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KARYA ILMIAH: JURNAL ILMIAH

Judul Artikel Ilmiah : **Evaluation on Water Safety Plan (WSP) in DWSSMG in Gringsing Sub District of Batang Regency**

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Status Pengusul (coret yg tidak perlu) : ~~Penulis Utama~~ ~~Penulis Utama & Korespondensi~~ ~~Penulis Korespondensi~~ **Penulis Anggota**

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- Nama Jurnal : International Journal of English Literature and Social Sciences (IJELS)
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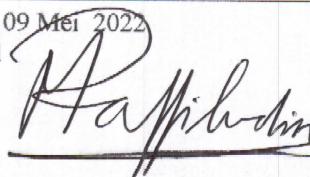
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b	Ruang lingkup & kedalaman pembahasan (30 %)	6	5,5
c	Kecukupan dan kemutahiran data/informasi dan metodologi (30 %)	6	5
d	Kelengkapan unsur dan kualitas jurnal (30%)	6	5,5
	Nilai Total	20	18
	Nilai yang didapat pengusul: $18 \times 0,4 = 7,2 / 2 = 3,6$		

Catatan Penilaian artikel oleh Reviewer

a	Kelengkapan unsur isi artikel	Merupakan <i>journal article</i> yang telah memenuhi komponen artikel, yaitu <i>abstract, introduction, method, result, discussion, dan conclusion</i> tentang evaluasi <i>water safety plan</i> .
b	Ruang lingkup & kedalaman pembahasan	Artikel sesuai dengan ruang lingkup pada International Journal of English Literature and Social Sciences (IJELS). Artikel ditulis dengan baik dan didukung 22 referensi yang relevan. Sebanyak 11 referensi digunakan dalam mendukung penulisan pembahasan.
c	Kecukupan dan kemutahiran data/informasi dan metodologi	Data/informasi pada artikel ini cukup mutahir karena sebagian besar referensi pendukung diterbitkan dalam 10 tahun terakhir. Metode yang digunakan yaitu <i>descriptive semi quantitative</i> menggunakan teknik penilaian risiko lima sel dan telah dituliskan secara jelas.
d	Kelengkapan unsur dan kualitas jurnal	International Journal of English Literature and Social Sciences (IJELS) merupakan Jurnal internasional terindex WorldCat, dengan ISSN: 2456-7620.

Semarang, 09 Mei 2022
 Reviewer 1



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Unit Kerja : FKM Universitas Diponegoro
 Jabatan : Lektor Kepala

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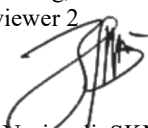
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c	Kecukupan dan kemutahiran data/informasi dan metodologi (30 %)	6	5
d	Kelengkapan unsur dan kualitas jurnal (30%)	6	4,5
	Nilai Total	20	15,5
Nilai yang didapat pengusul: 15,5 X 0,4 = 6,2 / 2 = 3,1			

Catatan Penilaian artikel oleh Reviewer

a	Kelengkapan unsur isi artikel	Abstract, introduction, method, Result, Discussion, Conclusion, Acknowledgement, and References. Memenuhi Kaidah artikel ilmiah.
b	Ruang lingkup & kedalaman pembahasan	Artikel membahas rencana pengamanan air minum yang merupakan problem dalam penyelesaian akses air bersih. Artikel ini dipublish di Jurnal internasional biasa. Isi Artikel relevan dengan scope Jurnal. Pembahasan cukup mendalam namun kurang fokus pada temuan utama pada dari penelitian ini.
c	Kecukupan dan kemutahiran data/informasi dan metodologi	Data hasil penelitian disajikan dalam tabel distribusi frekuensi secara detail namun terlalu luas (kebanyakan tabel), peta dan dinarasikan, serta penyajian kategori risiko dalam pengamanan air bersih. Metode penelitian menggunakan deskriptif dengan sampel 25 titik pada 5 desa lokasi penelitian. Data dianalisis secara deskriptif.
d	Kelengkapan unsur dan kualitas jurnal	Artikel diterbitkan di jurnal internasional biasa, ada DOI, tidak ada corr author, ada penerbit, ada ISSN, ada artikel history, ada volume dan nomer keberkalaan. Daftar referensi yang digunakan sebanyak 22. Kualitas terbitan cukup.

