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Universitas Muhammadiyah Semarang (Unimus)

**“Creative and Innovative Learning Strategies
in The Field of Language, Literature, Linguistics,
and Translation in New-Normal Era”**

**Faculty of Foreign Language and Culture
Universitas Muhammadiyah Semarang**

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**4TH ENGLISH LANGUAGE AND LITERATURE
INTERNATIONAL CONFERENCE (ELLiC)
PROCEEDINGS**

**“Creative and Innovative Learning Strategies in The Field of Language,
Literature, Linguistics, and Translation in New-Normal Era”**

Editors

Prof. Aslam Khan Bin Samahs Khan, Ph.D.

Prof. Dr. Djamaluddin Darwis, M.A.

Dr. Dodi Mulyadi, M.Pd

Budi Tri Santosa, M.A

Yesika Maya Octarani, M.Hum

Diana Hardiyanti, M.Hum

Heri Dwi Santoso, M.Hum

Muhimmatul Ifadah, M.Pd

Dr. Siti Aimah, M.Pd

Riana Eka Budiastuti, M.Pd

Anjar Setiawan, M.Pd

Fahmi Gunawan, M.Hum

Arbain, M.Pd

Fika Megawati, M.Pd

Yulia Mutmainnah, M.Hum

Yunita Nugraheni, M.Hum

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FACULTY OF FOREIGN LANGUAGE AND CULTURE
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Jl. Kedungmundu Raya No.18 Semarang, Central Java, Indonesia

Phone: +622476740295, email: ellic@unimus.ac.id

Forewords

Thanks, God, for allowing us to successfully publish the 4th ELLiC Proceedings. This volume 4 is one of the facilities provided by the ELLiC committee for those who have submitted as well as disseminated their research results in the virtual ELLiC held on April 3, 2021.

As of the 4th ELLiC conference, this occasion was our latest and most extraordinary edition of the entire ELLiC occasions. The event was the first one held online due to the outbreak of the Covid-19 pandemic.

The event was attended by academicians from various countries such as Malaysia, Singapore, Thailand, Bangladesh, and, of course, Indonesia. These include the honorable speakers Prof. Dr. Joko Nurkamto, M.Pd. (Indonesia), Sabrina Sun He, Ph.D. (Singapore), Dr. (HC) Aslam Khan bin Samash Khan (Malaysia), Khomraj Patanasorn, Ph.D. (Thailand), and Dr. Mazura @Mastura (Malaysia).

We thank you all of the contributors of the 4th ELLiC for helping us to succeed the event and also the publication of this volume. May Allah SWT, God the Almighty, blesses us all.

Best regards,



Heri Dwi Sanjoso, S.S., M.Hum.
Committee Chairperson

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THE USE OF BLENDED LEARNING THEORY IN NEGOTIATION TEXT MATERIAL IN HIGH SCHOOL

Roni Nugraha Syafroni

Universitas Singaperbangsa Karawang,
Karawang, Indonesia
roni.nugraha@fkip.unsika.ac.id

Abstract

The background of this research is because I was inspired by the pandemic conditions that hit the country. Students often confide in the researcher. They want material that is contemporary, contextual, not merely textual. Therefore, the researcher took one of the materials about the negotiation text combined with the blended learning theory. The negotiation text that the researcher used was a text about conversation in one hospital, which was sourced from an online news site. The method that researcher use in this research is descriptive analysis. The researcher took the blended learning literature by Wasis D Dwiyo. The results of this study indicate that blended learning is beneficial when it is translated into negotiation text material. Last but not least, the conclusion of this research shows that blended learning is beneficial when combined with negotiation text material.

Keywords: Blended, Learning, Negotiation, Text

Introduction

During the current pandemic, the government, through the Minister of Education and Culture, has issued an announcement for students to study from home or online. It is like two sides of a coin, there is good and there is bad. The good thing is, among others, teachers and students are protected from Covid 19 transmission, also teachers and students will also be increasingly challenged to be creative in cyberspace. The bad things are that students feel bored because of the large amount of textual material and emotional relationships between teachers and students that begin to drift apart in the delivery of learning material.

One of the materials that began to detach emotionally between the teacher and students was the negotiation text material. This is because in essence the delivery of this material by the teacher must be offline. Negotiation text should be put into practice right away, because it is related to a text of, such as, buying and selling activities in the market, and the activity of buying and selling cars.

Negotiation text material is indeed suitable for grade X Senior High School students who are indeed transitioning from late teens to early adulthood. In this study, the researcher will combine negotiation text material with the blended learning theory. Then, in this study, the researcher will take the negotiation text material from an online site.

One of the definitions of the negotiating text according to the online Kamus Besar Bahasa Indonesia developed by Setiawan (2021) is, bargaining process by way of negotiating to reach a mutual agreement between one party (group or organization) and another party (group or organization).

Methodology

This study aims to analyze the two negotiation texts. Because it is intended to explore deeper into the perspective phenomenon used by the author of the article, the appropriate research method for this research is descriptive analysis method. This is consistent with what

Creswell (16: 2012) states, analytical descriptive research aims to study a problem and develop an in-depth understanding of a phenomenon.

The subject of this study consisted of the same two articles about negotiation texts that came from online-based media. As for the place of research in this study is online media. The reason for the consideration of taking data there is because it has a wider range of news without being limited by space and time as well as the ease of access at any time. To collect data in this study, researchers conducted literature and documentation studies. In order to support literature study data, this research is not only online-based but also offline-based data which retrieves data from various learning and language books. This data that has been obtained will be arranged based on needs which will then be analyzed through the stages of data display, data reduction, and data verification (Creswell: 2012).

Findings and Discussion

The understanding of the blended learning theory of Dwiyo (59: 2018) is learning that combines or mixes face-to-face learning and computer-based learning (online and offline). Then, still according to Dwiyo (66-68: 2018), there are six types of blended learning classifications, namely:

1) Face to Face Learning, learning is carried out with the physical presence of the instructor who does the presentation of the material physically but does not carry out electronic communication;

2) Independent Learning, learning is carried out without presentations and the presence of teachers and without electronic communication, meaning that students learn on their own;

3) Learning Asynchronous, learning is carried out without the presence of a teacher but is carried out by

unsynchronized electronic communication;

4) Synchronous Learning, learning is done in virtual and synchronous electronic communication;

5) Asynchronous Blended Learning, learning is carried out with occasional teacher attendance and combined or mixed electronic communication; and

6) Synchronous Blended Learning, learning is carried out in the presence of teachers and by electronic communication.

The type of blended learning in this study is type number 6. Because it is still in a pandemic era, the researcher assigns students to act out a dialogue between the seller and the buyer in their respective places. Students demonstrate the dialogue with brother/sister/people who are at home. Then the students recorded in the form of a video and sent the results of demonstrating the dialogue to the researcher's email address. Furthermore, the researchers held an online meeting via the zoom application with the students. In the middle of the online meeting, researchers will display videos sent by students. Below are the negotiating texts that the researcher studied.

1. The first negotiation text (<https://www.ilmusiana.com/2020/01/content-teks-negosiasi-jual-beli-di-pasar.html?m=1>)

The following negotiating dialogue between fish seller and buyer in the market:

Seller: "Come on please buy, please buy the fish."

Buyer: "Excuse me Sir, how much is a kilo of fish?" (pointing at the milkfish)

Seller: "30 thousand Ma'am the price."

Buyer: "If the price of this fish, Sir?" (while pointing at skipjack fish)

Seller: "45 thousand Ma'am the price."

Buyer: "If I buy both how many Sir?"

Seller: "Everything is 75 thousand Ma'am."

Buyer: "What if the price of these two fish is just 60 thousand?"

Seller: "Wow, you can't, Ma'am, the capital doesn't close."

Buyer: "I will add it to 63 thousand Sir, how do you do it?"

Seller: "Ma'am, I haven't gotten it either. Like this, I deduct 5 thousand, so just pay 70 thousand."

Buyer: "Ok Sir, pack it up immediately, here is the money (while giving the money)."

Seller: "Yes Ma'am, thank you."

2. The second negotiation text (<http://bfa19.blogspot.com/2018/02/teks-negosiasi-membeli-mobil-singkat.html?m=1>)

Randy: "Good afternoon, Sir."

Seller: "Good afternoon Sir. Is there anything I can help?"

Conclusion

The conclusion that the researcher can convey is, that this study uses the blended learning theory which comes from the theory of an expert, Dwiyoogo. The news that is analyzed is news from online media. The number of texts of online news analyzed is two.

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Randy: "Sir, I want to buy a classic used car. Maybe there is Sir?"

Seller: "There is Sir. Follow me."

Randy: "How much does this classic car cost?"

Seller: "If that car costs 95.000.000, Sir."

Randy: "Can the price be less or not Sir?"

Seller: "Hmmm, may. How much do you want to bid?"

Randy: "Just 85.000.000 Sir. How about it?"

Seller: "Wow, that price doesn't feel like it, Sir."

Randy: "If it's 90.000.000,?"

Seller: "Just ride a little Sir, 92.500.000, I let go of this car."

Randy: "Yes Sir I agree. I transferred the money to you. I carry this car now."

Seller: "Ok Sir. Thank you."

[negosiasi-membeli-mobil-singkat.html?m=1](http://bfa19.blogspot.com/2018/02/teks-negosiasi-membeli-mobil-singkat.html?m=1)
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TEACHER'S BELIEFS IN TEACHING READING USING MULTIMODAL TEXT

Rizka Putri Kusuma¹, Joko Nurkamto², Ngadiso³

^{1,2,3}Universitas Sebelas Maret

Indonesia

¹rizkak19@gmail.com

Abstract

Teachers are considered to have an important role in transforming schools and classrooms. They have something to do with successful students learning. It is interesting to note that practically exposed to the same material, curriculum, students and environment, teachers conduct their teaching in various ways because English teachers have preconceived ideas or beliefs about the best approach in their teaching. This reflects the effectiveness of their practice. As multimodal text is necessary to be used in this digital era since text can appear in various forms and do not have to always be in writing consisting of rows of letters or characters. Teachers must have sufficient knowledge and understanding about it. Moreover, before the Covid-19 outbreak appeared in this world and affected all areas, especially education, teaching and learning process in the classroom was still focusing on the use of English textbooks that do not involve various kinds of mode. Therefore, the use of multimodal text is helpful to be used during the pandemic where the teaching and learning process has shifted to online learning. This case study aims to reveal a Senior High School English teacher's belief about multimodal text in teaching reading. It also reveals how the teacher apply her beliefs in teaching practices. The findings suggest teacher's personal beliefs about multimodal text and how the use of multimodal text which should be used in the classrooms.

Keywords: Teacher's Belief, Multimodal Text, Teaching Reading

Introduction

It is undeniable that information is communicated in various modes. This is evidenced by the increasing use blogs, websites, slideshows, webinars, media, clouds computing and other connectivity tools that have become almost as common as print-based documents. Most of the content in this tool is visually coded. This means that the reader is not only presented with messages in words but also in pictures, graphics, and other components as a combination of movement and sound as possible added (Chan & Unsworth, 2011). The leap from page to screen and the ensuing changes in the semiotic landscape creates new literacies; Kress (2003) claims that "in the era of the screen and of multimodality some fundamental changes are inevitable as far as forms, functions and uses of writing are concerned" (p. 61). These are different forms of reading and writing through the

different ways of making meaning affect all fields of life, including education.

Technological innovation has changed the way we read, write and think together. People is no longer rely on traditional print-based modes to acquire knowledge and communicate with others. They must navigate multiple multimodal resources, both traditional and digital to gather information and interact with the world around them. Kress (2005) says digital technologies have transformed the way in which texts are produced, distributed, and consumed. Contemporary reading materials in both print and digital formats include a complex interplay of written text, images, and design elements. Such texts can be described as multimodal: they combine different sets of semiotic resources for making meaning, such as language, image, and spatial patterns, and communicate these meanings through

multiple sensory modes and media (Jewitt, 2008; Kress, 2003). For example, online news websites often include written articles accompanied by images, video, infographics, and interactive elements to engage and communicate information to readers; business reports may use graphics to summarize complex data or to highlight significant findings; and language learning materials frequently include images and audio to support the comprehension of written text to make meaning more accessible to learners.

Preparing students for times of fast-paced technological advancement and access to multiple sources of information requires teachers have to understand how to help students make sense of them all, as they navigate resources in an increasingly digital world. Helping students read multimodal text seems to not only support their understanding of existing text but can also improve student literacy outcomes (Chauhan, 2017; Larysa, Lysenki, & Abrami, 2014). Multimodal learning can improve students' communicative competence, cultural understanding, and attitudes towards. Furthermore, multimodal literacy is directed to various sources of texts that can produce meaning. Multimodal literacy is an attempt to understand various ways of representing knowledge and making meaning (Jewitt and Kress, 2003). The focus of multimodal literacy is on the design of discourse by investigating the contributions of various semiotic (verbal, visual, and motion) sources that are mobilized through various modalities as well as interactions and integration in the process of text coherence. Multimodal literacy considers how linguistic and visual choices meet text, audience and context objectives, and how those choices work together in the organization and development of information and ideas (Lim & Tan, 2017).

Teachers are considered to have an important role in transforming schools and classrooms. They have to do with successful student learning. It is interesting

to note that practically exposed to the same material, curriculum, students and environment, teachers conduct their teaching in various ways because English teachers have preconceived ideas or beliefs about the best approach to teaching. This reflects the effectiveness of their practice. Teachers' beliefs are thought to have a major influence on their classroom practice. Teachers' beliefs affect the goals, procedures, materials, class interaction patterns, their roles, their students, and the schools they work for (Kuzborska, 2011: 102). Borg (2003: 81) argues that teachers are active, thinking decision makers who make instructional choices by drawing on a practical, personal, and context sensitive network of knowledge, thoughts, and beliefs. Teacher confidence also has an impact on classroom practice and teacher professional growth (Kuzborska, 2011: 102). Richardson (1996) says that teachers' practice reflects their beliefs.

Methodology

This research was conducted under the qualitative approach in the form of case study. Yin (2018) defines a case study as an empirical investigation of a contemporary phenomenon within its real-life context, when the boundaries between phenomenon and context are unclear, and in which multiple sources of evidence are used, for example, observations, interviews, audio-visual material, and documentary evidence. This research was conducted at senior high school in Surakarta, Central Java, Indonesia in 2020. The participant was an experienced high school teacher. Concerning the qualitative research methods, this research employed classroom observation and interview to gather the data and to have a full idea about the beliefs and teacher's practice in teaching reading using multimodal text.

Findings and Discussion

- a. Findings
 - 1) Teacher's Beliefs

Related to the teacher's beliefs in teaching reading using multimodal text, the researcher divides some issues to explain the research findings dealing with the teacher's beliefs.

The first issue is what the teacher's definition about multimodal texts. The teacher defines multimodal text as a way of conveying messages with more than one mode. It can be defined as a text that presents information across variety of modes for example picture/ image, sound/ voice, video, gesture, expression, movement and body language. It is summarized from the result of interview.

First, the teacher defined multimodal in general. She said:

“Multimodal is a way, a media of conveying meaning that is not just in form of words or text, we can use any modes to convey meaning or information e.g. through pictures, sounds or voices, colors, expressions, gestures and movements. That is multimodal. Then for the definition of multimodal teaching and learning is a teaching and learning process that involves more than one way to deliver the material. It is not just limited to text, we can use various ways. For example, pictures and sound that frequently used in English teaching.”

