Research Paper

The Performance of English Department Students in Retelling Story: An Anthropolinguistic Study

Nenni Triana Sinaga

Nommensen HKBP University, Medan, Indonesia

ABSTRACT

The purpose of this research was to find out the performance of English department students in retelling story. The research was using anthropolinguistic approach. The data were utterances of the performances, interview sheet, audio-video recording and observation sheet. The data were collecting by using Sony HD-AVCHD 9.2 MP Handycam, through interviews and observation. The data were analyzed by using interactive model, namely: data displays, data condensation and drawing conclusion/verifying.

This research analyzed text, co-text, and context of retelling story and the components of retelling story. The research result showed that the performance of students in retelling story was lack of self-confidence and nervous. It is showed from their body movement and gestures. The performance of students was classified to three parts namely: opening, core and closing (formal situation). The components of retelling story include Actor, Audience, Situation and learning organization, convention and skill of learning.

Keywords: Performance, Anthropolinguistic Study, Retelling Story.

INTRODUCTION

Performance is a series of performances in staging an activity that starts from the beginning of the opening, the core and the end of the event. Performance is an implementation of knowledge in practice at the time of speaking. Performance instead is the implementation of the knowledge in acts speaking Duranti, (1997:15). Lubis (2018:283) explained why study performance is matter. It is because human is creative to express their ideas, thought, and feeling not only in literal but also in nonliteral way.

Anthropolinguistic is a study of language as a culture resources, a study of culture behind uses of language and also study of another aspects of human life. The other aspect means likes a politic, economic, religion, education and the others.

Performance is one of discussion in anthropolinguistic study. This research would be discusses in the education aspect especially the performance. Teaching learning proses is the proses of interaction between students and the lecture. Students and lecture are doing activities base on the learning program (SAP). Learning program is the rules of teaching that followed by the students and the lecture. Sometimes, students made mistake when they practiced in front of class. Students are not confidence while they practice in front of class. This is the big problem in learning process. Students difficult to express their ideas, they also afraid to utterance their words. Lubis (2019:77) states that performance of participation is to inform the situation of learning process in the classroom and the pattern of participant of students done.

Research on participation performance is an important research because it describes the appearance of speech production that can be seen and observed.

Students are come from different background. They have different characters, styles, gestures, intonation and the others. They have different performance while they are in speaking. They utterance the words in many ways. Hypothesis Sapir-Whorf in Sibarani (2004:141) stated that the structure of someone language influence of someone's view about the reality of world and influence their habit and attitude. And then our view about this world, our way to categories our experience and also our way to conceptualize our environments as an effective definite by our languages.

Duranti, (1997: 15) stated that competence is the knowledge of a language that an ideal speaker has. Performance instead is the implementation of that knowledge in act speaking. Based on the explanation above, to reach the target of learning program, the students must have the ability and good performance. The performance means how the way of students while they performed, start from they came to stage, open the speech, tell the story and close the speech.

This research discussed the performance of learning processes in the classroom. These performances have three elements namely; Text, Co-Text, and Context. Text is the story that conveyed by students while they practiced. Co-texts is the material that accompany of text. And context is the situation of performance was taking place. This research uses anthropolinguistic approach because anthropolinguistic is also study about language practice. Language practice is the utterances of students while they are retell the story. Then, anthropolinguistic approach used because the utterances of students have correlation with the human characteristics.

Generally, anthropolinguistic approach used to study of local wisdom. The purpose is to find the pattern of speaking as a cultural practice. But this case, anthropolinguistic approach used to find the pattern of students performance of English Department Students in retelling story.