Semarang, 14 Mei 2022
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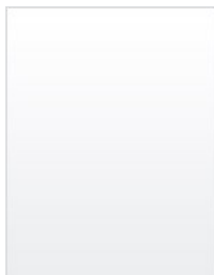

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Author: *Dr. Shamim Radhi Abd*


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Author: Huang Saisai


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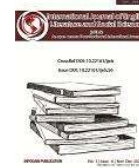
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Author: Govand Anwar, Nabaz Nawzad Abdullah

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Philip Kan Gotanda– The Chronicler of the Asian American Experience

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Abstract— Since the 1970s, Philip Kan Gotanda has been at the heart of the Asian American theatre movement and has become the voice of Asian American experience, producing theatrical works that can speak in different voices of Asian Americans and encompass a broad range of dramatic styles. Along with other playwrights such as David Henry Hwang, Momoko Iko, Velina Hasu Houston and Wakako Yamauchi, Gotanda is considered an influential figure in the second wave of dramatists, who follow the footsteps of the pioneer Frank Chin, to develop a viable Asian American theatre. From the beginning of his career, Gotanda's works have been successfully presented and produced at both Asian American theatres and mainstream venues across the United States.

Keywords— Philip Kan Gotanda, Ethnic theatre, Mainstream theatre, Yankee Dawg You Die.

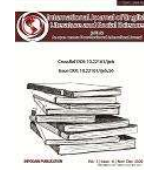
I. INTRODUCTION

The mutual relation between Philip Kan Gotanda and his ethnic background as well as his specific upbringing have played a crucial role in inspiring almost all of his works. One can say that Philip Kan Gotanda's works witness his movement from writing for specific audience to writing for non-specific audience. This movement can be noticed as a natural and logical outcome of the development that takes place in Asian American literature, but Gotanda's movement is mainly characterized by his desire to build relationships between the two kinds of theatres. Actually, he works with various mainstream and international arenas but he still keeps his loyalty and sincerity to the Asian American theatres. So, this paper will start with a brief background of the ethnic theatre in the U.S. and the beginning of Asian American term and experience. Then, it will examine Gotanda's personal record and the major motives behind his movement from the margins of the ethnic theatre to the mainstream arena. Finally, it will present the major works of the playwright in addition to some critical comments on the themes and styles of these works.

II. ETHNIC THEATRE –ORIGINS AND DEVELOPMENT

Historically, ethnic theatre existed from the late eighteenth century in the U.S. David Krasner mentions that for the first groups of settlers in the United States, such as the French in Louisiana, the Italians in San Francisco and the Chinese in San Francisco, these theatres served two purposes at that time; it created a social center and it invoked remembrances of homeland (18). So, we can describe ethnic theatre as: "theatre by and for minority communities, whose cultural heritages distinguish them from the Anglo-American mainstream" (Banham 327). Johnella Bulter mentions that ethnic theatre tends to seek, identify, and assert the cultural realities of these groups (xx).

Ethnic theatre reached the peak in the early twentieth century due to a huge wave of immigration at the turn of the century. Maxine Schwartz Seller points out that the development of ethnic theatre was closely connected with immigration as a social and cultural process (4). So, it focused on the immigrants' social situations and on their conflicts and struggles as well as provided education to fulfill the immigrants' intellectual needs. For these reasons, the major ethnic theatres that were established



Indigenous leaderships beyond the tangle of concepts and their functions in the tracks of history: An exercise in listening

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Abstract— *This study is an excerpt from a broader research, which was conducted between the years of 2014 and 2017, on the implications of non-indigenous schools on the formation of indigenous leaderships. Here, we analyzed the scholar upbringing of two leaderships from the Krikati people, who inhabit the western Maranhão area, and how the knowledge from the Western society contributed to their trajectories and life stories, without diluting their culture and indigenous identity. In this paper, we focus on the concepts of traditional and political leadership. We highlight characteristics of what it means to be a leader in indigenous societies, with the purpose of analyzing what can be considered as political constancy by leaderships from different cultures, historical and geographical contexts. We also discussed the types of leaderships, their attributions and functions from the theoretical framework that supports these discussions. We used accounts from traditional indigenous leaderships, Krikati political leaderships and from political leaders who are nationally recognized by Brazilian native peoples. The determination of native leaders to appropriate Western knowledge has been contributing to the strengthening of their leaderships and, consequently, to the realization of projects in their Territories. Thus, this work is theoretically and methodologically based on the history of the present time and history from oral sources.*