Then, the teacher also defined multimodal texts from her understandings.

“Multimodal text is a text to convey the message in more than one mode, for example, when I was explaining poetry. I often teach literature. Poetry is usually only in the form of printed poetry. I have explored multimodal poem as a text and I applied that last semester. There was poetry that was videotaped, so they used the same image with the sound as the back sound that was in line with the content of the poem, so it was integrated.”

The next issue related to teacher's beliefs on the use of multimodal texts in teaching reading is the teacher's reasons to

use multimodal texts. The data shows that the teacher uses multimodal texts because she has concerned that multimodality is needed to be introduced to students in this digital era.

“I think it's technological development. Times have changed, so we get into a world that is multimodal. Many messages are conveyed without words, even only with pictures or with sound as symbols. So, we have to update, otherwise the learning will become bored and not attractive to students. Second, because here it is actually allowed to use a cellphone. You can bring your cellphone to school, actually it can be used, for example browsing for material or sending assignments that are multimodal digital is very easy, right?”

Although, not all of basic competences can be developed in the form of multimodality, she tried to find suitable material in some aspects. She also said that the use of multimodal in teaching English is very useful, teachers can involve many modes, such as images, sounds, videos, gestures, and movements of our bodies to convey messages.

The third issue of teacher's beliefs on the use of multimodal texts in teaching reading is the importance of multimodal texts. The teacher believes that multimodal texts can motivate the students in which teacher should bring something new in the classroom. She believes that multimodal texts can make the students interested to join the learning process. The use of modes in multimodal can be an innovation for teaching English in the class.

Furthermore, the teacher said that the use of multimodal texts is helpful to be used in this condition. Since the teaching and learning activity is online based classroom, she often provides multimodal texts in her teaching activity especially in teaching reading. “It is helpful, especially for distance learning used in current

situation.” The teacher also said that providing multimodality-based material for online teaching can help her to achieve students’ understanding about the material she teaches. “Effective. it helps the students to understand the texts and helps its implementation of distance learning.”

The next issue related to multimodal text in teaching reading is how the teacher believes in teaching reading using multimodal text. It explains how the teacher uses multimodal text in teaching reading in the classroom. The teacher's activities in teaching students using multimodal texts reflect their beliefs. In the previous section, it was stated that the teacher believed that multimodal text was a way of conveying messages with more than one mode. She assumed that multimodal texts, especially in teaching reading, can help students understand messages in text and could also include reading indicators that have to be achieved.

“in reading, we cover that. Multimodal helps in understanding the text, for example, for the vocabulary. It is related to how deliver the material. It can also go to the topic, for example I want a text that discuss something, for example, global warming, so when I shows the video, global warming means that I have targeted the topic ...”

As the teacher said that not all of basic competences can be developed in the form of multimodality, she tried to find suitable material in some aspects. She also said that multimodal texts can be used in some topics, she had used it in some materials in teaching reading.

“It can be used, but I might not be able to do it for all basic competences, because the preparation is a bit complicated. So, it can be used all of them, for example in reading, we provide pictures that provide technical terms, for example what I mentioned earlier. For multimodal, for example, to discuss grammar, you can, in fact there are many media that already

exist on the internet, for example, such as teaching grammar through songs or interesting power points that are multimodal exists. Continue to dialogue, the dialogue is even extraordinary because there are many videos or whatever. So, in my opinion, everything can actually enter multimodal, it can be used for almost all English materials.”

“I use multimodal text a lot for a variety of materials. Some examples:

- a. Report text about technology
- b. Descriptive text (tourist attractions)
- c. Recount text about historical events
- d. Poem
- e. Short story
- f. Analytical exposition
- g. Hortatory exposition
- h. Brochures, pamphlets, leaflets
- i. Letter of invitation
- j. Congratulations (Congratulating Someone in the form of a greeting card)”

The next issue is related to the difficulties of using multimodal text in teaching reading. The teacher said that the difficulties of using multimodal texts in teaching reading is on the preparation of the materials. She stated that it would be easy if teachers just give a text to their students. For teachers that provide different way of teaching that is multimodal, they have to find suitable materials e.g. video, audio that relate to the topic of material. Another difficulty is on the test. The teacher thinks if the test is multimodal, it will spend much time to prepare the test. For example, to prepare reading test that is multimodal, teachers have to find not only such kind of text, but also some pictures and questions that relate to the pictures.

“Preparation, preparation of the presented materials. Actually, it would be very easy if you just gave the text, students read this. But, if we are going to present it in a different way from multimodal, we have to look for the right material, for

example, there is a video explaining about this. The first is the preparation. Second, maybe the test, I have never tried a multimodal test, so I imagine if the test has to be multimodal it also takes quite a bit of time to prepare, because I imagine if the reading text is multimodal it is not just a text, right? Pictures, then there are questions about the picture, etc.”

Second, as the teacher said the difficulty faced by teachers in using multimodal texts in teaching reading is teachers’ motivation to know and learn more about multimodal teaching and learning, especially multimodal texts in teaching reading.

“To overcome the obstacles, what should we do if we are teachers is reading, we must be rich in resources, browse a lot. Actually, that's all. Looking for the suitable material. Everything is provided in the internet, but sometimes it doesn't suitable with the topic. for example, if we want a biographical text, the biographical text is about RA Kartini, if the picture is easy, later looking for the right audio. Something like that.”

2) Teacher’s Practices

Practically, the researcher identifies an interactive relationship between teacher’s beliefs and the practice of teaching reading using multimodal texts. The result of the observation also showed that multimodal text is used well in the classroom. The teacher tended to choose some kinds of multimodal text to teach English, especially reading. The teacher also provided the material in the form of multimodal texts in which involve several modes. In the first meeting, the teacher provided a picture that relates to the topic discussed. Another multimodal material used by the teacher is video that the students can find it individually in YouTube. The teacher also used

Moreover, the objectives of lesson are students are expected to able to identify social functions, text structure, and

linguistic elements in the report text. Through reading activities and multimodal material used, students are expected to be able to analyze topics, the main thoughts of paragraphs, explain explicit and implied information, analyze word references and identify the meaning of words in the report text. The students are actively involved during teaching and learning process.

b. Discussion

Concerning with the result of the previous section, it can be explained theoretically that teacher’s teaching activity in the classroom is influenced by her beliefs. The results show that teacher has strong belief toward the use of multimodal texts in teaching reading reflected to their ways of teaching. At this point, the teacher’s way of teaching depends on how she believes about the definition of multimodal texts itself, what are her reasons in using multimodal texts, how the teacher sees the importance of multimodal texts in general, multimodal texts in teaching reading, and the difficulties of using multimodal texts in teaching reading.

The researcher identifies some aspects that shapes teacher’s beliefs. The identified aspect is teacher’s understanding toward multimodal texts. From the findings, the teacher believes that multimodal text is a way of conveying messages with more than one mode. It can be defined as a text that presents information across variety of modes for example picture/ image, sound/ voice, video, gesture, expression, movement and body language. It is in line with Jewitt and Kress (2003) who said that Multimodal texts present information across a variety of modes including visual images, design elements, written language, and other semiotic resources.

The other aspect that shapes teacher’s beliefs is reasons to use multimodal texts. Since the teacher understands about multimodal learning, the teacher has concerned that multimodality is needed to be introduced to students in this digital era.

Although, not all of basic competences can be used in the form of multimodality, she tries to find suitable material in some aspects. She also said that the use of multimodal in teaching English is very useful, teachers can involve many modes, such as images, sounds, videos, gestures and movements of our bodies to convey messages. It makes multimodal text beneficial to be used in teaching reading to the students. Some of these reasons are in line with Teaching reading in English language learning settings, and in the context of education more generally, is influenced by the purpose of reading and by changes in the nature of the text caused by the impact of digital technology on reading practice (Chan and Zheng, 2017).

Besides identifying teacher's beliefs, the researcher also describes how multimodal text is used in teaching reading. Multimodal text is used well in the classroom. The teacher provided the material in the form of multimodal texts in which involve several modes. The objectives of lesson are students are expected to able to identify social functions, text structure, and linguistic elements in the report text. Through reading activities, students are expected to be able to analyze topics, the main thoughts of paragraphs, explain explicit and implied information, analyze word references and identify the meaning of words in the report text.

Teaching reading using multimodal texts is such a new technique since the needs of students in getting new experience in this digital era. It can help the teacher to improve the students understanding in learning English. Since the use of modes in multimodal can be an innovation for teaching English in the class, the teacher believes that multimodal texts can motivate the students in which teacher should bring something new in the classroom. She believes that multimodal texts can make the students interested to join the learning process. Ganaphaty (2016) suggested that students' reading

difficulties can be motivated with the use of multimodal texts as they are more easily comprehended with the aid of other supporting modes such as visuals and sounds. However, the scenario is the opposite when teachers use print-based texts with focus on textual mode. Multimodal texts enrich students' learning experiences and provide them a wider grasp of knowledge and skills and this is supported by Walsh (2010).

Conclusion

Teacher who is the participant of this research has strong belief toward the use of multimodal texts in teaching reading reflected to their ways of teaching. At this point, the teacher's way of teaching depends on how she believes about the definition of multimodal texts itself, what are her reasons in using multimodal texts, how the teacher sees the importance of multimodal texts in general, multimodal texts in teaching reading, and the difficulties of using multimodal texts in teaching reading.

Multimodal texts are implemented well in the classroom. The teacher provided the material in the form of multimodal texts in which involve several modes. Moreover, the objectives of lesson are students are expected to able to identify social functions, text structure, and linguistic elements in the report text. Through reading activities and multimodal material used, students are able to analyze topics, the main thoughts of paragraphs, explain explicit and implied information, analyze word references and identify the meaning of words in the report text. The students are actively involved during teaching and learning process.

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CHALLENGES OF USING TECHNOLOGIES IN TEACHING AND LEARNING PROCESS OF MARITIME ENGLISH STUDIES IN NEW NORMAL ERA

Yusi Rahmawati
Politeknik Bumi Akpelni
Indonesia
yusi@akpelni.ac.id

Abstract

Digital English Learning and Technology nowadays are the best combination during COVID – 19 pandemic era. When all the people in the world cannot do their life normally as a tone as the learning activities in the entire world, a teacher also cannot meet their students as well in the real life, in face to face teaching learning activities. Even it is not an easy thing for some people in the world to have an online classroom because of their economy problems behind, but health is also the most important one to be kept especially for their children. As a teacher, this new – normal era also still become a struggle in running their teaching learning activities. Teachers also face many problems in delivering the right material to be achieved as well to their students at home. Besides that, delivering materials is the teacher’s responsibility. In the same line, lecturers in higher level of education also face similar problems. Lecturers try to use several technologies to grab the capabilities of the students in receiving the material through online classroom. It is not as simple as some people think. Maritime English lecturers have many challenges in doing their online classroom because they should deliver some English skills as well to their students at home also to follow the government instruction during this pandemic era. In this research, the writer uses a case study to delve the problems faced by the lecturers especially maritime English lecturers in delivering their materials through online classroom. The finding of this research is the writer meets some difficulties in maritime English lecturers in running their online classroom.

Keywords: Online, Learning, Technology

Introduction

Education is one of the most important parts in building a country. An education leads all children in the world to reach their future. Whatever the condition happens in the entire world, the children need to have their portion of education to get the knowledge, to reach their goal, and to open their eyes for their brighter future.

COVID – 19 pandemic has been run since 2019 till now. A teaching learning process must go on in every condition of this earth. There are many factors that can affect that process. Students in the world need to receive the proper knowledge from their lecturer to build their understanding, to empower their skills, and to open their world (because knowledge is the window of the future).

Learning a language is learning a basic tool to communicate with most of people in the world, to understand their lesson which is explained in international language, and to understand a special knowledge written down in a book which use English as the written language. Maritime English is English for specific purpose taught in maritime education. It is similar with general English in skills. It has four skills also; those are speaking, writing, reading, and listening. In delivering the material, the lecturer needs to meet the students so that the skills can be applied as it. It is because the understanding of this lesson is influence the other lesson to prepare the future job of the students.

Methodology

This research uses case study to discuss about the recent phenomenon about COVID – 19 pandemic; as it is stated by Heale and Twycross (2017: 7) case study is a research methodology, typically seen in social and life sciences. In this research, the writer tries to define the challenges faced by maritime English lecturers in their difficulties in delivering the proper materials to the students. Besides, the writer also writes the theoretical construct under the use of technologies in teaching some English skills. Moreover, the purpose of this research is to understand the challenges of using technologies in teaching and learning process of Maritime English Studies in New – Normal Era.

Yin (2014: 447) states that a case study has a specific way in collecting, organizing, and analyzing the data. Yin also mentioned that a case study can refer to either the process analysis or the product of analysis, or both. In this research the researcher tries to analyze the problems happened in this main topic of discussion which is about the challenge in the New – Normal Era.

In this research, the researcher uses several methods in collecting the data, those are: observation, interview, and questionnaire. Gill et al (2008: 292) states the purpose of research interview is to explore the view and experiences on specific matters. The researcher do direct interview to get the broader information about the main discussion. Besides, Ropa & Rani (2012: 273) said that a questionnaire is a printed question that is completed by or for a respondent to give his/her opinion. The writer uses Google Form as the online questionnaire to collect the data from other Maritime Higher Education campus to get their view and their experience about their challenge in their teaching learning process in this New – Normal Era. Kawulich (2012: 7) mentions that an observation may enable a researcher to access a social setting aspects that may not visible to general

public – those backstage activities that the public does not generally see. In this research, the researcher observes some English lecturers in Maritime Higher Education to complete the data needed.

Findings and Discussion

Based on the discussion above, the writer can concluded that there are many challenges faced by maritime English lecturers in delivering their material by digital learning (using kinds of technologies) in this pandemic era. The teaching learning process cannot run as well as in the normal condition. Even vaccination is being started by the government to be given to all the society, but it cannot make the teaching learning process back to normal suddenly as some people can guess. A long process is required to make sure that all the society has a proper antibody to secure themselves from the virus; this era is called as new – normal era.

In the new – normal era, most of the people in the world really want to go back to the normal situation. The normal situation of all aspect in life included education is really waited by all students in the world. It is been more than one year or this is the second year of the pandemic era, where the education seems to be die in the entire world. Everybody is being afraid of having COVID – 19 viruses inside of their body. That is why education also pushed to stop their normal (face to face) activities in the classroom. In this condition, we can imagine ‘how the students’ perspective which already changed because they do not get the real education from their lecturers.

In the same line with the condition above, in Maritime higher education is also happened the similar story of life. The Maritime English lecturer is teaching English for specific purpose which is related to shipping world and sea transportation. In the normal class, usually a Maritime English lecturer must familiarize the students about their future workplace where a practice is required. The students must be able to understand and able

to do the simulation or practice based on the lesson of the departments. It is very difficult to make the students understand clearly and make the students being able to practice the lesson by digital learning.