REVIEW OF LITERATURE
Anthropolinguistic

Anthropolinguistic is study about languages as cultural resources and speaking as a cultural practice. Hymes (1963: 277) states that anthropological linguistic is the study of speech and language within the context of anthropology. Denesi (2004:8) states that anthropological linguistic is to study languages by gathering data directly from native speaker. It's mean that linguist can get a better understanding of language and its relation to the overall culture by witnessing the language used in its natural social context. Duranti (1997:1) states that linguistic anthropology is a distinct discipline that deserves to be studied for its past accomplishments as much as for the vision of the future presented in the work of relatively small but active group of interdisciplinary researchers. Besides that, Foley (1997:3) states that the Anthropological Linguistic is that subfield of linguistic which is concerned with the place of language in its wider social and culture context, its role in forging and sustaining cultural practice and social structures. Sinaga (2019:880) states that Anthropolinguistic is study of language from culture's field and study of culture from languages uses. Sibarani (2004:50) states that the anthropolinguistic study is as a form branch of knowledge that learn variation and utilizing of language in relation with every era, the different of communication' place, system of genetic relationship, influence of ethnic habit, trust, ethic of speech, custom and system of the other culture from an ethnic' country. Sibarani (2018:43) the concept of anthropolinguistic as an interdisciplinary science field, the scopes of anthropolinguistic studies are the study of culture, the study of language and the study

of the other aspects of human life such as politics, economic, education and others. Based on that concept, this research would took the other aspects of human life namely education aspect. Sibarani (2018:3) states that the Linguistic Anthropologists show their interests in what speakers do with language. So that this research done by student who as a performer or speaker in retelling story.

Performance

Duranti (1997:14) states that the concept of performance draws from a number of sources and can thus be interpreted in a number of ways. Bauman (1977:3) stated that the verbal art as performance, based upon understanding of performance as a mode of speaking. And then, Finegan (1992:86) stated that performance is element in the event and one of the main mean from research art. Finegan (1992:90) stated that the performance is sense perhaps an element in every action and certainly a concept of general interest within anthropology and elsewhere. Then performance as one specific mode of human communication and action, distinguishing this from 'merely' describing in a 'normal or everyday' manner. More specific one Buaman (1977a:17) stated that the performance is a mode of language use, a way of speaking.

Then, there are components in the performance according to Finnegan (1992:89-97) that is main component and the others component. Main component is Agent (Students) and audiences (the others students). And then another components is situation and events organization, media of event and skills of events. The performance of students in retelling story is the learning process of students started from the beginning, core and the ending of retelling story of performance.

Text, Co-Text and Context

Text in this research can see as a verbal component as a tightly formalized language such as literature language and narrative language Sibarani (2012:242). The framework of structure in text can see from the structure of macro, superstructure and structure of micro according to Van Dijk (1987:1-8). Structure of macro can see from the general meaning of text. The researcher reads, observe and analyze the text to find the theme of text. Theme is a totality meaning of the text in the structure of macro that supported by schema of text in the superstructure and in the structure of micro. Superstructure is the basic framework of text. The basic frameworks of text have three elements such as introduction, body and closing. Introduction of text is the beginning of text, the body of text is the contents of text and the closing of text is the story ending of text. The third structure is structure of micro. Structure of micro is focused to the theoretic linguistic. Theoretic linguistic such as phonetic, morpheme, syntax, pragmatic, semantic or the others.

Co-text is the other signs that appear with text while doing communicate. Sibarani (2012:319) states that Co-Text is like paralinguistic, kinetic, proxemics and the other element's material. The elements in the text accompany the text in the learning process, delivered material, interpretation of text in education aspect. Paralinguistic elements is intonation, accent, rest and tension. Hans (2015: 49-50) Kinesics is the movement likes study of hand, arm, bodies and face movement. Proxemics is the distances of personal space while communicate each other. Proxemics definitions are contextual and depend on the situation or relationship with the others. Proxemics have four zones such as public space, social space, personal space and intimate space. Public space (12 feet or more) is public and social zone refer to the space twelve or more feet away from our body and the communication's distance usually occurs in formal zones. Typically occurs when a person is engaging in a formal speech. Person is removed from the audience and walk on to stage to convey the speech. It is usually a person who high-profile such as rector, dean and the others.