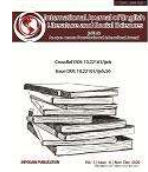
Keywords— *Indigenous Leaderships, Krikati People, Schooling.*

I. INTRODUCTION

This study is focused on discussing indigenous leaderships, mainly Krikati political leaderships. It is an excerpt from a PhD thesis² in History at the Universidade Vale dos Sinos, Rio Grande do Sul, Brazil.

Characteristics of traditional leaders in indigenous societies are discussed, analyzing what can be considered common to different cultures, historical and Characteristics of traditional leaders in indigenous

societies are discussed, analyzing what can be considered common to different cultures, historical and geographical contexts. To develop such reflections, we used research from Clastres (1979), Claude Lévi-Strauss (1976), Monteiro (1994) and Laroque (2006), even at the risk of simplifying them. We also discuss the types of leaderships, their attributions and functions that are internal and external to the community. Thus, we bring forth accountings from elders, Krikati leaders and leaderships



On Solitude in Wordsworth's Poetry

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Abstract— *Wordsworth, preeminently a poet of solitude, has restored our lost capacity for spontaneous and uncomplicated responsiveness. Though most of his poetry is immersed in solitude, yet it is the solitude that radiates a natural and healthy humanity. His solitude is different from that of a pessimist. He is seeking and receiving the lavishing grant of nature and his own salvation.*

Keywords— *Wordsworth, solitude, nature.*

There is a human loneliness
A part of space and solitude
In which knowledge cannot be denied
In which nothing of knowledge fails
The luminous companion, the land
The fortifying arm, the profound
Response, the completely answering voice...

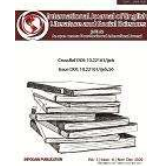
(The Sail of Ulysses, II: 21-27)

William Wordsworth, as the forerunner of Romanticism in England, is best known as a nature poet. The glory and beauty of nature in his pen often awake an unutterable delight in readers. With all these pleasures, the recurrent words like "seclusion, alone, lonely, solitary" cannot be ignored. Indeed, there is a human loneliness, solitude in Wordsworth's poetry. However, this solitude is more than an overflow of sentimental emotions, but an embodiment of his attachment to nature.

In preface to *Lyrical Ballads*, Wordsworth says that the great subject of his poetry is "the essential passions of the heart," "the great and simple affections," as these

human qualities interact with "the beautiful and permanent forms of nature." The poet rejoices more than any other men in the joy, the dignity of life, which he has drawn from every minute objects in nature. As for him, mankind is incorporated with nature. In many a poem, he depicts the real life in nature, in which farmers, woodmen, shepherds rose with chirpings of skylarks and came back home with setting sun. Contrasted with the classicists who makes reason, order, and the old classical traditions the criteria in the poetical creations, he advocates direct appealing on individual sensations as the foundation in the creation and appreciation of poetry. And solitude, as a spontaneous overflow of powerful feelings, plays a vital role in his poetry and provides a new perspective to understand Wordsworth the man and his poetry.

For Wordsworth, solitude is a way to get closer to nature. In *Daffodils*, one of William Wordsworth's best known poems, he portrays the picturesque scene of daffodils in their full blossoms and his later reminiscences and meditations of that experience. The poem begins with "I wandered lonely as a cloud/ that floats on high over vales and hills." The image of a floating cloud can arouse a



Linguistic elements in translation between French and English

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Abstract— Translation is the transfer of a message from one language - which can be referred to as the source language - into another language, designated as the target language.

Whether translators are born or can be trained is an open-ended question. However, by observing and being aware of certain facts, one can go beyond the glaring erroneous translations that result from a lack of experience or sometimes even from a lack of time.