Challenge is the situation of being faced with something that needs great mental or physical effort in order to be done successfully and therefore tests a person's ability (Cambridge Dictionary, 2021). In this discussion, the challenge meant the challenges faced by Maritime English lecturers in delivering their material by online classroom. There are many obstacles that happened; those are like (1) the students do not have a good network to access the internet because they are living in rural areas. When a lecturer will do an examination or a kind of tests, the students who live in rural area will go to the nearest city to access the internet and to make them able to join that examination. But it is not an easy thing; they must go for about an hour to arrive in a city in their hometown with many difficulties in their ways. (2) When the students are at home, they will come back to their nature or routines. They will naturally help their parents to work and do the house works. Also, when their parents ask them to do something and sometime the students will suddenly forget their responsibility as a student who must join to online classroom. When the students will do both helping their parents and joining the online classroom, they will not be able to join with a formal situation. They will really natural as they do their house works. It is difficult for a lecturer when they want to push their students to do as implemented in the classroom. (3) To get students concentration in online lesson is also become the most common thing in teaching the students in a distance. They will do something else behind the online learning activities. The students are also having a social life, when the students are with their friends at home or hangout with someone special, they will not be able to focus to the materials delivered by the lecturer. (4) Economy aspect is also being the big aspect

affecting the smoothness of the online learning process. Indonesian people come with their complexity of economy level. The students who come from a poor family, they will get difficulties to have (buy) a mobile phone to be used to join online classroom. (5) The accessibility of online classroom uses data of internet. The students who come from low level of economy, they will get difficulty in the accessing the online classroom which needs a big data to access. (6) When the lecturers teaching Maritime English then have trouble in the internet connection, also the lecturer will face problem in the middle of the teaching process. It can be not really clear about the voice, not clear in the video, and the PPT cannot read clearly. (7) The last common problem is not all students are active in doing the tasks that the lecturers gave and in responding to the lecturer's instructions or chats. They usually prefer to read other application rather than open the learning application even they are opening their mobile phone. From the questionnaire and interview sections held by the writer, there is no answer who said that the students 100% active in online learning process. The percentage is about 50 % up to 95 %. It can be stated that there are many challenges faced by Maritime English lecturers in delivering their material as well.

Educational technology is the effective use of techno-logical tools in learning. As a concept, it concerns an array of tools, such as media, machines and networking hardware, as well as considering theoretical perspectives for their effective application (Bruckner, 2015: 1). There are some technologies or application used in teaching learning English process especially in this pandemic era. Maritime English lecturers use zoom meeting, Google classroom, whatsapp, and youtube. Those applications have their own data capacity in accessing them. But the lecturers prefer to use the economist one.

Effective teaching is developmental and dynamic. Teachers should be growing continuously as they construct new

knowledge and change their beliefs and levels of comprehension. Teachers expand their extensive disciplinary expertise and instructional abilities as they connect new information with what they already know. They reflect upon what they know, construct new paradigms, and organize schema for deepening their understanding (Lumpkin, 2020: 33). In this pandemic era, a lecturer cannot deliver an effective teaching process as it is. Based on the result of the questionnaire and interview sections to Maritime English lecturers, they tend to teach in offline classroom or by face to face teaching learning activities; because it is easier to know student's achievement for learning process. It is because the delivery of material can be maximum, and the interaction of teaching - learning process can be seen directly. It can be stated that offline classroom is an effective teaching learning process for students.

Maritime English is a constituent part of regular diploma courses or academic, degree courses in Maritime Education Training. The syllabus is oriented to the needs of knowledge and communicational competence in Maritime English for shipboard officers and experts (operators, executive officers, and managers) engaged in the maritime industry on shore, on both operational and management levels (Pritchard, 2003: 1). In this discussion, the writer focuses to discuss about maritime English teaching learning process. Inside of the Maritime Educational higher level of education usually there are some basic program, those are: nautical department, technical department, port and shipping management department, and sea transportation department. All the programs use Maritime English as the English for specific purposes.

New – Normal Era is eras where we are living in normal situation but the COVID – 19 viruses is still exist in the environment although the virus is already decreased. It is because the government and WHO are already working with the vaccines. Scientists around the world are

developing many potential vaccines for COVID-19. These vaccines are all designed to teach the body's immune system to safely recognize and block the virus that causes COVID-19 (WHO, 2020). After being vaccinated, we hope that the normal era will back and everything will be normal including education.

Conclusion

The conclusion that the researcher can convey is, that this study uses the blended learning theory which comes from the theory of an expert, Dwiyo. The news that is analyzed is news from online media. The number of texts of online news analyzed is two. From the discussion above, the writer concluded that there are some challenges of using technologies in teaching and learning process of maritime English studies in new – normal era, those are:

- 1.The students do not have a good network to access the internet;
- 2.The students' concentration is not as conducive as face to face learning process;
- 3.The students have a social life; they will not be able to focus to the materials;
- 4.The parents' economy aspects is influence;
- 5.The accessibility of online classroom uses data of internet;
- 6.The lecturers have trouble in the internet connection; and
7. Not all students are active in doing the tasks and responding to the lecturer's instructions.

To cover those problems, Maritime English lecturers must give attractive, fun, easy, interactive through online learning process. The lecturers blended between synchronous and asynchronous meeting so that all students could actively join the class. To encounter the problems happened in students who live in rural area, the lecturers must use the teaching learning methods that friendly for students in rural areas. It can be said that, the lecturers must be able to make the students more active in participating in the virtual class.

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LEADERSHIP STYLE PREFERENCES AMONG EXECUTIVE AND LEGISLATIVE ORGANIZATION STUDENTS OF STATE UNIVERSITY OF JAKARTA

Annisa Oktavyana
Universitas Negeri Jakarta
Indonesia
annisaoktavyana@gmail.com

Abstract

The styles of leadership exemplified in higher educational organizations has an important role to play in organizational success or failure. The development of leadership style and organizational skills of students can be achieved through student organizations. The study aimed at understanding gender differences in leadership style preferences and the influence of residential background on leadership style preference. It was conducted among 20 students (7 males and 13 females) from Executive and Legislative Organization Students of State University of Jakarta. The primary data was collected through online questionnaire. The questions were adapted from Introduction to leadership: Concepts and practice by Northouse, P. G. It was analyzed using descriptive and cross-sectional method. The results will be presented in tables and chart. It revealed that there was significant gender difference on leadership style. It was seen that more preference for democratic leadership. Based on gender, and males also indicated preference for democratic leadership than authoritarian or laissez-faire leadership style. The students from rural and urban areas didn't show any differences in their leadership preferences. The complete results have been explained along with the existing theories and literature.

Keywords: Leadership Style, Organizational Leadership, Higher Education

Introduction

Nowadays, higher educational institutions are responsible for providing required skill that human needed, giving opportunities to learn, and allowing students to pursue their passions in this global competitive environment (Hao and Yazdanifard 2015). Meanwhile, the development of leadership style and organizational skills can be achieved through student organizations. The concept of leaders and subordinates has been common in human society. Moreover, the significance of leaders in improving the reputation and performance of an organization is considerably recognized (Bond 2015). Other than that, great leaders can influence, support, and motivate their teams by creating a positive organization culture.

Knowledge of leadership definitions have been proposed substantially. This often refers to different ways people communicate when they lead groups as their leadership style. (Northouse 2016) came up with an idea that leadership is a process, entails influence, happens within a group setting and involves shared purposes or visions. According to (Newstrom & Davis, 1993) leadership style is the manner and approach of providing direction, implementing plans, and motivating people.

As a result, in 1939 Kurt Lewin who had been referred to by some as the father of modern psychology. Lewin suggested an alternative approach that instead of focusing on traits of leaders, he advised looking at leadership styles. He came to this conclusion after running experiments with children to see how they responded to

different behaviors. Commonly Lewin identified three main leadership styles, there are authoritarian or autocratic; participative or democratic, and laissez-faire. Commonly, effective leaders will implement all styles. It means they don't stick to one style but try to adapt depending on the situational demands. Therefore, it can be inferred that leadership is a kind of power where one person has the ability to influence or change the values, beliefs, behavior and attitudes of another person in a suitable environment.

Based on the previous comparative study in Nigeria (Deji & Makinde, 2006) another factors of leadership preferences were analyzed such as various demographic variables like age, education levels, and gender. Researchers found that women leaders had a higher level of external orientation and leadership skill than men. Women tended to adopt a more democratic or participative style and a less autocratic or directive style than men did. Gender contrast effect may exist in that, autocratic female managers were perceived to be higher performers than autocratic male managers (Ahmad Najjar and Ahmad Dar 2017). Also, study showed that males emphasize the goal setting, while females emphasize the interaction facilitation dimension in their leadership behaviors (Gibson 1995).

Numerous research have also supported the perspective that genes have more influence on leadership role occupancy than environment (Avolio & Gibbons, 1988). On the contrary, others suggest that environment might have a moderating role to play in shaping the leadership behavior of an individual (Zhang, & Arvey, 2007). A big part of that is leadership style of how people come across and perceive leadership preferences in their community. Hence, the study will be focused on the leadership styles preferences among executive and legislative organization students in relation to their gender and residential background.

This research is expected to answer the following questions:

1. What leadership styles are preferred among executive and legislative organization students of State University of Jakarta?
2. What is the preferred leadership styles of each male or female college students?
3. What leadership styles are preferred by rural and urban students?

Related to the questions above, the main objectives of the present study are:

1. To investigate the leadership style preferences among executive and legislative organization students of State University of Jakarta
2. To compare the leadership style preference of each male and female college students
3. To compare the leadership style preference of rural and urban students

Methodology

A descriptive and cross-sectional method was used for the present study. A cross-sectional study involves looking at data from a population at one specific point in time. The participants in this type of study are selected based on particular variables of interest. The population for the present study are the executive and legislative organization students of State University of Jakarta.

The primary data was collected through online questionnaire via Google form. The total participants who completed the questionnaire were so significantly different in gender: 80% were female and 20% male. The school and the participants who become part in the study will remain anonymous. The questionnaire was conducted for 4 days in January 2021. The survey was personally given by sending the google form link to the leaders of BEM and MPM, then the leader informed their staffs to response the questionnaire. Participant's limitation in arranging a direct face to face meeting and the school itself is under the COVID-19 alert and abandoning outsiders to enter the school area without a proper permission. The students took about ten

minutes to complete the survey. It received 20 responses from all students. The Google form will automatically count the statistical data from the completion of questionnaires by showing pie chart.

The questionnaire was adapted from Introduction to leadership: Concepts and practice by Northouse, P. G. It aims at measuring leadership style preference for authoritarian, democratic, or laissez-faire style. It consists of 18 items which are to be answered in terms of strongly agree, agree, undecided, disagree and strongly disagree. Each question represent whether they are authoritarian, democratic, or laissez-faire style. The scoring is very simple, with positive items being scored as 54321 for strongly agree, and agree and so on. For negative items the scoring is reversed. Various statistical techniques were used for the present study like mean test using Ms. Excel software package and the analysis tables were also provided to make the findings clearer.

Findings and Discussion

The questionnaire provides three categories of leadership style (Authoritative, Democratic, Laissez faire) which are determined by a participant's cumulative score based on the gender and their residential background as well. This helps incoming leaders understand their preferred leadership style.

Table 1: showing frequency distribution and percentage of leadership preferences among university students.

Leadership Dimension	Number	Percentage
Authoritarian	2	10
Democratic	17	85
Laissez-Faire	1	5

The above table indicates that 85% (17/20) of sample group preferred democratic leadership, 10% (2 out of 20) preferred

Table 3: showing comparison the sum of leadership preferences of sample group with respect to residential background:

authoritarian leadership, and only 5% (1 out of 20) preferred laissez-faire leadership.

Gender	Authoritarian	Democratic	Laissez-Faire
Male	1	6	0
Female	1	11	1

Table 2: showing comparison the sum of leadership preferences with respect to gender.

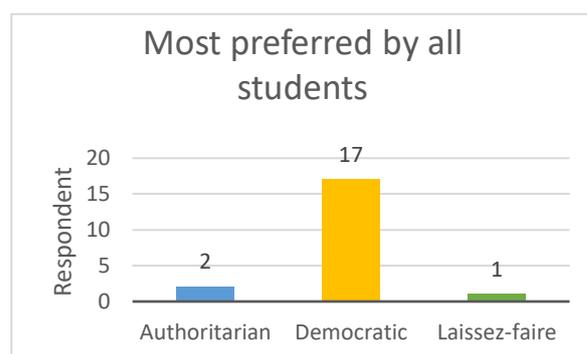
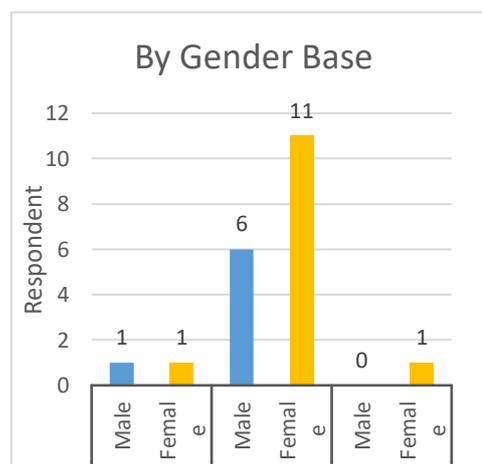


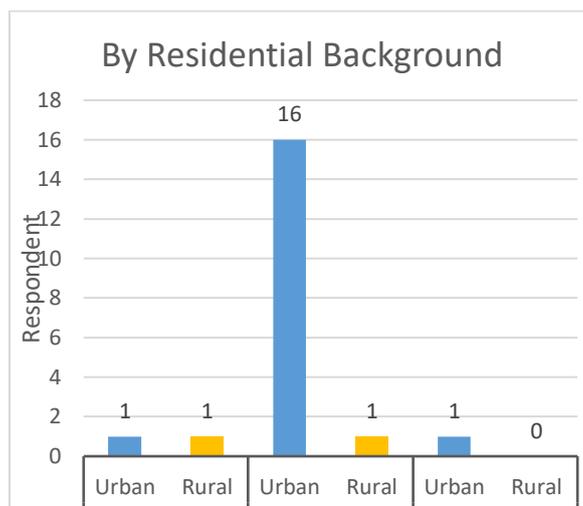
Table 2 shows the difference between the total of leadership of university students with respect to their gender. In fact, mostly the respondents both male and female chose democratic as their leadership style preferences. It also reveals that was no male chose laissez-faire as their leadership preferences.



Residence	Authoritarian	Democratic	Laissez-Faire
Urban	1	16	1
Rural	1	1	0

Table 3 shows the difference between the total of leadership preferences of

university students with respect to their residence. As is evident from the table, the most students come from urban area preferred democratic as their leadership. In fact, the participants come rural area only 2 out of 20.



Conclusion

The conclusion that the researcher can convey is, that this study uses the blended learning theory which comes from the theory of an expert, Dwiyoogo. The news that is analyzed is news from online media. The number of texts of online news analyzed is two. From the discussion above, the writer concluded that there are some challenges of using technologies in teaching and learning process of maritime English studies in new – normal era, those are:

- 1.The students do not have a good network to access the internet;
- 2.The students' concentration is not as conducive as face to face learning process;
- 3.The students have a social life; they will not be able to focus to the materials;
- 4.The parents' economy aspects is influence;
- 5.The accessibility of online classroom uses data of internet;
- 6.The lecturers have trouble in the internet connection; and
7. Not all students are active in doing the tasks and responding to the lecturer's instructions.