Social space is about four till twelve feet away from our body. It is occurs in context of professional and casual interaction. Social space usually occurs in the classroom while the students perform in front of class. Personal space is occurs between closer friends when they are communicate each other. It is about 1.5 feet to 4 feet from our body. And the last is intimate space. Intimate space is about 1.5 feet from our body. It is occurs in closest friends, family and romantic partners.

Context is a specific time and place that pace of someone or one group. Context is a contextual of view. Context is the important thing to someone to interpret the meaning of event. Sibarani (2014: 337-345) states that context need to analysis in all parts. Context can give the different meaning of each different event. The oral tradition focused in some context such as cultural context, social context, situation context and ideology context. They will give the meaning based on the purpose of their events. Besides that, this research is focused in education area. The education areas have some context such as learning context, social context, situation context, and ideology context. Learning context is to knows the process of learning, situation context is to knows the social factors that the purpose wants to see of times, places, and the process of learning. Context ideology wants to see the ideology of students while learning process as positive and negative.

Learning

Learning is the relatively permanent change in a person's knowledge or behavior due to experience. This definition has three components: 1) the duration of the change is long-term rather than short-term; 2) the locus of the change is the content and structure of knowledge in memory or the behavior of the learner; 3) the cause of the change is the learner's experience in the environment rather than fatigue, motivation, drugs, physical condition or physiologic intervention." Mayer (2010:154).

Retelling Story

Morrow (1996) in irwan (2016: 16) Retelling story are post reading or post listening in which listeners or readers tell about what they are remember. Retelling story is the last procedures in reading subject. Actually, the lecturer asked the students to read the text at home. The students read the text with the skimming and scanning strategy. Then students were get the main point of the text to be the idea for their retelling. Retelling story is the last and the best method in reading comprehension to comprehend the text. The text book used "*Read and Understand*: Learners Learning with a difference" by Betty Kirkpatick Rebecca Mok (2005:35). This research was took the retelling story to know the students' comprehend in reading subject. This research wants to describe the performance of students in retelling story of reading comprehension.

MATERIAL AND METHOD

This research used qualitative method because this research wanted to analyze the performance of students in retelling story. This research using anthropolinguistic approach with analysis using anthropolinguistic model. Sibarani (2012: 304-305) analysis model of anthropolinguistic able used to analysis the other aspects of human life. The other aspect of human life is education area especially in retelling story.

As a qualitative research, the data were collected by using Sony HD-AVCHD 9.2 MP Handycam through interviews and observation. Handycam used to record the utterance of students, interview to get the information from students and the last, observe the students activities in the classroom. The data were analyzed by using interactive model, namely: data displays, data condensation and drawing conclusion/verifying. Miles and Huberman (2014:10) states that for analyzing data there are four components used for this research.

Components of Data Analysis: Interactive   Models.