Avoiding cultural bias and paraphrasing are important tools for a translator. However, linguistic differences between both languages make it important and necessary to be prudent and diligent while translating.

A range of differences between the two languages – seemingly simple aspects like the use of punctuation, capitalization or more prevalent aspects like semantics - all pose a challenge to translators.

This paper treats the challenges that translators could face in their activity due to certain linguistic elements.

Keywords— source language, target language, translator, linguistic elements.

Des éléments linguistiques en traduction entre le français et l'anglais

Résumé— La traduction est la transmission d'un message d'une langue – nommée la langue source ou la langue de départ - à une autre langue, la langue cible ou la langue d'arrivée.

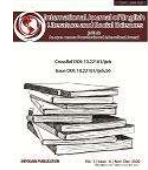
La question, si les traducteurs ou les traductrices sont né(e)s ou bien ils ou elles pourraient être entraîné(e)s, est une question ouverte. Cependant, en se rendant compte de certains faits, il est bien possible d'éviter des traductions inexactes dû au manque d'expérience ou bien un manque de temps.

Éviter la reformulation ou le préjugé culturel sont des outils essentiels pour les traducteurs ou les traductrices. D'outre, il est très important d'être prudent pendant la traduction en raison des différences linguistiques entre les deux langues.

Une gamme de différences entre les deux langues, soit les détails simples comme l'usage de ponctuation ou de lettre majuscule soit les aspects importants comme la sémantique, pose un vrai défi aux traducteurs.

Cet article traite les défis auxquels un traducteur ou une traductrice pourrait faire face, en raison des éléments linguistiques.

Mots clés— langue de départ, langue d'arrivée, traducteur, traductrice, éléments linguistiques.



Investigating the Process of Learning and Relationship Building on the Social Media

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Abstract—Technology which plays a crucial role on balancing human actors and non-human actors provides a public platform for people to socialize and learn across time and space in the process of information sharing. The purpose of this research is to see the practice of learning on the social media. Besides, through collaboration, relationship building is also crucial in social learning process. In order to facilitate learning, people also tend to use some strategies to establish and maintain the relations. In this case, learning and relationship construction couldn't be separated in the process of knowledge construction. Thus, this research explores the social learning process on the Social Networking Service (SNS) from the following two perspectives, learning perspective and the social relation perspective. The purpose of this research is to answer the following questions:

What and how can people learn through social media?

How are social relations constructed on the social media?

My research data mainly includes online chatting and qualitative interviews, collected from two SNS applications which are "Sina Weibo" and "Hellotalk". The data represents communication among people from diverse backgrounds, reflecting interaction particularly between my participants and me, and with others. In this study, I explore the learning process on the social media and the relationship construction at a micro level utilizing qualitative methods. Theoretically, this research adds knowledge to our understanding of social behavior online in general and of the process of learning and social relationship building on the social media in particular. Methodologically, I also provide a qualitative micro level model for the analysis of such social practice.

Keywords— learning, relationship construction, technology, human and non-human factors.

I. INTRODUCTION

The learning habits are changing and greatly influenced by technology in the digital age. When people come across difficulty in daily life, the Internet becomes the nearest resources for them to locate and search for information. To some extent, social media enhances the process of learning. First, people are not restrained by time and space anymore. They could look for any information online whenever they like. Second, social media tools are providing the opportunities for the learners to enhance multiliteracy and the abilities of interaction. People can discover the endless amount of information and resources in cyberspace.

Besides, not just information and resources, there are many active people on the social media platforms exchanging, sharing and updating the knowledge and information. Most of people prefer to be engaged in interactions aiming at problem solving and the things which they are interested in. As Vygotsky (1978) pointed out that knowledge is constructed through the process of knowledge sharing and social interaction. On the social media platform, there are more knowledgeable people who share new ideas or insights with their expert knowledge and personal experience. Importantly, people are involved in the social interactions in the learning process, which also leads to



Online Networking and Social Support among Twitter Users at University of Ilorin, Nigeria