To cover those problems, Maritime English lecturers must give attractive, fun, easy, interactive through online learning process. The lecturers blended between synchronous and asynchronous meeting so

that all students could actively join the class. To encounter the problems happened in students who live in rural area, the lecturers must use the teaching learning methods that friendly for students in rural areas. It can be said that, the lecturers must be able to make the students more active in participating in the virtual class

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DEVELOPMENT OF MULTIMODAL LANGUAGE TEACHING MATERIALS FOR INDONESIAN LANGUAGE FOR FOREIGN SPEAKERS (BIPA) DURING PANDEMIC TIME

Dieni Amalia Zamzamy
University of Indonesia
Indonesia
dieni.amalia91@ui.ac.id

Abstract

The application of multimodal teaching and learning materials for BIPA has become increasingly more prevalent during the new normal period. As a consequence of various limitations imposed on them due to the lockdown, BIPA teachers are increasingly required by necessity to start producing multimodal teaching and learning materials so BIPA learning can still continue. It should be noted however that this sudden transition of BIPA learning from the initial direct face-to-face mode to an emergency online learning approach, has significantly affected the teachers in writing, compiling, and authoring multimodal materials. Noting such circumstance and predicaments, this literature review research paper aims to examine the modes applied by teachers in compiling teaching and learning materials, to investigate the role of multimodality implemented by teachers in BIPA learning, and to identify the impacts of multimodal teaching and learning materials on students. The results of the research suggest that teachers do have preference of a certain mode in teaching for a particular language competence. Furthermore, multimodal teaching and learning materials have been demonstrated to be able to effectively improve BIPA learning process, making it more attractive, and increase students' learning interests despite the fact that multimodal teaching and learning materials are in dire need of more attention and have so much room for improvement.

Keywords: Multimodal; Language Teaching Materials; Indonesian Language For Foreign Speakers (BIPA); Pandemic Time

Introduction

The current global Covid-19 pandemic has engendered unconventional challenges to pedagogical sphere and required the world to rethink almost everything in the language and literacy learning field. Since early 2020, it has transformed and severely disrupted the normal functioning of the entire education sector. The increased potential for health risk and even loss of life has precipitated rapid transition to remote learning that has been unprecedented both in terms of time and scale. With no preparation, teachers and students have been forced to adopt and have consequently faced multiple challenges as they make the transition to the new forms of learning that are often complicated and multifaceted such as digital divide, unequal access to internet, transition-associated health risks, psychological and emotional distress, and

financial instability. A recent study found that imposed remote learning in Indonesia encountered numerous obstacles especially unequal access to technology and inadequate online teaching methods that in turn raised concerns that remote learning could potentially worsen inequalities in Indonesian education[1].

The imposition of online digital learning is a game-changer and a moment for reflective pause between disruption and reinvention of language learning[2]. The emphasis of traditional literacy pedagogy on the written word in its standard and literary forms, has been compelled by the world-wide pestiferous circumstances to expand and to broaden the scope of literacy learning and teaching to incorporate modern and contemporary multimodal texts as well as the large conglomeration of ways of

making meaning that occur in various social and cultural contexts. In consequence, multimodal learning and literacy has been given a unique opportunity to take a more prominent role in the development of language teaching materials. This is similarly extended to language teaching materials for Indonesian Language for Foreign Speakers (BIPA). The purpose of this study is to explore multimodal teaching materials as implemented by teachers with three lines of enquiries guiding the research: (a) what the modes commonly applied for language learning materials during pandemic are, (b) what role multimodal materials play in BIPA learning and teaching based on communicative competence, and (c) identifying impacts of the application of multimodal learning materials on BIPA students.

There seems to be an increased need of BIPA multimodal language learning and teaching during the Covid-19 pandemic. Previous specific research on development of multimodal language teaching materials for BIPA during the pandemic is almost non-existent. There are however examples of studies on language teachers' online engagement during the pandemic in Indonesia such as one on secondary school language teachers [3], level of unpreparedness [4], and the impacts of online learning during Covid-19 outbreak on BIPA teachers [5] and on BIPA students [6]]. Some research which have been published since 2019 to date indicated that BIPA teachers and researchers continued to attempt to develop multimodal language teaching and learning materials (see [6]–[11]). It can further assert that literature review on how these BIPA multimodal language learning and teaching materials based on communicative competence have been severely limited. For the purpose of this study, the terms and concepts used in the discussion are presented in this literature review.

Language Learning Materials

According to Tomlinson (2012), materials can be defined as anything which

is used by teachers or learners to facilitate language learning. Richard and Renandya (2002) consider that teaching materials as a key component in most language programs that may be in the form of (a) printed materials, (b) non-print materials, and (c) materials that comprise both print and non-print sources [13]. Tomlinson goes further by adding that the materials for language learning can include coursebooks, videos, graded readers, flash cards, games, websites and mobile phone interactions though much of the literature still place more emphasis on printed materials[12]. He also underlines that materials are effective to assist learners to notice features of the authentic language as they are exposed to facilitate and accelerate language acquisition [14].

Materials, as Tomlinson argues (2012), have five functions: informative (informing the learner about the target language), instructional (guiding the learner in practicing the language), experiential (providing the learner with experience of the language in use), eliciting (encouraging the learner to use the language) and exploratory (helping the learner to make discoveries about the language).

Research even finds that instructional materials highly facilitate learning and greatly draw attention to the target language [12], and generally serve as the basis of much of the language input that learners receive and the language practice that occurs in the classroom [15]. In their study on Iranian foreign language learners, Rahimi and Hassani (2012) found that there was a positive relationship between students' positive attitudes towards language learning materials and their attitudes towards learning foreign language [16]. While Richard and Renandya (2002) claim that many of the materials, especially coursebooks, have some disadvantages such as containing inauthentic language, failing to contextualize language activities, and fostering inadequate cultural understanding. In short, materials do have a considerable influence on and play an extremely

influential role on foreign language learners[13].

Multimodal Text

As such, language learning materials should continue to be dynamic, changeable, and adaptable for development. According to Tomlinson (2012), material development refers to all the processes of producing and using the materials for language training by practitioners including materials evaluation, adaptation, design, production, exploitation, and research [12]. Graves and Xu (2000) adds that materials development included planning process by which a teacher can put the objective and goals of the course into units and tasks [17]. More recently, Tomlinson (2016) views materials development as a practical undertaking that include production, evaluation, adaptation, and exploitation of materials intended to facilitate language acquisition and development [18]. Furthermore, material development in itself is also a field of academic study that investigates the principles and procedures of the design, writing, implementation, evaluation and analysis of learning materials that are developed by practitioners and researchers who interact and inform each other through publication and other academic.

The ongoing pandemic has catapulted into prominence the non-traditional language learning materials. Despite Covid- and multimodal texts [21]

19, it is undeniable that information is communicated in multiple modes through the increasing use of multimodal texts such as blogs, websites, slideshows, webinars, media, cloud computing, and other connectivity tools that have become nearly as common as print-based documents [19]. Most of the content within these tools is visually encoded which means, according to Unsworth & Chan (2009), that a student is presented with not only messages in words but also in images pictures, graphics, and if reading electronically, other components such as combination of movement and sound that may be added [20]. Walsh (2004) elaborates that multimodal text is a text that combine more than one mode in how meaning is communicated [21]. Mode itself is a system of visual and verbal entities created within or across various culture to represent and express meanings. Sculpture, paintings, mathematics, photography, music, and written language are ones out of many examples of different modes [21]. In this study, mode is defined as the type of semiotic representation (textual, aural, and visual) used to present information [22]. Multimodal texts can therefore be defined as texts which use more than one mode to communicate meaning within any combination of the written, visual, audible or gestural modes [23], [24]. See below for differences between reading print-based

Table 1:
 The Differences between Reading Print-Based and Multimodal Text

Reading print-based texts	Reading multimodal text
Words: The words 'tell' including the discourse, register, vocabulary, linguistic patterns, grammar, chapters, paragraph and sentence structure.	Visual images: The images 'show' including layout, size, shape, colour, line, angle, position, perspective., screen, frames, icons, links, hyperlinks.
Use of senses: visual some tactile.	Use of senses: visual, tactile, hearing, kinaesthetic
Interpersonal meaning: developed through verbal 'voice' - through use of dialogue, 1st, 2nd, 3rd person narrator	Interpersonal meaning: developed through visual 'voice': positioning, angle, perspective – 'offers' and 'demands.

Verbal style: including tone, intonation, humour, irony, sarcasm, word play, developed in the use of 'words'. Typographical arrangement, formatting, layout, font, punctuation.	Visual style: choice of medium, graphics, animation, frames, menu board, hypertext links.
Verbal imagery: including description, images, symbolism, metaphor, simile, alliteration [poetic devices with words, sound patterns]	Visual imagery: use of colour, motifs, icons, repetition. Reading
Reading pathway: mostly linear and sequential. Reader mostly follows.	Reading pathway: use of vectors – non-sequential, non-linear. Reader has more choice and opportunity to interact.

As can be seen from the table above, multimodal texts require the processing of more than one mode and the recognition of the interconnections between modes, which is entirely different from the linear reading of print-based texts. Some research studies reported at least some positive impacts of trans-mediating a print-based text into digital multimodal text on students' learning that include: deeper student understandings of content [25], enabling students to be creative through making new connections and meanings between different modes [26], [27], and promotion of analytic conversation between students [28], [29]. The study of Boshraadi and Biria (2014) on Iranian secondary school students also revealed multimodal text did improve students' comprehension process [30].

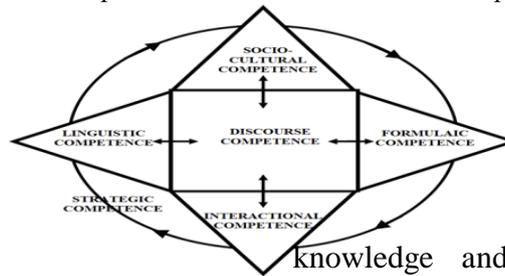
With the sudden adoption of remote learning due to the pandemic, many educational institutions have begun shifting into online learning and emergency remote teaching which rendered print-based text less effective and instead demanded incorporation of multimodal texts. This however has come with no or little preparation in terms of internet access, teacher capacity, learning materials, and student readiness among other issues. Some BIPA teachers have since individually started to fill the gap by trying to develop language learning materials for use during Covid-19 but the progress on multimodal

learning materials is still in nascent stage and is far from satisfactory despite high demands.

Communicative Competence

BIPA language learning and teaching makes legal reference to the Ministerial Regulation of the Minister of Education and Culture no. 27 Year 2017 on the Standards of Competencies of BIPA Program Graduates which requires BIPA students to satisfactorily complete communicative competency to pass the program. The term "communicative competence" refers to a set of competences required to be capable of applying the language in real communicative use [31]. The concept of communicative competence has attracted attention of many scholars and has evolved from Hymes's model (1972)[32] that emphasised socio-linguistic competency in real-life communication, Canale and Swain (1980)[33] model that cover three components of grammatical, strategic, and sociolinguistic competences before it was redeveloped three years after by Canale (1983)[34] to include discourse competence in addition to the previous three components, and to Celce-Murcia's (2007) model with an improved six types of competence, namely: sociocultural, discourse, linguistic, formulaic, interactional, and strategic competences [36].

Figure 1:
 Revised schematic representation of ‘communicative competence’ [36]



At first, sociocultural competence refers to pragmatic knowledge of appropriate language use according to the social and cultural context of communication. It includes knowledge of language variation with reference to sociocultural norms of the target language. The next one is discourse competence which refers to the selection, sequencing, and arrangement of words, structures, and utterances in order to create a unified message, particularly through the spoken mode. This is where the top-down communicative intent and sociocultural knowledge intersect with the lexical and grammatical resources to express messages and attitudes and to create coherent texts.

Additionally, linguistic competence refers to basic elements of communication to include phonological, lexical, morphological, and syntactical patterns and types. Next one is formulaic competence, the counterbalance to linguistic competence, that refers to fixed and prefabricated chunks of language that are frequently used in daily communications. The fifth is interactional competence that refers to a bottom-up approach to top-down sociocultural approaches which include actional, conversational, and paralinguistic competences. Lastly, the strategic competence refers to knowledge of communicative strategies and how to use them. These strategies can be in forms of achievement of communicative goals, time-gaining strategies, self-monitoring, and interacting strategies.

Methodology

The study undertaken here is a literature research that will be accomplished by means of analyzing the corpus of

knowledge and viewpoints of various scholars and researchers in the field who are considered relevant to the discussion. Through a comprehensive literature study, related and relevant literature will be placed under close examination to bring to light insights that will assist in addressing the questions in the inquiry. Primary and secondary data such as documents, texts, articles, and books along with plethora of knowledge in the internet will be used and analyzed to reflect on the research.

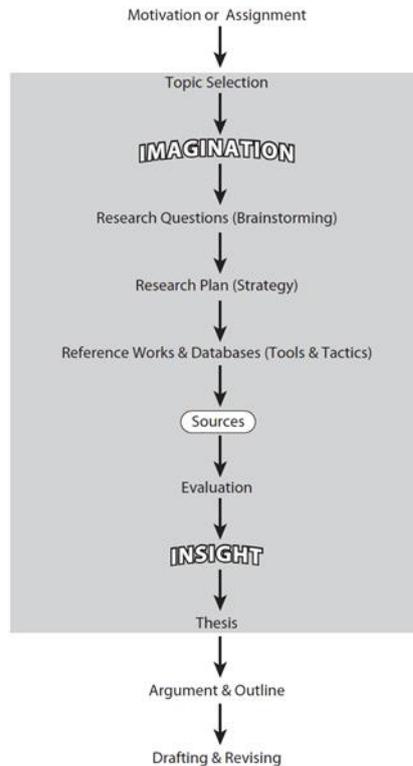
Hasanudin et al., (2019) underscore that literature research is an important study that employs theories, references, and literature with specific understanding of cultural contexts, norms, and values on given social settings [38]. Zed (2008) further elaborates that literature research, that relies heavily on library research and other relevant literature, is distinctly different to field research which is a qualitative method of data collection that aims to observe, interact, and understand the objects of the study while they are in a natural environment [39].

The data for this particular study is mostly based on previous research and corpus of knowledge on the development of BIPA learning materials which applied multimodal approach and were published during the Covid-19 pandemic in the period of 2019 – 2020. This literature research closely applies research procedures laid out by Mary George (2008) that has nine stages as indicated in the figure below that consisted of (1) choosing a general topic, (2) engaging the imagination, (3) highlighting one or more research questions as a result of brainstorming about the topic, (4) developing a research plan or strategy, (5) consulting reference tools and searching

databases, (6) identifying and obtaining sources, (7) evaluating sources in the light of research questions, (8) experiencing an

insight based on reflection, and lastly, (9) crafting a thesis statement based on insight [40].

Figure 2:
 Library research framework by Mary George (2008)



Findings and Discussion

Due to the threat of Covid-19, BIPA learning and teaching has started to shift modes from face-to-face instructions to online learning, or popularly known as ‘mendadak daring (studently online)’, that was just imposed without proper planning and preparation by the unprecedented circumstances [6]. Having continued for the past year or so, the abrupt migration to online learning and teaching has created disruptions and challenges that teachers and learners are still attempting to adjust and adapt to. Highly variable designed solutions have been developed and implemented in the online and distance learning under carefully defined terminology such as distance learning, distributed learning, blended learning, online learning, and mobile learning. Yet an understanding of the type of “suddenly online” instruction

being delivered in these unique and pressing circumstances can be more appropriately categorised as emergency remote teaching [41].