The components of analyzing data interactive model, source (Miles, Huberman dan Saldana, 2014: 10)
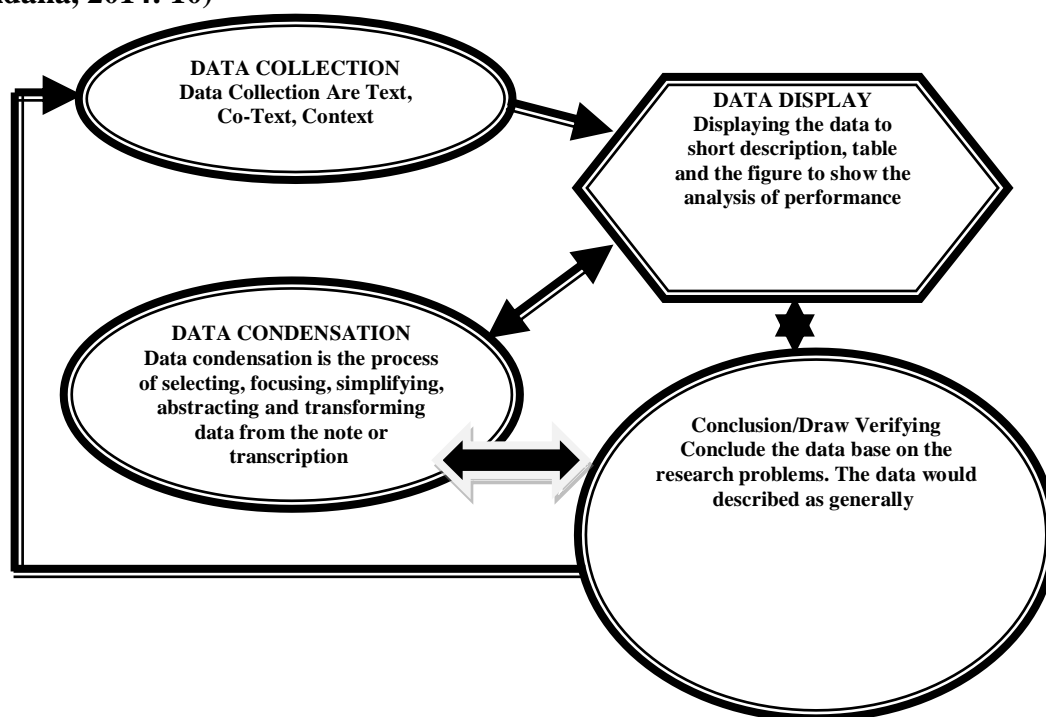
RESULTS AND DISCUSSION

The research data was taken from the performances of English department students in retelling story.

Performance of Students in Retelling Story

The preparation of the students' performance in retelling story was prepared by themselves before joint the class. It is based on the task given by their lecture in every meeting. The students must read the material from their text book that used as their handbook in one semester. The topic was prepared by lecture in learning program for one semester. Then the first, the students need to read their material from the text book until they understand the material. The students tried to describe the material from the title and started to make the simple summary from the first paragraph until the last paragraph. Then, after making the summary of the material they need to summit it to their leader if they want to practice. So, they must prepare themselves before practice in front of class. Sometimes, the students performed with their friends in their chair. They want to know whether they are able to memorize the material or not.

Besides that, after they sure that they memorized the material, they gave the paper to leader and waited for their turn. When they came in front of the class, they would perform their performance. The students would show their best performance because each performance would be scored by their lecture.

Students tried to practice and started with greeting the class. For example like "Good morning, Mam", "good morning friends", "thank for the time, now I wants to try to retell the story with the topic *football defeated*". The students began to retell the story by introducing the title. Then they would start from the first paragraph until the last paragraph. The students explained each paragraph clearly until the end of the topic. The last, student closed their performance with the statement "Thanks you, that's all my explanation about the topic if I have mistaken, I'm so sorry and thanks for your attention".

The next, the other students would continue the performance in front of the class. They would explain the material in the same way. The students have known the rules. They must race each other because the student who is the first performer would get the highest score from their lecture.

Research Findings
Findings of Performance

No.	Students' Performance		
	Opening	**Core**	**Closing**
	The Students come in front of class to practice and took the microphone.	Students explained the material started from the tittle.	The students would close the topic by saying "okay, that's all my explanation about the topic, if I have mistaken, I'm sorry and for your attention, I say thank you".
	The students greeted the lecturer and the other students or audience "Good Morning Mam and Good Morning Friends….."	Then, students explained the first until the last paragraph clearly and more details.	Then, the students gave the microphone to the lecturer's table and come back to their chair.
	The students began the performance by introducing the topic "thank you, I will try to retell the topic talk about, the topic about football defeat."		

