Henry James' Novel *Daisy Miller*

By Sri Hartiningsih

English Department, University of Muhammadiyah Malang, Indonesia

A woman in the world faces being marginalized because of her culture. One of cultural barrier occurs in traveling as in globalization the human interaction could not be denied. Consequently a woman should overcome it. One of the cultural barriers in traveling is a companion that a woman must be accompanied by her family. This one is obstacle for a woman but also symbol of tyranny so that is why she struggles to deconstruct the companion in traveling.

Key words: Woman, deconstruction, cultural barrier, traveling, companion

I. Introduction

Talking about woman is always interesting as she has many sides to discuss such as her beauty, not only physical but also personality, softness, patience, smartness, and her struggle of life and also vice versa. That is why discussing the woman never finishes.

The woman is a creature in the world like man but in history she is treated unfairly as marginal person because of its culture. For example in traveling as globalization era it could not deny human interaction that feeds appetite to actually see, hear, touch, smell, taste and interact with the real thing (Ave in Nuryanti, 1996:2). In traveling the woman faces many things such as she should be accompanied by her family, her cloth, attitude, and etc. To overcome these cultural barriers in traveling, the woman struggles with several ways. This thing is recorded by novel, a part of literature that "is vital record of what men have seen in life, what they have experienced in daily life, what they thought and feel about those aspects of it" (Hudson, 1965:100). Furthermore novel describes human life more detail.

The novel, *Daisy Miller* (1878) written by Henry James reveals cultural barrier. Daisy Miller and her mother and also her younger brother travel to Europe

and Daisy's attitude is the same as in America such as easy acquaintances with gentlemen, going to the party alone without her mother, going out with a man at midnight, receiving a male guest at night, dancing all night with one gentleman and flirting that are considered uncommon for European in *Daisy Miller*. Furthermore the novel *Daisy Miller* is the famous one written by Henry James and it has been filmed (Rex Keller:202; Cowie, 1951:678-679; Grolier, 1980:712). It means that this novel is the masterpiece novel and it is the work of literature produced in colonial countries that got independence (America) and included national literature that has faced imperialism up to now (Bill Ashcroft et al., 2003: xxii-xxiii). *Daisy Miller* represents from America. That is why it is interesting to discuss the novel feminism theory to turn over *dominant* and *subordinate* (Ashcroft et al, 2003: 271, 274) as the character from this novel is subordinate. The way to turn over that binary opposition deconstruction theory is needed.

The novel has theme as *Daisy Miller* novel has conflict between European and American cultures (<http://www.enotes.com/short-story-criticism/daisy-miller-henry-james>). That theme still occurs up to now so this novel could be considered as contemporary novel as it is up to date to discuss them although it is written in previous time but that novel has main character, travelling woman who faces unfair treatment from a culture when she travels. That woman tries to struggle the unfair treatment she gets but she is minority and powerless so she is marginalized and subordinated. This is going to be given understanding by cultural studies as it has shown a specific concern with subordinated groups, at first with class, and later with races, gender, nations, age groups (Barker, 2000:10). Those are the reasons why this novel is taken to discuss.

II. Discussion

One of things occurs in traveling is dealing with whom to travel. This means companion. Daisy has companions; they are her mother, Mrs. Miller and her younger brother, Randolph. This represents the trend of nineteenth century traveling as "during the course of the nineteenth century the holiday unit had

increasingly come to be made up of such a couple plus their children (Urry, 2002:121)". They go to Switzerland then to Italy.

Daisy Miller wants to castle in Switzerland with Winterbourne. As gentleman and just knowing in short time, he offers to Daisy Miller's mom to accompany her and Daisy. It is surprised him that Mrs. Miller lets Daisy go alone with Winterbourne as "Daisy's mother look at him an instant askance, and then walked forward in silence. Then---"I guess she (Daisy) had better go alone," she said simply (*Daisy Miller*, p. 113-114). This statement is quite different pattern of maternity attitude as letting her daughter going with someone, especially the man that is not known well as they just meet in the short time. Commonly the mother will forbid her or if she gives permission to her daughter, the mother will accompany her. In fact it does not occur to Daisy as she is not accompanied by her family, only Winterbourne going to castle as "Two days afterwards he (Winterbourne) and went off with her (Daisy) to the Castle of Chillon" (*Daisy Miller*, p. 116). This happens as American family applies trust in their children. This means that from the childhood, Daisy is educated to be responsible for herself. Another one is maternity's intuition leads Mrs. Miller to let Daisy go with Winterbourne as he is a good man. Related to feminism theory, Henry James, the author of this novel, deconstructs this value since previous time, a daughter "did not have personal liberty to claim the right to think (Trevelyan, 1961:514) especially to do what she wants. The author gives a role to Daisy to do the right thing based on her mind that as going somewhere without accompanying and being interfered by her mother as it happens in Italy. Daisy prefers walks alone to see her Italian friend, Giovanelli than accompanied by her mother as the hostess suggests her. But Daisy refuses as she accustoms to do every thing by herself and wants to enjoy her holiday without being interfered by her mother as her mother is sick so she never goes out far away from the hotel and she is enough adult to be responsible for what she does as she is not five years child anymore. It is described by the quotation below:

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Daisy Miller asks her mother comes to party alone shows that ideal feminism as Daisy wants to cut her mother’s protection means her mother is powerful to control her. By going without her mother’s companion means no power to control her anymore that Daisy can be free to do anything wants.

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III. Conclusion

A woman faces marginalized may occur every where. She has different way to cope it. One of them is by solving a companion in traveling. It is done by deconstruction that a woman must not be accompanied by her family.

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