Effective online learning is a product of careful instructional design and planning, using a systematic model for design and development that emerged from numerous research studies, theories, models, standards, and evaluation to ensure delivery of quality education. It is this careful design process that seems to be absent in most of the emergency remote teaching (ERT). ERT is a temporary shift of instructional delivery to an alternate delivery mode due to the present crisis that involves the use of fully remote teaching solutions for instruction or education that would otherwise be delivered face-to-face or as blended or hybrid courses and that will return to that format once the crisis or emergency has abated [41]. ERT is indeed a temporary solution that responds well to the

abrupt imposing character of emergency online learning and to fulfill the needs of extreme flexibility due to demanding and imperative crisis circumstances [42]. The normalisation of the ‘new normal’ situation however may result in the prevalent adoption of ERT as a pathway to a new conventional rather than an emergency response [43] that will change ERT which was a safety and security measure into a new learning landscape in education sector that entails better preparation, careful planning and rigorous design process [44].

BIPA Multimodal Teaching Materials during the Pandemic

As nothing good rarely comes out of rushing, the rapid approach necessary for implementation of ERT has the potential to lessen the quality of the courses delivered. Hodges et al., (2020) underlines that the rush to get it online is inconsistent with the time and effort normally dedicated to have a quality course development project and may seriously jeopardise the quality of the course [41]. Moreover, there is growing concern that the accessibility and quality of learning material may not be properly addressed during the preparation and implementation of ERT. As shown by Osman (2020), one the key important aspects on successful ERT implementation in the education program is to ensure that all courses and instructional materials are redesigned to fit with the requirements of online environments. Hodges further elaborated that the Universal Design for Learning (UDL) should be part of all discussions around teaching and learning with primary focus on the design of learning environments that are flexible, inclusive, and student-centred to ensure that all students can access and learn from the course materials [41].

Varieties of online platform have been introduced for use in BIPA multimodal language teaching and learning such as Google Meet and Google Classroom [7], Facebook [45], Zoom,

Edmodo, WhatsApp Group, Voov, and a locally-developed platform Sipejar [4]. A number of researches were conducted to study the application of some of the platforms for the ERT during the pandemic. Zoom and Google Classroom are considered the most common platform used for delivering BIPA courses [7]. Facebook Group, WhatsApp, and Edmodo have often been differently used for delivering course materials, assignments, feedbacks, and evaluations [45].

Linguistics Competence

Kusmiatun and Nisa (2020) in their study highlighted the need of a diverse, creative, and communicative language learning and teaching materials during Covid-19 pandemic [45]. They have developed an electronic tandem (e-tandem) BIPA learning model that refers to a bilingual learning model which involves two or more speakers from the target language to interact in an attempt to learn Indonesian. Through the use of social media platform like Facebook, e-tandem learning model’s BIPA language learning materials covers four language skills, namely listening proficiency (using audio and video modes), reading proficiency (using regular written text / printed text, no mention of visuals), speaking and writing skills (answering the written questions in the module). This e-tandem BIPA learning model focuses on two communicative competencies, namely linguistic competence and interactional competence [45] Linguistic competence can be assessed from competency tasks such as reading and writing, while interactional competence is obtained from speaking and listening tasks. This e-tandem model can be considered to be more suitable for BIPA learning during the pandemic as it offers substantial flexibility in learning process. The e-tandem BIPA learning model has made extensive use of multimodal learning resources that includes Sahabatku Indonesia (My Friend Indonesia) eBook, online

newspapers, multimedia images, songs and videos without losing sight of the importance to pay close attention to the level of proficiency of the tandem partners. Relevant materials pertaining to Indonesian culture have also been included and prepared so that the partners can be more informed about Indonesian culture in an easy-to-understand language material.

Another example worth mentioning is the research of Rahmawati et al., (2020) that looked into the development of an android-based application for multimodal BIPA learning and teaching in the pandemic [8]. Using BIPA e-textbook, Sahabatku Indonesia (My Friend Indonesia) developed by the Agency for Language Development and Cultivation of the Ministry of Education and Culture, the application implemented multimodal approach with pictures and written texts as the main combined components. While it is appreciated that the picture helped improving vocabulary learning, the application could have been better if diversity of texts were given more consideration in the design so as making learning experience more interesting and more innovative.

Similar initiative with the same textbook has been developed by [46] but it had been hampered by technical challenges in converting Sahabatku Indonesia from printed textbook into student-friendly online learning and teaching materials. It has however an interesting feature for assessing speaking proficiency whereby students are required to send their speaking video presentations to their teachers who in turn send video feedbacks with corrections for pronunciation and others. This creative initiative is an enabler to improve learning process and has the capacity to increase student's interests and enthusiasm [46].

Other initiative of note is one development of BIPA teaching materials with North Sumatera local contents which amalgamated audio and visual modes as one coherent teaching materials that helps not only in improving language skills but also

assist in giving a real cultural experience and contexts to the students [47]. The multimodal learning and teaching material here is designed with a view on improving student's linguistic competence as well as introducing the richness of Indonesian culture especially one that hails from North Sumatera.

Sociocultural Competence

The chief purpose of learning BIPA is for the Indonesian language to meet the communicative competence. Linguistic competence alone is insufficient because learning a foreign language means studying its society and culture, and hence a learner must not separate the language from the culture that constituted its integrated whole[48]. It is thus that the sociocultural competence should be given its rightful place and be taken into account in developing BIPA learning and teaching materials. In the efforts to increase sociocultural competence, audiovisual components such as images and videos can play an important role because audiovisual can better impart cultural knowledge. Visualisation helps learners to project and concretise cultural concepts being taught [46].

Similarly, Triyanto and Septianasari (2020) are also convinced and further argue that the use of audiovisual modes can indeed improve learners' sociocultural competence [48]. They even further suggested the adoption of vlogs as part of learning and teaching materials that will promote Indonesian culture. Vlogs can act as a substitute to cultural tours which cannot be conducted due to Covid-19 threats, and thus enable learners to visualise the cultural concepts being introduced to them.

Impacts Multimodal Learning Materials have on BIPA Students

The application of BIPA multimodal learning and teaching materials as mentioned in the research of Kusmiatun dan

Nisa, (2020), Luvvytasari (2020), dan Rahmawati et al., (2020) can be argued to have improved learning process and have demonstrated increased interests and enthusiasm in BIPA students[8], [45], [46]. The one reason among many is that multimodal had been used in various means and had avoided uniformity and monotony which prevent learners to succumb from boredom and deprivation of attention.

Discussion

Though multimodal learning and teaching materials can be said to have gained momentum and more interests, and are on the rise to become a “new normal” mode of delivery, substantial challenges still haunt their implementation. One of the main aspects is the close relation between the learning materials, and the supporting platforms and related technology. As Sobara (2020) correctly pointed out, the use of multimodal materials has direct connection with the required level of technological know-how that some BIPA students may be found it rather dauntingly challenging [49].

Furthermore, BIPA students’ demographics seems to indicate that adults composed the largest chunk and the most influential group of the students which have created another specific challenge: age-based digital gap. In his study case in Berlin, Sobara (2020) observed that many adult BIPA students have limited familiarity with the current technology used for and applied in support of the delivery of BIPA learning programs[49]. Problems caused by non-familiarity of Zoom used as platforms for BIPA teaching or bad internet connection even in an advanced country like Germany, for instance, did hamper students’ interests and enthusiasms for pursuing further BIPA studies. If the problems persist and even increase, coupled with limited offline interaction, Sobara (2020) found that students tend to leave BIPA classes entirely [49].

Conclusion

Teachers and learners have tendencies to opt for visual and audio modes as aiding tools in language learning proficiency. This study finds it unfortunate that detailed elaboration on the mode and forms of multimodal learning and teaching materials has still been severely limited and has not received its deserving attention and proper priority which have made it more difficult for researchers to analyze and to measure the extent to which multimodal materials can contribute to BIPA learning and teaching based on communicative competence.

The implementation of BIPA multimodal learning and teaching materials during the Covid-19 pandemic seems to concentrate more on language learning proficiency to meet the requirements of linguistic competence. Even though there are encouraging development of BIPA learning and teaching materials with deeper and more thorough local cultural contents to meet sociocultural competence requirements, in practice most of the teaching materials with local contents have been geared towards satisfying linguistic competence and merely improving language skills.

In sum, it is indeed evidently true that multimodal BIPA learning and teaching materials may have capability to increase students’ interest and enthusiasm in learning but it apparently is dependent on many factors including acceptable level of familiarity with certain technologies. Technological challenges are found to be one of important contributing factor in continuing BIPA learning programs.

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SCHOOL PARTNERSHIP'S PERCEPTION TOWARD VIRTUAL PRE-SERVICE EFL TEACHER (PLP) PROGRAMME DURING PANDEMIC COVID 19

Dian Adiarti, Mia Fitria Agustina
Universitas Jenderal Soedirman
Indonesia
dian.adiarti@unsoed.ac.id

Abstract

Pre service EFL Teacher Training is obligedly conducted for the seventh semester by students of Teaching Department to enhance their teaching practice at some schools partnership. This programme is one of the requirements for teacher candidate before graduating from university. In pandemic Covid 19, this programme had to be conducted virtually at some schools partnerships, if not, they had to repeat this programme in the next semester. This, created positive and negative opinion and perception for teachers as internship students mentor, especially for schools partnership. Some various school partnership's opinions triggered the writer to investigate and analyze the evaluation of this programme. This research is aimed to collect and analyze the data of school partnership's opinion toward virtual Pre Service teacher training. The evaluation of this programme covered students' teaching performance, basic students' competencies; cognitive, affective, psikomotoric, social affective, and educative traits. The data were collected from the interview of some PIC'S schools partnership especially teachers, headmasteres who directly evaluated the students' virtual teaching performance. The qualitative research as the macro research. The purposive sample is used to collect the data through interviews and the researcher sent some questionnaires. The findings showed that virtual students internship resulted positive and negative perceptions for school partnerships. Headmasters/PIC of students Internship and mentor chose the average of positive argument and it resulted 88,1% while for the average of negative statement it resulted 90,1%. This means that negative perception is the findings. Negative perception might appear because the school partnership doubt for not fulfilling the faculty's demand. Some elements were difficult to be evaluated but school partnership got benefits from this situation.

Keywords: Pre Service Teacher, School Partnership, EFL Teacher, Opinion

Introduction

Pre service Teacher Training (PLP) is a basic requirement programme for the seventh semester students of Teaching Department. Grounded from PP No. 14 year 2005 Chapter 10 Article 10, about The Standard of National Education, teachers and teachers' candidate are obliged to implement PLP, so they are evaluated by school partnership for their basic professional competencies. Those aspects covers teaching and pedagogic competencies, social and personal traits, and affective in educational setting.

Previously, before pandemic, the students were assigned for six week-

offline-practice teaching. The students did bounded activities at some partnership formal schools to enhance with students, staffs, and school environment in order to be experienced in the working environment and got legal school commitment that they had done the real practice teaching. Besides, student internship got involved at some students extra curriiclr too.

When the Pandemic Covid 19 broke out, on February 2019, this programme was abruptly changed virtually. The students did virtual internship at school partnerships through faculty negotiation. This programme created positive and negative

response. Some schools partnership and faculty had to work together to conduct the programme. Some schools even refused being school partnership during pandemic. This phenomena is interested to be analyzed. In reality, students internship programme was done to fulfill the standard of professional teacher lead to univercity accreditation. Some research questions are formulated to fulfill the paper. (1) How was the Pre service EFL Teacher Training (PLP) programme impletemted during Pandemy Covid 19,(2) How was the school partnership's opinion toward on line Pre service EFL Teacher's training (PLP)

Methodology

Cresswell stated that qualitative research is an inquiry process of understanding based on distinct methodological traditions of inquiry that explore a social or human problem (2008). In this research, the researcher wants to describe the school partnership's opinion. The participants are school principals or PIC's school intership programme and teachers mentors. The data was collected after the students internship pogramme was conducted (November 2020). The total of school parthnership were 14 with 14 teachers mentor from each school partnership.

The data was collected through questionnaires and interview. Before conducting the data collection, the researcher asked permissions from both teacher mentors and the school principals. After the researcher got the permission, the questionnaire were distributed either online or offline. It had to meet the both sides agreement. The interview had been done either via telepone or direct interview with health protocol of Covid 19. There were two kinds of questionires given to the school principal and to the teachers mentor. The questionnaire for school principal covers some general questions about the school's opinion toward the online pre-service teacher programme since they did not directly got involve in classroom interaction. While the other questionare was

given to teachers mentor covers their perception and direct evaluation towards students internship. The general teacher performance related to some competences; teaching competence, pedagogical knowledge, classroom management skill, social relation, and affective competence. The qualitative content anlysis was conducted to describe and discuss the answer from questionnaire and from interview (Richardson 2006)

Findings and Discussion

The Implementation Of Pre Service EFL Teacher Training (PLP) Programme In Pandemy.

The implementation of Pre-service teacher was abruptly changed into virtual system because of the pandemic Covid 19. Before the programme was implemented, the faculty had visited some schools patnership to socialize the online internship programme. The virtual forum group discussion and socialization were implemented and attended by fourteen teacher/mentors. This meeting discussed about the mechanism of this programme. The student mentors (faculty) would be the main mediator of schools and the students internship. Means they had to visit school parthnership in health protocol to collect students' work assingment.

During the pandemy, the important formal ritual mommet, done virtually by both faculty and school partnership, such as sending and withdrawing students. The next steps, the implementation of virtual practice teaching.

During the pandemy, all the students had to stay home and they were not allowed to visit campus and even schools partnership. They had to do virtual negotiation and enggagement with their mentors. At the end of the programme, the students mentor (faculty) attended the final students teaching performance.

The School Partnership Perception Toward On Line Pre-Service EFL Teacher (PLP) Programme During Pandemy Covid 19.

School Principal/Pic Internship Programme

The data below was taken after the students finished doing the internship programme. After getting the permission, the question list and questionnaire was given to the participants. Based on the no.1 shows that generally some schools were not ready with the virtual students interndship. Some school partership still had some internal problems to handle the virtual teaching and learning process. They were doubt to handndle the student internship programme well. In addition, some schools located far

from the city were also lack of facility and they rarely used IT in teaching and learning process. They still needed time for adjusting with new habit (virtual school activity). Internet connections and human resources became the basic problem in implementing this programme. On the other hand, most of partnership schools tried hard to support this programme since they had already have memo of agreement with the faculty. This could be seen in no.2, no. 9, no 5 and no. 10. If there weren't the pandemy, the schools prefered conduct the non virtual student internship programme since the situation may give the full students' exposure to adapt with school environments and the students' personal and interpersonal skills and traits will be clearly observed and evaluated.