Text, Co-Text and Contexts

No.	Analysis	Unsure	Analysis
	Structure of Discourse	**a. Text** 1. Structure of Macro	Theme: to legitimate the performance of students in retelling story.
		2. Superstructure	a. Introduction 1. The students greeted the lecture and friends as the audience. 2. The students introduced the topic.
			b. Contents 1. The students explained the topic start from the title. 2. The students retold the story from the first paragraph until the last paragraph. 3. The students closed the topic with statement "that all my explanation about the topic, if I have mistaken, I say sorry".
			c. Closing 1. The student closed the performance with statements "for your attention, I say thank you"
		3.Structure of Micro	Idioms (*up to speed, so far so good, the glory details, in blissful ignorance, pinning our hopes on, get a result, to be honest, a forlorn hope, Dutch courage, draw a veil over, dead in the water, gutted).*
		b. Co-Text 1. Paralinguistic 2. Things of material	Proxemics :Social Space Kinesics: body movements, gesture, pace expression. Microphone, pen, text book, dictionary, paper, laptop, printer.
		c. Contexts	
		1. Ideology	Context of ideology was seen from the students' background while they show the performance in retelling the story. They were still influenced by their culture. It was seen from their high voice/tone because batakness are identified with their high voice/tone.
		2. Social	Context of social was seen from the domination of students while they stand in front of class. The students were lack self-confidence.
		3. Education	Education context was seen from their expression to the lecture. They honoured the lecture. Their utterance and styles still showed that they are educated people.
		4. Situation	Situation context was seen from the material for retelling story that was prepared by the lecture. The situation was formal because all the activities in the class room has been controlled or arranged by learning program from curriculum.

DISCUSSION OF RESEARCH FINDING
Performance

The performance of students in retelling story of the English department students was categorised into three parts namely opening, core and closing. They would be described more details in this parts.

Opening is the beginning of the performance process in retelling story. Students introduce their self while they want

to start to retell the story. Students would greet the lecture and the other students while they were in front of the class. After that, they would be going to starts to retell the story and it called core of the performance. Core of performance was started from the explanation of the title. Then, they were going to explain the summary of each paragraph. The students explained each paragraph clearly and used the simple words. After students finished explaining paragraph then they closed the topic. The students closed the performance in retelling story with closing sentences.

The Components of students in Retelling Story

Some components of student in retelling Story would be discussed below:

Actor

The actor in this performance was the student who performed in front of the class. The student as an actor would get time around 10-15 minutes to retell the story. So there are many of actors would have their performance. In the other hand, the students who didn't have their performance, they would be an audience.

Audiences

Audiences were students and lecture. Audients were people that sit on the chair but still in the class and not do the performance. Audiences must give the attention to their friends who perform in front of class. They must learn from their friends about the good way to perform so that they can have a better performance.

Situation and Learning Organization

The situation of learning proses in retelling story was prepared by the lecture and students. It was done related to the education management. The lecture prepared the material for every meeting so that the situation of learning would be able controlled by the lecture. Besides the material, the lecture prepared the rules of performance as well. Lecture explained the way to practice in front of class. Students followed the rules and they must learn or practice at home. At the time, they would be able to perform well. The situation was done in line with the semester's schedule of English department. This performance was done on Wednesday, December 05, 2018 at HKBP Nommensen University.

Intern Organisation

Intern Organisation is the structure of organization in the class. The students arranged the structure likes: committee, secretary, treasurer and the other student was members. The students choose their committee by their own. The committee would be responsible to took and returned the attendant list from the office. The committees handled everything in the class for one semester.

Media of Learning

Media of learning used for the verbal communication. Media of learning in retelling story focused for the speaker. Speaker was spoken orally. Speaker produced the words and connected with microphone to make the sound more loudly. The other media used in retelling story such as book, pen and paper.

Convention and Skill of Learning

Convention and skill of learning were seen from capability of students in retelling story. The students were able to retell the story because they have written the summary of the text. The students prepared themselves to practice. They must be responsible students. They studied and always practiced at home. Students got homework from lecture in every meeting. The students cant' join or enter the class if their homework doesn't finish. So that, it would make students diligent to do the homework.