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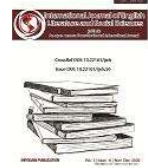
Abstract— *Apart from access and ease to use networking sites, online networking is a means to gain knowledge, create and maintain relationships, undertake business transactions, and provides users opportunity to ventilate their psychological and emotional feelings with a view to gaining social support. Against this backdrop, a study was carried out to examine online social networking and social support among Twitter users specifically undergraduates at the University of Ilorin, Nigeria. The objective was to determine the kind of social support Twitter users get through online networking. Anchored on weak ties theory, the study surveyed 310 respondents from a study population of 1,611 based on the Krejche and Morgan (1970) published table from all the fifteen Faculties at the University of Ilorin. The Google questionnaire was used as instrument of data collection. Findings revealed that respondents seeking social support on Twitter gain primarily financial, entertainment and moral support. The study also revealed an insignificant correlation between the levels of following on Twitter and the magnitude of social support gained. Based on these findings, this study recommended among other things, sustained use of Twitter by users to seek social support.*

Keywords— *online networking, social support, twitter users, undergraduates, weak ties.*

I. INTRODUCTION

A shift in social relations marked the advent of the Internet which facilitates actualization of the world as a global village. The Internet and its corresponding networking sites that broaden media ecology have, therefore, redefined their status. They are no longer mere tools of deriving information but veritable tools for

human interaction. These contemporary interactive communication channels enable people of different social strata especially undergraduates to connect to one another, seek for support, share ideas, experiences, pictures, messages and information of interest. Ellison and Boyd (2013) construe social networking sites as Web based services that allow individuals to construct a public within a bounded system that articulate a list of



The Frankenstein Paradigm: More than human, less than nothing

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Abstract— This paper begins with the examination of some premises of Mary Shelley's novel, *Frankenstein or the Modern Prometheus*, and briefly revisits some of the concepts or ideas that she had adapted and that will allow to determine the premises that characterize what we named as Frankenstein Paradigm. Such a paradigm, as we suggested, allows us to perceive, on the one hand, the avant-garde vision of Mary Shelley about human condition (regardless of literary immersion in gothic subjects), and on the other hand, the complexity of themes that would mark what is termed by post-human, that we will give some examples whether in contemporary art or in the framework of figures and representations of daily life (some illustrations on movies will be given). In this regard, we will notice the prosthetic transformations that have already occurred and, therefore, to verify the practical application of the premises contained in the Frankenstein paradigm. Next, it is necessary to carry out a reflection on the ethical and social implications posed by post-humanism as the well-known paradox of the ship of Theseus (which, as we all know, illustrates the problem of identity).

Keywords— Frankenstein, Post-humanism, Mary Shelley, Human nature.

I. INTRODUCTION TO MARY SHELLEY'S FRANKENSTEIN

Mary Shelley writes in the preface of *Frankenstein or Modern Prometheus*, from the revised edition (1831), that the novel

affords a point of view to the imagination for the delineating of human passions more comprehensive and commanding than any which the ordinary relations of existing events can yield. I have thus endeavoured to preserve the truth of the elementary principles of human nature, while I have not scrupled to innovate upon their combinations». (Shelley, 1869, p. 5).

In these confessional words of the writer, one feels the echo of his concern to put the authenticity (the essence) of human nature in the novel. What is noteworthy is not only the explicit reference to the possible combinations of these principles of human nature, but what may result from those combinations, that is, what is implied when man

dares to make such combinations. When Shelley refers that she has “no scruples to innovate”, she is precisely playing the divine role of Prometheus, meaning, she is actually challenging, like his character Victor Frankenstein, the natural course of events, whether in science and technology or in literature.

The theme about technology and their own evolution, and mostly, what could be done with it, was a topic at the intellectual conversations, among Mary Shelley and her friends. It is known that in 1816 Mary Shelley (she has only 19 years old) went to spend the summer with her future husband, Percy Bysshe Shelley, on the edge of Lake Geneva or Leman, where was also the friend and writer Lord Byron with which they had several discussions on this topic, since they were forced to be confined for several days because of the abnormal hostile climate for the time and place. Mary Shelley reports in *Frankenstein's* “Preface” that in the meeting at Lake Leman in Switzerland, one of these conversations was about various philosophical doctrines and they discussed