Table 1:

1. School's Perception Toward Virtual Students iinternship programme During Pandemic Covid

No.	Response Category			
	Agree		Disagree	
	f	%	f	%
1. School was ready to implement virtual students Internship +	6	42.8	8	57.1
2. School supported the implementation of virtual students Internship +	14	100	0	0
3. School had no problems in implementing virtual students Internship+	8	57.1	6	42.8
4. School was able to handle problems on virtual students Internship+	12	85.7	2	14.3
5. School prepared the facility for virtual students Internship+	12	85.7	2	14.
6. School chooces off Line virtual students Internship-	14	100	0	0
7. School difficult to activate Students intership in school environment-	13	92.8	1	7.1
8. School difficult to interact with Students intership-	14	100	0	0
9. School will be able to accept next virtual students Internship +	14	100	0	0
10. School had problem dealt with faculty -	14	100	0	0

The above data described that the average of positive perception is 78%, while the negative average of negative perception is 98,2

Teachers Mentor

The role of teachers as mentor of students internship plays an important role in this programme. They guided and did mentoring students internship to do their

job as a 'real' teacher. Mentors as role model have some crucial jobs in guiding toward students internship. They told them to do teacher's job; such as being educator, class manager (Zahroh, 2015). The teachers mentor had the perception toward the programme. The data below described that mentors were ready to support and ready to handle the implementation of virtual student internship. Students

Internship (No 1,2, 4,), no matter the condition was. Mentors basically had problems in guiding the students internship especially in evaluating and observing their teaching performance. The elements that were difficult to be evaluated virtually were students' traits, affection, and appearance. The result of questionnaire no. 7 stated that mentors had difficulty in activating the

students internship to the school environment.

Pandemic Covid 19 had created history in Pre Service Teacher Training. Most important aspects were done virtually. Some of the positive effects of this virtual programme is boosting teachers and school staff to get used to operate IT tools by mastering all kinds of IT programmes in running the educational field

Table 2:

2. Table of Teacher Mentor (Guru Pamong)'s Perception Toward On-line Pre-Service Teacher During Pandemic Covid-19

No.	Response Category			
	Agree		Disagree	
	f	%	f	%
1. Mentor was ready to implement virtual students Internship+	14	100	0	0
2. Mentor supported the implementation of virtual students Internship+	14	100	0	0
3. Mentor had problems in implementing virtual students Internship-	5	35.1	9	64.28
4. Mentor was able to handle problems on virtual students Internship +	14	100	0	0
5. Mentor had problem to communicate with students-	2	14.3	12	85.7
6. Mentor had problem to collect assignment to students Internship-	10	71.4	4	28.57
7. Mentor had problem to activate students internship to school environment-	14	100	0	0
8. Mentor had problem to evaluate students internships teaching performance-	10	57.1	4	28.57
9. Mentor had problem to observe virtual students internships class-	7	50	7	50
10. Mentor assumed that virtual students Internship gave positive impact+ toward self development	13	92.8	1	7.1

The above data described that the average of positive perception is 98,2 %, while the negative average of negative perception is 82 %.

Conclusion

Pandemic Covid 19 had created history in Pre Service Teacher Training. The basic implementation of pre-service teacher training were done virtually. The positive and negative response is analyzed. The initial response both students' mentor and school partnership might be doubtful for not being able to do this programme well. Even some schools refused to be school partnership during the pandemic. It was committed that some part of schools with the special condition could not fulfil the faculty demand. Some school partnerships who were ready with this programme must be ready with some solutions. All possible

efforts from both sides of faculty and school partnership lead to create professional teacher candidate.

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INVESTIGATING THE CORRELATION BETWEEN TIME MANAGEMENT AND ACCOMPLISHING THE HIGHEST HONOR OF ACADEMIC ACHIEVEMENT IN PMPBI UNJ STUDENTS

Elita Pertiwi

Jakarta State University
Indonesia
elitapertiwi168@gmail.com

Abstract

Time management is essential, and it may affect an individual's overall performance and achievements. Research has shown that all the time management behaviors are positively related to academic achievement. This study aims to measure the level of time management possessed by PMPBI UNJ the year of 2019 students and find out the correlation between the level of time management and the success of achieving a Summa Cum Laude honorary degree. The primary data collection for this study is through an online questionnaire survey. Data were analyzed using descriptive statistics, and the presentations were made in tables and figures to some extent. The result shows that 55% of the participants possess a moderate level time management score, while 45% of the participants possess high-level time management scores. No participants have a low-level time management score. Furthermore, the result also reveals that the level of time management (High or Moderate Level) correlates with the success of achieving a Summa Cum Laude honorary degree for students of the PMPBI UNJ class of 2019. Lastly, the results also show that Short-Range planning, and Time Attitudes, each variable correlates with the success of achieving a Summa Cum Laude honorary degree. However, the results show that Long-Range planning does not correlate with the success of achieving a Summa Cum Laude honorary degree.

Keywords: Time Management Level, Short-Range, Time Attitude, Long-Range, Students' Achievement, Summa Cum Laude.

Introduction

Time is a limited resource. Like other limited resources, time may be managed more or less effectively (Razali et al., 2018). The distinctions between people in time management practices influence how much people succeed during their university studies. Time management practices have also become the focus of an extensive theoretical framework and are known as one of the more traditional subjects in learning and study strategies (García-Ros et al., 2004).

In the 1950s and 1960s, the concept of "time management" became recognized as a tool to enable employees to allow efficient use of limited time (Razali et al., 2018). Time management is the practice of planning, organizing, arranging, and budgeting one's time to produce more job

value, competitiveness, and quality of life (Khanam et al., 2017). It is a collection of values, processes, abilities, resources, and structures that function together to help people gain more use out of time since time cannot be preserved and its supply cannot be increased or reduced from twenty-four hours a day.

According to Laurie A and Hellsten M (2002), as cited in Razali et al. (2018), there are essentially three surfaces of time-management practices: short-range planning, long-range planning, and time attitudes. A short-range planning tends to include several issues that involve short-term preparation, often within a day or within a week. Time attitudes are more attitudinal of nature. Long-range planning capability is to perform day-to-day work

over a more extended period while maintaining track of information deadlines and establishing deadlines by avoiding procrastination. Each of these time management behaviors tends to have a clear and straightforward definition for successful performance (Rezali et al., 2018).

Like many other postgraduate students, the students of PMPBI UNJ are tasked to juggle the work-life balance between student assignments and professional's workload. Academic pressure and depression arise as students experience the burden of academic and professional responsibility, cramping for tests, running through assignments, and having insufficient sleep owing to time issues. Consequently, having time to accomplish all at once is difficult and frustrating, and this is when strong time management skills come into work. A proficient time management technique means that students are well trained, coordinated, and centered on handling their everyday lives, performing homework on time, and achieving academic achievement (Cyril, 2015).

Many researchers have found that time management plays a vital role in improving student academic achievement and performance. Studies from Khanam et al. (2017), Cyril (2015), Nasrullah (2015), Z.Miqdadi et al. (2014), (Abdul et al., n.d.), (Adams & Blair, 2019) indicate that time management impacts the overall success and accomplishments of individuals. Therefore, each student should have the capacity to handle time, which involves establishing goals and priorities, utilizing the time management mechanism, and organizing time (Nasrullah, 2015).

Student academic achievement is generally reflected by the Grade Point Average of pupils (GPA). GPA is used to determine when students meet the university's requirements and goals. GPA is determined by combining all the numbered grades earned and dividing the grades by the number of credits obtained. GPA scores

range from 1.0 to 4.0. GPA scores may increase or decrease throughout the study period. GPA may differ depending on how often students improve their overall grades (www.vocabulary.com, n.d., www.mastersportal.com, 2020).

Regarding the overall GPA, there are honorary degrees awarded to undergraduate and postgraduate students who achieve different academic achievements. The three highest honorary degrees are including Cum Laude, Magna Cum Laude, and Summa Cum Laude. However, having a Summa Cum Laude title is the most honorable and praised achievement that indicates the students' GPA score is ranging between 3.8 and 4.0 (www.ican-education.com, n.d.).

Although many previous studies try to connect the relationship between students' performance and time management, this research will investigate the level of PMPBI UNJ students' time management and find out the correlation between the level of PMPBI UNJ students' time management and the success of achieving Summa Cum Laude honorary degree. This research will also investigate the correlation between the short-range, time attitude, and long-range of PMPBI UNJ students' time management and the success of achieving a Summa Cum Laude honorary degree.

The research focuses on finding the answers to the following questions: (1) How is the level of time management possessed by PMPBI UNJ students? (2) Is there any significant correlation between PMPBI UNJ students' time management level and the success of achieving a Summa Cum Laude honorary degree? (3) Is there any significant correlation between the short-range of PMPBI UNJ students' planning and the success of achieving a Summa Cum Laude honorary degree? (4) Is there any significant correlation between the time attitude possessed by PMPBI UNJ students and the success of achieving a Summa Cum Laude honorary degree? (5) Is there any significant correlation between the long-range of PMPBI UNJ students' planning and

the success of achieving a Summa Cum Laude honorary degree?

Purpose of the Research are (1) To find out and describe the level of time management possessed by PMPBI UNJ students (2) To find out the correlation between PMPBI UNJ students' time management level and the success of achieving a Summa Cum Laude honorary degree. (3) To find out the correlation between the short-range of PMPBI UNJ students' planning and the success of achieving a Summa Cum Laude honorary degree. (4) To find out the correlation between the time attitude possessed by PMPBI UNJ students and the success of achieving a Summa Cum Laude honorary degree. (5) To find out the correlation between the long-range of PMPBI UNJ students' planning and the success of achieving a Summa Cum Laude honorary degree.

Methodology

The research design in this study is descriptive quantitative. In this research, the researcher wants to find out and describe the level of time management possessed by PMPBI UNJ students, find out the correlation between the level of time management of PMPBI UNJ students and the success of achieving a Summa Cum Laude honorary degree, the correlation

between the short-range planning of PMPBI UNJ students and the success of achieving a Summa Cum Laude honorary degree, the correlation between the time attitude of time management of PMPBI UNJ students and the success of achieving a Summa Cum Laude honorary degree, and the correlation between the long-range planning of PMPBI UNJ students and the success of achieving a Summa Cum Laude honorary degree.

The population taken in this research is PMPBI UNJ students of the 2019 class. The sample taken is 90% of the population, which are including twenty active students. The data are the questionnaire about students' time management. The questionnaire was adapted from Britton & Tesser (1991). The total questions are 18 questions, which are divided into three categories: short-range planning, time attitudes, and long-range planning. The answers are based on the students' habits and beliefs about their time management, ranging from always, often, sometimes, rarely, and never. The data is transferred into scores or numbers to be analyzed statistically.

The instrument used in this research is aimed to measure the students' time management. The questionnaire is carried out with a digital form and distributed digitally through a messaging application.

Table 1:
 Scoring System of Time Management:

Positive Statements: questions number 1, 2, 3, 4, 5, 6, 7, 9, 12, 13, 14, 15, 17, 18	Score	Negative Statements: questions number 8, 10, 11, 16	Score
Always	5	Always	1
Often	4	Often	2
Sometimes	3	Sometimes	3
Rarely	2	Rarely	4
Never	1	Never	5

Table 2:
 Scoring System of the Level of Time Management

Time Management Levels	Time Management Levels Score
High score	above 58
Moderate score	46 - 58
Low score	below 46

The procedures of collecting the data are involved several steps: (1) Constructing the questionnaire based on Britton & Tesser (1991). (2) Distributing the questionnaire by employing a digital form through a messaging application. (3) Processing the raw data by employing Microsoft excel until it can be operated with SPSS. (4) Completing and analyzing the data by employing SPSS. (5) Obtaining the result of the data.

Time Management Levels Score of the Participants are analyzed by adding up all the Time Management Level Scores, divided by the total number of participants. The high score level is ranging between 58 and above of the total score. The moderate score level is ranging between 46 – 58 of the total score. The low score level is ranging between 46 and below.

The correlation between the level of time management of PMPBI UNJ students and the success of achieving a Summa Cum Laude honorary degree, the correlation between the short-range of time

management of PMPBI UNJ students and the success of achieving a Summa Cum Laude honorary degree, the correlation between the time attitude of time management of PMPBI UNJ students and the success of achieving a Summa Cum Laude honorary degree, and the correlation between the long-range of time management of PMPBI UNJ students and the success of achieving a Summa Cum Laude honorary degree are analyzed with conducting the linear regression using SPSS.

Findings and Discussion
The Level of Time Management of PMPBI UNJ Students

Table 3 shows that 55% of the participants possess a moderate level time management score, while 45% possess high-level time management scores. No participants have a low-level time management score.

Table 3:
 Time Management Levels Score of the Participants.

Time Management levels Score	Number of participants	Percentage of Management score
High score (above 58)	9	45%
Moderate score (46 - 58)	11	55%
Low score (below 46)	0	0

Table 4:

The Total Answers of Participants

Factor Names	Item Questions	Always		Often		Sometimes		Rarely		Never	
		Total	Percentage	Total	Percentage	Total	Percentage	Total	Percentage	Total	Percentage
Short Time planning	1. Do you make a list of the things you have to do	6	30%	6	30%	3	15%	2	10%	3	15%
	2. Do you plan your day before you start it?	5	25%	5	25%	7	35%	3	15%	0	0%
	3. Do you make a schedule of the activities you have	6	30%	5	25%	8	40%	1	5%	0	0%
	4. Do you write a set of goals for yourself for each	4	20%	5	25%	6	30%	3	15%	2	10%
	5. Do you spend time each day planning?	2	10%	6	30%	12	60%	0	0%	0	0%
	6. Do you have a clear idea of what you want to	3	15%	7	35%	10	50%	0	0%	0	0%
	7. Do you set and honor priorities?	7	35%	8	40%	5	25%	0	0%	0	0%
Time Attitudes	8 Do you often find yourself doing things which	1	5%	4	20%	10	50%	4	20%	1	5%
	9 Do you feel you are in charge of your own time, by	4	20%	5	25%	9	45%	2	10%	0	0%
	10. On an average class day do you spend more time	0	0%	2	10%	11	55%	6	30%	1	5%
	11. Do you believe that there is room for	10	50%	3	15%	7	35%	0	0%	0	0%
	12. Do you make constructive use of your time?	6	30%	5	25%	8	40%	1	5%	0	0%
	13. Do you continue unprofitable routines or	0	0%	5	25%	10	50%	4	20%	1	5%
Long-Range Planning	14. Do you usually keep you desk clear of everything	3	15%	3	15%	12	60%	2	10%	0	0%
	15. Do you have a set of goals for the entire	4	20%	8	40%	5	25%	3	15%	0	0%
	16. The night before a major assignment is due, are	3	15%	9	45%	7	35%	1	5%	0	0%
	17. When you have several things to do, do you think	3	15%	8	40%	4	20%	5	25%	0	0%
	18. Do you regularly review your class notes, even	1	5%	6	30%	10	50%	3	15%	0	0%

Table 4 shows the total answers to each question from participants. It shows from the questions (Q):

1. Q1: The majority of participants consider 'always' (30%) and 'often' (30%) for the answers.
2. Q2: The majority of participants consider 'sometimes' (35%) for the answers.
3. Q3: The majority of participants consider 'sometimes' (35%) for the answers.
4. Q4: The majority of participants consider 'sometimes' (40%) for the answers.
5. Q5: The majority of participants consider 'sometimes' (60%) for the answers.
6. Q6: The majority of participants consider 'sometimes' (50%) for the answers.
7. Q7: The majority of participants consider 'often' (40%) for the answers.
8. Q8: The majority of participants consider 'sometimes' (50%) for the answers.
9. Q9: The majority of participants consider 'sometimes' (45%) for the answers.

10. Q10: The majority of participants consider 'sometimes' (55%) for the answers.
11. Q11: The majority of participants consider 'always' (50%) for the answers.
12. Q12: The majority of participants consider 'sometimes' (40%) for the answers.
13. Q13: The majority of participants consider 'sometimes' (50%) for the answers.
14. Q14: The majority of participants consider 'sometimes' (60%) for the answers.
15. Q15: The majority of participants consider 'often' (40%) for the answers.
16. Q16: The majority of participants consider 'often' (45%) for the answers.
17. Q17: The majority of participants consider 'often' (40%) for the answers.
18. Q18: The majority of participants consider 'sometimes' (50%) for the answers.