Text of Retelling Story

Analysis of text in retelling story of the English department student used the theory of Van Dijk. The theory is covers to analyse of text, social cognise and social analysis.

Text

Text of retelling story would describe how to analyse the text such as analyse of macro structure, superstructure

and micro structure. All of them would be explain below:

Structure of Macro (Theme)

The theme of retelling story was to legitimate the performance of students in retelling story. The capability of students in retelling story was important because it made the students confidents in speaking. Students would be more confidents if they intended to practice in speaking. They wouldn't be able to have good performance if they didn't practice every time.

Superstructure

Superstructure of retelling story divided into three parts such as Introduction, contain, closing of text. **Introduction** of text in retelling story is the beginning of speech. Student greeted the class by saying "*good morning mom, good morning friends*". Then, Student introduced his/her self to audiences in front of class "*my name is Hisikiel,*" Student thanked the lecture for giving the time to her/his by saying "*thank you for my lecture to give time to practise my speech*". The student said also thanked for the attention of his/her friends "*thanks for my friends, I hope you give your attention for my speech*". Then, student introduced the topic "*Well, I want try to retell the story with the topic football defeat*". The statement means that student would start to retell the story. **Contain** of text in retelling story explained what was the story title about. Student explained the first paragraph and it contained the main idea. The second until the last paragraph were the supporting paragraph. Supporting paragraph were contained of some main ideas of each paragraph. Paragraphs have main idea in each paragraph. The main idea is the first sentence in each paragraph. The other sentences of the paragraph is supporting sentences that explained of supporting idea in each paragraphs.

Closing of the text in retelling story was the last paragraph. The last paragraph was conclusion of the story. Then, student conveyed closing statement of the performance. Closing statement would be like "*that is all my explanation about the story, for your good attention, I said thanks and good morning*".

Structure of Micro

Idiom was found in the text of retelling story *"football defeat"*. The idioms were 1. Up to speed, 2. So far so good, 3. The glory details, 4. In blissful ignorance, 5. Pinning our hopes on, 6. Get a result, 7. To be honest, 8. A forlorn hope, 9. Dutch courage, 9. Draw a veil over, 10. Dead in the water, 11. Gutted.

Up to speed means fully informed about the progress of something. *So far so good* means an expensive indicating that progress in some of activity has been good up till now but carrying the suggestion that there is much to be done and things could still go wrong. *The Glory Details* means the unpleasant particular connected with something. *In blissful ignorance* means that in position where you do not know something unpleasant which would upset you. *Pinning our hopes on* means that to rely someone or something to bring you the success which you want or hopes for. *Get a result* means that a modern cliché and used to refer not to just any outcome but to successful outcome. *To be honest* means that used as an introduction to a statement whatever or not there is any question of the speaker being regarded as not being truthful. *A forlorn hope* means that a situation which there is little chance of success or good news. *Dutch courage* means that alcoholic drink. *Draw a veil over* means that not to talks about something because it is embarrassing or unpleasant and you would rather forget about it. *Dead in the water* means that having no possibility of success. *Gutted* means that extremely disappointed.

Social Cognition

The text of retelling story was taken from text book. The text book has prepared by the lecture in the beginning of semester. Based on the interview's result, the text book was relevant with the learning program. The students was easy to understand the story in the text book. The story gave the good information to students.

Students enjoyed the class and sometimes they ask the question to lecturer if they not sure with their sentences and then lecturer gave them the correct sentences and the students repeated again.

Social Analysis

Student is the collages at university. They studied to get academic degree at university. Students followed the subject from the lecture in the class room. They must do the assignment from the lecture in every subject for example reading. Reading is one of the main subject in English department. Lecture teaches the students to comprehend reading material by retelling story. The lecture showed the student's ability from the student's capability in retelling the story.