The Correlation between the Level of Time Management of PMPBI UNJ Students and The Success of Achieving Summa Cum Laude Honorary Degree

Graphic 1:

Normality Test Using Kolmogorov Smirnov Test

Graphic 1. Normality Test Using Kolmogorov Smirnov Test

Hypothesis Test Summary				
	Null Hypothesis	Test	Sig.	Decision
1	The categories of Short Range occur with equal probabilities.	One-Sample Chi-Square Test	.921 ¹	Retain the null hypothesis.
2	The distribution of Summa Cum Laude is normal with mean 3.60 and standard deviation 0.232.	One-Sample Kolmogorov-Smirnov Test	.127 ¹	Retain the null hypothesis.
3	The distribution of Time Attitude is normal with mean 18.95 and standard deviation 2.544.	One-Sample Kolmogorov-Smirnov Test	.200 ^{1,2}	Retain the null hypothesis.
4	The distribution of Long Range is normal with mean 15.95 and standard deviation 2.502.	One-Sample Kolmogorov-Smirnov Test	.052 ¹	Retain the null hypothesis.
5	The distribution of Unstandardized Residual is normal with mean 0.00000 and standard deviation 0.204.	One-Sample Kolmogorov-Smirnov Test	.200 ^{1,2}	Retain the null hypothesis.

Asymptotic significances are displayed. The significance level is .05.

¹Lilliefors Corrected

²This is a lower bound of the true significance.

As seen from Graphic. 1, it shows that the data are distributed normally using Kolmogorov Smirnov Test, and can further proceed, to analyze the correlation between the variables. The significant level of Summa Cum Laude Var is 0.127 (Sig > 0.05). It means the data is distributed normally. The significant level of the Short-Range variable is 0.921 (Sig > 0.05). It means the data is distributed normally. The significant level of the Time Attitude variable is 0.20 (Sig > 0.05). It means the data is distributed normally. The significant level of the Long-Range variable is 0.52

(Sig > 0.05). It means all data are distributed normally.

Furthermore, as seen from Graphic. 2, the significant level of time management level (high and moderate level) is 0.018 (Sig 0.018 < 0.05). It means there is a significant correlation between the level of time management (independent variable) and a Summa Cumlaude (dependent variable). Therefore, the level of time management (High or Moderate Level) correlates with the success of achieving a Summa Cum Laude honorary degree.

Graphic 2:

The Correlation between The Level of Time Management (Independent Var) and Summa Cum Laude (Dependent Var)

Model Summary					
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	
1	.522 ^a	.273	.232	.38925	

a. Predictors: (Constant), Level of Time Mgt

ANOVA ^a						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	1.023	1	1.023	6.750	.018 ^b
	Residual	2.727	18	.152		
	Total	3.750	19			

a. Dependent Variable: Summa
 b. Predictors: (Constant), Level of Time Mgt

Coefficients ^a						
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	5.551E-17	.130		.000	1.000
	Level of Time Mgt	.455	.175	.522	2.598	.018

a. Dependent Variable: Summa

The Correlation between Short-Range planning of PMPBI UNJ Students and the Success of Achieving a Summa Cum Laude Honorary Degree

As seen from Graphic. 3, the significant level of Short-Range variable is 0.001 (Sig

0.001 < 0.05). It means there is a significant correlation between Short-Range (independent variable) and a Summa Cumlaude (dependent variable). Therefore, Short-Range planning correlates with the success of achieving a Summa Cum Laude honorary degree.

Graphic 3:

The Correlation between Short-Range (Independent Var) and Summa Cum Laude (Dependent Var)

Model Summary					
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	
1	.704 ^a	.495	.467	.32426	

a. Predictors: (Constant), Short Range

ANOVA ^a						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	1.857	1	1.857	17.666	.001 ^b
	Residual	1.893	18	.105		
	Total	3.750	19			

a. Dependent Variable: Summa Cuml
 b. Predictors: (Constant), Short Range

Coefficients ^a						
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	-1.242	.362		-3.428	.003
	Short Range	.059	.014	.704	4.203	.001

a. Dependent Variable: Summa Cuml

The Correlation between Time Attitude of PMPBI UNJ Students and the Success of Achieving a Summa Cum Laude Honorary Degree

As seen from Graphic. 4, the significant level of the Time Attitude variable is 0.033

(Sig 0.033 < 0.05). It means there is a significant correlation between Time Attitude (independent variable) and a Summa Cumlaude (dependent variable). Therefore, Time Attitude correlates with the success of achieving a Summa Cum Laude honorary degree.

Graphic 4:
 The Correlation between Time Attitudes (Independent Var) and Summa Cum Laude (Dependent Var)

Model Summary					
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	
1	.477 ^a	.228	.185	.40107	

a. Predictors: (Constant), Time Attitude

ANOVA ^a						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	.855	1	.855	5.312	.033 ^b
	Residual	2.895	18	.161		
	Total	3.750	19			

a. Dependent Variable: Summa Cumi
 b. Predictors: (Constant), Time Attitude

Coefficients ^a						
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	-1.330	.691		-1.924	.070
	Time Attitude	.083	.036	.477	2.305	.033

a. Dependent Variable: Summa Cumi

The Correlation between Long-Range Planning of PMPBI UNJ Students and The Success of Achieving a Summa Cum Laude Honorary Degree

As seen from Graphic 5, the significant level of the Long-Range Planning variable

is 0.053 (Sig 0.053 > 0.05). It means there is no significant correlation between Long-Range Planning (independent variable) and a Summa Cumlaude (dependent variable). Therefore, Long-Range Planning does not correlate with the success of achieving a Summa Cum Laude honorary degree.

Graphic 5:
The Correlation between Long-Range (Independent Var) and Summa Cum Laude (Dependent Var)

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.438 ^a	.192	.147	.41033

a. Predictors: (Constant), Long Range

ANOVA^a

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	.719	1	.719	4.272	.053 ^b
	Residual	3.031	18	.168		
	Total	3.750	19			

a. Dependent Variable: Summa Cuml
 b. Predictors: (Constant), Long Range

Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	-.990	.607		-1.631	.120
	Long Range	.078	.038	.438	2.067	.053

a. Dependent Variable: Summa Cuml

Conclusions

As mentioned in the previous chapter, this research aims to find out and describe the level of time management of PMPBI UNJ students to find out the correlation between the level of time management of PMPBI UNJ students and the success of achieving a Summa Cum Laude honorary degree. This research also tries to find out the correlation between the short-range of time management of PMPBI UNJ students and the success of achieving a Summa Cum Laude honorary degree, to find out the correlation between the time attitude of time management of PMPBI UNJ students and the success of achieving a Summa Cum Laude honorary degree, and to find out the correlation between the long-range of time management of PMPBI UNJ students and the success of achieving a Summa Cum Laude honorary degree. All in all, the purposes of this research have been achieved.

The result shows that 55% of the participants possess a moderate level time management score, while 45% of the

participants possess high-level time management scores. No participants have a low-level time management score. Furthermore, the result also reveals that the level of time management (High or Moderate Level) correlates with the success of achieving a Summa Cum Laude honorary degree for students of the PMPBI UNJ class of 2019. Lastly, the results also show that Short-Range planning, and Time Attitudes, each variable correlates with the success of achieving a Summa Cum Laude honorary degree. However, the results show that Long-Range planning does not correlate with the success of achieving a Summa Cum Laude honorary degree.

By investigating the level of time management possessed by PMPBI UNJ students the class of 2019 and finding out the correlation between the level of time management possessed by PMPBI UNJ students and the success of achieving a Summa Cum Laude honorary degree, this research establishes that time management

positively impacts students' academic performance.

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VLOG AS ALTERNATIVE MEDIA IN TEACHING SPEAKING FOR MILLENNIAL LEARNERS

Lukman Arsyad, Enni Akhmad, Faratika Al Bayan

IAIN Gorontalo

Indonesia

lukmanarsyad@iaingorontalo.ac.id, enni@iaingorontalo.ac.id, faratikaalbayan@gmail.com

Abstract

The study of media in teaching has been shifting toward language teaching. However the state and the determinants of Vlog as a media in teaching remains under explored particularly in the context of English speaking skill for millennial learners. This study aims to find out the effectiveness of Vlog as a media in teaching toward the students' speaking skill in university level. This study involved 15 (fifteen) respondents taken randomly from the population of 30 fifth year undergraduate students of the English Education Department in one Indonesian Islamic institution. Data were collected using valid and reliable test and questionnaires and were analyzed with SPSS 16. Before the regression tests prerequisite tests of normality and linearity were administered. This study showed that Vlog has high impact to boost the students' speaking skill. Vlog was familiar for the millennial learners, it was easy to be used, and made the students felt free in expressing their ideas. Consequently, to make the students have the competence in speaking, the lecturer should find out the familiar media in teaching. The millennial learners preferred audio visual media.

Keywords: Audio Visual Media; Speaking Skill; Millennial Learner; Media In Teaching Language Learning.

Introduction

Video Blogging henceforth Vlog is one of activity in social media especially in YouTube Channel. Vlog is a component of online video which covered the set of online channel, where everybody can make and post it. Vlog is a media to communicate one's activities wherever and whenever she/he wants. David argued vlog is a video which contain story, opinion, and one's daily activity, where it is written in blog. It is categorized as social media, where others can watch, subscribe, and also share the videos. Vlog is the representative of sophisticated information and technology which become the millennial style. Vlog becomes very popular and common for millennial generation in era of 4.0 industrial revolutions. It is not only for the teenagers, but also for the kids who are in 3-5 years old. Those rendezvous taking vlog as a media in teaching and learning process also becomes common.

Considerable bodies of scholarship have investigated vlog as the media in teaching in some subject courses, such as Arabic language, history, physic, math, etc. The study of vlog as a media in teaching *Maharah Kalam* (speaking skill) showed that the university students gave positive response of vlog as a media in teaching (Mahfuz Rizqi Mubarak, et.al, 2020). The positive response of vlog was based on several reasons: its use is easy, flexible, practical and economical. The effectiveness of Vlog was also revealed in teaching writing skill for SMP level. The study showed that there was significance correlation between using vlog in teaching writing and the students' ability in writing narrative text (Nina Widyaningsih, 2019). In addition, Vlog has been developed as a media in teaching and learning biology. It showed that Vlog is eligibility media in teaching and learning (Anin Septi Aziz

Umami, et.all, 2017). The studies of using Vlog as a media in teaching English was also investigated (Eka Dian Susanti, 2019, Indira Syawanodya, et.all, 2021, Laila Fitriyani, et.all, 2018). They concluded that Vlog was effective media in teaching English, whether in Secondary school level (Indira Syawanodya, et.all, 2021) or university level (Mahfuz Rizqi Mubarak, et.all., 2020).

As long as Vlog can be used as a media in teaching and learning, speaking was one of subject course in university level used it. The standard competence of speaking subject was to enable the students' to speak fluently in advance level. Vlog was considered as an effective media in teaching speaking subject, because it could be used independently. Thus, it trained the students to learn individually. Vlog also trained the students to be creative to compose interested story. This argument was supported by the previous researches which have been talked above.

Nevertheless, the present popularity and success of those studies eliciting of using Vlog as a media in teaching for some subject courses, along with the juxtaposition of Vlog was used in teaching speaking especially English language at University level remain unscrutinised. Besides the area of research were at Java province. Nothing study investigated the Vlog as a media in teaching in the western area of Indonesia. Ergo the teachers were not familiar and felt strange to use media Vlog in their teaching and learning. For this reason, the overarching goal of this study is to address this gap. This study aims to find

out the effectiveness and significance of Vlog as a media in teaching toward the students' ability in speaking skill

Methodology

This research used quantitative method with pre experiment design by implementing one-group pretest-posttest scheme. It used pre experiment design to find out the effectiveness of Vlog as a media in teaching toward the students' ability in speaking skill. This research was conducted in English Education Program, Tarbiyah Faculty, IAIN Sultan Amai Gorontalo, Indonesia. There were two variables in this study, namely Vlog as media in teaching was independent variable (X) and students' speaking skill ability was dependent variable (Y). The population of this study was 15 students and all of them were taken as sample. Ergo this study used total sampling. Test and questionnaire were the instruments of this study. Test was used to examine the students' speaking skill ability before the treatment and after the treatment given. Pre-test was given before the treatment and post-test was given after the treatment. Questionnaire was used to measure the students' opinion about Vlog as a media in teaching. It used Likert scale from strongly agree to strongly disagree consisted of 12 close-ended statements. Pearson product moment was used to check the validity and the reliability of questionnaire. Data analysis used t-test to find out the significance influence of Vlog as a media in teaching and the students' speaking skill ability. The students' test was scored by using speaking chart evaluation as follows:

No	Criteria	Rating Score	Description
1	Pronunciation	5	Has few traces of foreign language.
		4	Always intelligible, though one is conscious of a definite accent.
		3	Pronunciation problem necessities concentrated listening and occasionally lead to misunderstanding.

		2	Very hard to understand because of pronunciation problem, most frequently be asked to repeat
		1	Pronunciation problem to serve as to make speech virtually unintelligible.
2	Grammar	5	Make few (if any) noticeable errors of grammar and word order.
		4	Occasionally makes grammatical and or word orders that do not, however obscure meaning.
		3	Make frequent errors of grammar and word order, which occasionally obscure meaning.
		2	Grammar and word order errors make comprehension difficult, must often rephrases sentence.
		1	Errors in grammar and word order, so, severe as to make speech virtually unintelligible.
3	Vocabulary	5	Use of vocabulary and idioms is virtually that of native speaker.
		4	Sometimes uses inappropriate terms and must rephrases ideas because of lexical and equities.
		3	Frequently uses the wrong words conversation somewhat limited because of inadequate vocabulary.
		2	Misuse of words and very limited vocabulary makes comprehension quite difficult.
		1	Vocabulary limitation so extreme as to make conversation virtually impossible.
4	Fluency	5	Speech as fluent and efforts less as that of native speaker.
		4	Speed of speech seems to be slightly affected by language problem.
		3	Speed any fluency are rather strongly affected by language problem.
		2	Usually hesitant, often forced into silence by language limitation.
		1	Speech is so halting and fragmentary as to make conversation virtually impossible.
5	Comprehension	5	Appears to understand everything without difficulty.
		4	Understand nearly everything at normal speed although occasionally repetition may be necessary.
		3	Understand most of what is said at slower than normal speed without repetition.
		2	Has great difficulty following what is said. Can comprehend only “social conversation” spoken slowly and with frequent repetitions.
		1	Cannot be said to understand even simple conversation.

The result of the pre and post tests were statistically calculated using SPSS 20.0. A

paired sample t-test was performed on the data to determine whether there was a

significant improvement on the pre- and post-test of the learners' speaking proficiency. Six video recording tasks were assigned to elicit their speaking practices. With the purpose of increasing the likelihood of classmates watching and interacting with each other (Bloch, 2007), the researcher chose to set up a private class Instagram account as a platform to which the learners could upload their vlogs. In addition to pre- and post- tests and the Instagram postings, questionnaires were distributed to the 28 learners to find out learners' perceptions toward the implementation of InstagramVlog recording into Speaking class. The questionnaire consisted of 24 close-ended questions and 3 open-ended questions

Findings and Discussion

The significance of Vlog toward students' speaking skill reflected on their score before the treatment and after the treatment. The mean score of pre-test was 51.73 and the mean score of post-test was 70.67. Thus, there was significance improvement when the Vlog was used as media in teaching speaking skill. The table 3.1 showed the result of students' score of pre-test and post-test.