Co-Text

Paralinguistic: Proxemics: Proxemics is the space of human being in communication. There is social space in retelling story. Social space is occurs in four to twelve feet away from the speaker's body. The social space of students in retelling story about 4-12 feet with the audiences. It occurred while student told the story in front of the class. **Kinesics:** kinesics is the body movement or sign that give the meaning. It's happen while the student retell the story, sometimes they moved their hands around their waist or chest and sometimes put in their pocket. **Intonation:** intonation seen from their high voice or tone. Actually, batakness talks or communicates with high voice. It seems like they are angry but the real is they talk normally.

Material Objects

Material object is the object that support the activity carried out. The objects were microphone, pen, text book, dictionary, paper, laptop, and printer. Each of them would be discusses bellow:

Microphone: Microphone is the object that able to produce a louder sound. This object is used while the students retell the story in front of the class. The microphone have the cable around 4-5 meters.

Text Book: Text book is the object that students used in reading subject. The text book was given by the lecture as a student hand book. The students must reads the learning topic from the text book for every meeting.

Pen: Pen is the object that students used to write the summary of text in their note. Pen also used to write the vocabulary that students don't know from the text book in their notebook.

Dictionary: Dictionary is the object to support retelling story's performance. Dictionary is object to find the difficult words from the text book.

Laptop: Laptop is the supporting object in retelling story. Laptop is used to write the summary from the text. The lecture was ask the students to write the summary and then students must print it to be collected before they perform in front of class.

Paper: Paper is the object used to print the summary from the laptop. The paper would be collected to committee before the student performs in the class. The paper is A 4 paper to be print.

Printer: Printer is the object used to prints the paper. The printer is the electronic Machine used to print out. Students are usually do their assignment in paper. Printer is really useful for students even for the lecture.

Context

Context is the condition that occurred in the performance of retelling story. Context of retelling story were education context, situation context, social context and ideology context. Education context is purposed to look the education factors in retelling story performance. Social context is purposed to look the social factors in retelling story performance. Situation context is purposed to saw the time, place and to saw the proses of performance in retelling story. The last, ideology context is to saw the dominated ideology in retelling story.

Education Context: Education context of performance in retelling story looked from

the function of students in retelling story. The function of students in retelling story was to increase the student's capability in understanding the story text and the speaking capability. Students performed in the classroom and in formal situation. The students performed in front of lecturer and the other students. The students who are the best performance would get the highest score from the lecture.

Social Context: The social context of student's performance in retelling story was looked from the function of students. Student was the young generation in this country. The students would get support from the lecturer in increasing their comprehension. The students would be able to retell the story so that they would get the good score from the lecturer. The students who were able to retell the story reputed so that they have success to reach the target of purposes as an indicator.

Situation Context: The situation context of student's performance in retelling story was done in the academic schedule. The academic schedule was on Monday to Friday. The time was on 08:00 am-18:00 pm but the schedule of reading on 10:00 am to 11.50 am. Reading' schedule was took from the lecturer time that arranged by Head of English Department.

Ideology Context: Ideology context showed the domination of batak ideology. Students speak in loud voices. They retells the story with loud voice. Its help lecturer heard the voice clearly. Even though, they used microphone to make the voice more loudly. As we know that, the Batakness speak in loud voice. It's because batak people lives in highlands area so that they speak in loud voice.

CONCLUSION

The performance of students in retelling story showed that the students were lack of confidents. They still showed that they were nervous while tell the stories. They still can't tell the stories well even influenced by their background with the loud voices. The pattern of students'

performance can be concluded become some parts: (1) the opening of performance, (2) the main of performance, (3) the closing of performance. Besides that, the components of performance were actor (student who are perform), Audiences (the other students and lecturer), Situation and learning organization, intern organization, media of learning and convention and Skill of Learning.

From the explanation, the attention from lecturer is needed in motivating, encouraging and finding new methods so students will be more confident in retelling stories in front of class. The next research will be needed to find the new method to solve the student's problem in retelling the stories.

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