Test	Sample	Mean
Pre test	15	51.73
Post test	15	70.67

Table 3.1

Furthermore, the results of statistical calculations by using SPSS application also supported the significance of vlogs as a media in teaching speaking skill. Table 3.2

showed the result of pre-test and post-test score through SPSS calculation.

Statistics	Pre test	Post test
Median	48.00	72.00
Mode	44.00	72.00
Sum	776.00	1060.00

Table 3.2

The normality test was used to check the normal distribution of data. It could be known by using histograms. The distribution of data was calculated by various normality checks. Kolmogorov Smirnov test stated that the regular test was performed in order to assess the distribution of random and unique data in the population. Based on the National Standards and Technology Institute's test, the Kolmogorov Smirnov test produces good performance for data sizes of 20-1000 samples. However, Kolmogorov Smirnov testing is still used for data samples measuring more than 2000 samples. Thus, it is recommended to use the Kolmogorov Smirnov test for data above 50 samples ($20 \leq N < 1000$). In testing, a data is said to be normally distributed if the significance value is more than 0.05 ($sig. > 0.05$). The basis for decision making in the Kolmogorov-Smirnov Normality Test, namely, if the significance value ($sig. > 0.05$), then the data is normally distributed. If the significance value ($sig. < 0.05$), the research data are not normally distributed. Can be seen from the table above, that the significance value is greater than 0.05, it means the research data is normally. The result of normal distribution data in this research showed on the following table:

Test of Normality

			Pretest	Posttest
N			15	15
Normal Parameters ^a	Mean		51.7333	70.6667
	Std. Deviation		10.52525	6.35460
	Most Extreme Differences	Absolute	.239	.250
Positive		.239	.153	
Negative		-.145	-.250	
Kolmogorov-Smirnov Z			.924	.967
Asymp. Sig. (2-tailed)			.360	.307
Test distribution is Normal.				

Table 3.3

T Test or Independent test is one of the parametric tests for independent comparisons. Independent samples are samples that produce data from different subjects.

The hypothesis of the research as follows:

1. Hypothesis H₀

There are no significant of the effectiveness using Vlog toward Students' Speaking Ability

2. Hypothesis H₁

There are significant of the effectiveness using Vlog toward Students' Speaking Ability.

The basis for determining the paired sample T test is based on the significance

value (2-tailed) that measures the presence or absence of the average difference in the subjects tested. Significance value (2-tailed) > 0.05 indicates that there is no average difference between study subjects. Significance value (2-tailed) < 0.05 indicates an average difference between research subjects.

From the results of the paired sample t test data, it was obtained that the value of Sig (2-tailed) < 0.05, namely 0.00 indicates that there is a significant difference between the pretest and posttest in the use of vlog. It can be concluded that through Vlog can effectiveness of students' speaking ability. can be seen from the table below:

Paired Samples Test

	Paired Differences					t	df	Sig. (2-tailed)
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
				Lower	Upper			
Pair 1 Pretest – Posttest	-1.89333E1	10.30580	2.66095	-24.64050	-13.22617	-7.115	14	.000

Table 3.4

The questionnaire used is valid and reliability, because based on the terms of the validity test the value of $r_{count} > r_{table} = \text{valid}$. the way r_{table} value with $N = 15$ at 5% significance in the distribution of r_{table} statistical values, then the r_{table} value of 0.412 is obtained, while for the reliability test if the value of $\alpha > 0.6$ then it is valid. It can be seen from the following table:

These are the results of the bar charts from the vlog. Of the 12 statements submitted there were only 8 valid statements that had been rehabilitated. From the results it can be concluded that the average value is above 50. So, the use of vlogs helps in students' speaking ability.

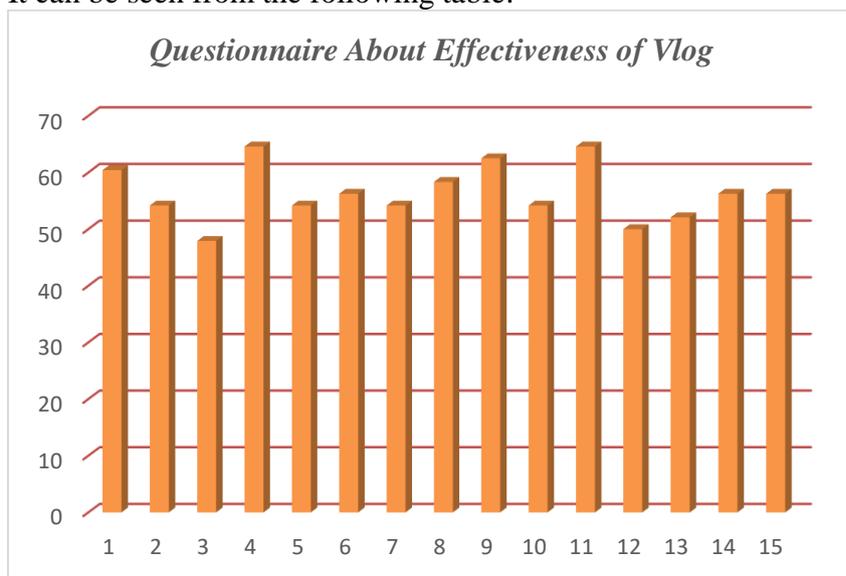


Diagram 3.1

The validity and reliability analyses showed that questionnaire was valid and reliable. Based on the terms of the validity test the score of $r_{count} > r_{table} = \text{valid}$. the way r_{table} score with $N = 15$ at 5% significance in the distribution of r_{table} statistical scores, then the r_{table} score of 0.412 was obtained, while for the reliability test if the score of $\alpha > 0.6$ then it is valid.

Table 3.4 showed the students' These are the results of the bar charts from the vlog. Of the 12 statements submitted there were only 8 valid statements that had been rehabilitated. From the results it can be concluded that the average value is above 50. So, the use of vlogs helps in students' speaking ability.

By seeing the result above, it can be concluded that using vlog is effective toward students' speaking ability. Students before using vlogs have a difference with after using vlogs. In other words, vlog can be a useful media in speaking. According to

the research, speaking with vlog is more effectiveness than without vlog. It can be seen from the improvement of their mean score from pre-test and post test score and the value of questionnaire about vlog, and also after using their vlog speaking about pronunciation, vocabulary, grammar, fluency, and comprehension increased. As we know that, in this era students more interested in technology based media and also they can speak and access their vlog anytime and anywhere. This is along with expert opinion, Munadistated that Media can be divided into many forms of learning. Media types can be broadly grouped into four groups: audio media, visual media, audio and multimedia. Vlogging media (video blogging) is a type of audio visual media commonly used today. Based on David P. Haris's theory, here are some explanations about speaking assessment:

1. Pronunciation

8 out of 15 students experienced poor pronunciation, because there were researchers' misconceptions about unclear accents and difficult vocabulary. Researchers usually often ask for repetitions from students, but after treatment students experience a slight improvement.

2. Grammar

The use of grammar is still lacking. Most of the 15 students still made mistakes and the word order sometimes obscured the meaning and made it difficult to understand, so they had to repeat sentences frequently. but after using the treatment the students experienced an increase.

3. Vocabulary

Most students in using vocabulary are still lacking due to limited mastery so they often repeat the vocabulary that has been spoken before, but after being given treatment as many as 10 out of 15 students, among them experienced an increase in the vocabulary they already knew.

4. Fluency

The fluency of the students is still a little lacking due to language problems, generally students are still doubtful because of language limitations. After using the vlog treatment for, as many as 12 students increased.

5. Comprehension

The students' comprehension was still lacking because most could only understand "social conversations" which were spoken slowly with frequent repetition. However, after using the treatment the students experienced an increase in understanding..

Thus, that it will indirectly provide speaking training for students' in a better direction.

Conclusion

Based on the results of the research, it can be concluded that there is a effectiveness on treatment outcomes before using of vlog as a media with the average pre-test result of 51.73 and the average of post-test is 70.67. Besides, the average value of questionner is above 50. The average rate increases after treatment with using Vlog. This is evidenced by the assessment results of speaking to 15 students, prove that there almost all students classified as good criteria. This research has lack of the treatment, because only did one treatment, while it should be done more than once so that the results are effective and unbiased. Based on the conclusion of the research results; it can be suggested as follows; The lectures should use vlog as one of media in teaching speaking in class. In addition, the advantages of vlog can expresses students speaking ability more freely and students don't feel nervous again. The lecture should be the facilitator. It means that even though students have already had vlog as media in speaking, it does not mean that students learn by themselves uncontrolled. Students are intended to pay attention to details. Other researches can make this research as a reference to continue some related research indifferent condition

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IMPLEMENTATION OF COLLABORATIVE LEARNING MODEL GROUP INVESTIGATION TYPE IN APPRECIATION PROSE FICTION SUBJECT

Fina Hiasa

Universitas Bengkulu
Indonesia
finahiasa@unib.ac.id

Abstract

This study aims to determine how the application of the Collaborative Learning Type Group Investigation model can improve the quality of learning in third-semester students of the Indonesian Language Education Study Program, FKIP, Bengkulu University in the fiction prose appreciation course. The descriptive method is used in this research in order to get an overview of the extent to which the quality of learning has increased by using this learning model. This classroom action research was carried out in two cycles using test and non-test techniques at the beginning and end of cycles I and II. The learning outcomes of the first cycle showed that the students who got the A score were 6 people (17%), the B score was 17 people (49%), the C score was 12 people (25%), and the D score was 0 people (0%). While the learning outcomes of the second cycle of students who obtained an A score of 12 people (34%), a B value of 18 people (51%), a C value of 5 people (14%), and a D value of 0 people (0%) These results indicate that the indicators of success the application of the Collaborative Learning Type Group Investigation model of 30% which has not been achieved in cycle I can be achieved in cycle II. In general, it can be concluded that the application of the Collaborative Learning Type Group Investigation model in the Appreciation Prose Fiction course can improve student learning outcomes.

Keywords: Group Investigation, Prose Fiction Appreciation

Introduction

Appreciation of Prose Fiction is a compulsory subject for undergraduate students of the Indonesian Language and Literature Study Program (PBI) FKIP Unib which has a weight of 3 credits. This course is given in odd semesters (III) with learning outcomes, namely students are able to appreciate the works of Indonesian Prose Fiction. Through appreciation activities, one understands, enjoys, and evaluates literary works. Ownership of competencies is characterized by four levels, namely the level of liking, enjoying, reacting, and producing (Wardani.1994 in Sayuti: 15-18).

The focus of this course is how students can appreciate fictional prose works that make students have to read a lot of fictional prose works. It is demanded that students have many references regarding Indonesian prose fiction literature, making

learning lead to the optimization of individual abilities. In addition to producing learning activities that are theoretical and memorizing styles, this method also minimizes student contributions in the classroom. Students seem to tend to be less active in learning activities because teaching and learning activities seem to be in one direction only. Seeing this situation, we need a strategy that reactivates the role of students as active individuals in learning activities. The researcher held a discussion which resulted in a reflection on the need for classroom action research by implementing innovative learning models that could maximize student learning outcomes. The innovative learning model that is expected to improve the quality of Fiction Prose Appreciation lectures into something rational, cognitive, emotional, and affective

for students is the Collaborative Learning Model Group Investigation Type.

The Collaborative Learning Model Group Investigation Type is suitable to be implemented in the Appreciation Prose Fiction course with multi-aspect material. This was confirmed by Slavin (2013: 215-216) who said that the group investigation type collaborative learning model was suitable for integrated study projects related to mastery, analysis, and synthesizing information in connection with efforts to solve multi-faceted problems such as learning prose appreciation.

The steps taken in implementing the Collaborative Learning Model Group Investigation Type are (1) topic selection, (2) collaborative planning, (3) implementation, (4) analysis and synthesis, (5) presentation of final results, and (6) evaluation. . The application of the Collaborative Learning Type Investigation Group model allows students to have active and meaningful involvement in learning activities both individually and in groups so that learning in the Appreciation Fiction Prose course becomes increasingly high quality.

Methodology

This research is a Classroom Action Research. Kunandar (2011) argues that classroom action research is an action research in the scope of education carried out by lecturers, and at the same time as researchers in their class or together with others (collaboration) by designing, implementing, and reflecting on collaborative and participatory actions that aim to improve or improve the quality (quality) of the learning process in its class through a certain action (treatment) in a cycle

This study uses a descriptive method because in this study a description of the extent to which the quality of learning has been improved by using the Collaborative Learning Type Group Investigation model for students who are the research sample. The application of this learning model in the

Appreciation Fiction Prose course allows students to have active and meaningful involvement in learning activities both individually and in groups so that learning in the Appreciation Fiction Prose course becomes increasingly high quality. The class action research plan will be carried out in two cycles, and each cycle consists of four stages, namely (1) planning, (2) acting, (3) observing, and (4) reflection. (reflecting).

The instruments used in this study were the observation sheet and oral test questions to determine the extent of students' understanding of the material provided by using the Collaborative Learning Type Group Investigation model in cycle 1 and cycle 2.

Data analysis techniques used in this study were descriptive statistics, calculating frequency, and percentages presented with tables and graphs. Categories in the data will be adjusted according to existing percentages. Following is the formula that will be used in data processing.

$$X = \frac{\epsilon X}{\epsilon X_{maks}} \times 100\%$$

Keterangan	
X	= the value sought in percent
ϵX	= Total student grades
ϵX_{maks}	= Total score

Table 1. Kategori Penilaian (Modifikasi Nurgiantoro, 1988:363)

No	Percentage	Category
1	80% - 100%	Very good
2	70% - 79%	Good
3	60% - 69%	Fair
4	45% - 59%	Bad
5	0% - 44%	Very bad

Findings and Discussion

Based on the research carried out on 36 PBI students with the aim of improving

the quality of the third semester student learning in the Appreciation Fiction Prose subject with the Collaborative Learning

Type Group Investigation model, the following results were obtained for cycles one and two.

Table Earned Value Cycle Oral Tests I and II

Rentang Nilai	Huruf	Deskripsi	PEROLEHAN NILAI SIKLUS I		PEROLEHAN NILAI SIKLUS II		Target capaian/ketuntasan belajar
90-100	A	Sangat baik	6	17%	12	34%	30%
80-89	B	baik	17	49%	18	51%	50%
70-79	C	Cukup baik	12	34%	5	14%	20%
0-69	D	Kurang baik	0	0%	0	0%	0%
Jumlah			35	100%	35	100%	100%

Table Comparison of Group Observation Results in Cycle I and II

No	Penilaian per Fase	SIKLUS I	SIKLUS II	Ratio Peningkatan
		Persentase hasil observasi	Persentase hasil observasi	
1	Fase I	47%	76%	29%
2	Fase II	51%	79%	28%
3	Fase III	54%	85%	31%
4	Fase IV	53%	80%	27%
5	Fase V	51%	79%	28%

Cycle I

Based on the results of observations in cycle I, it appears that the implementation of the Group Investigation Collaborative Model (KIK) has not yet reached the expected target. In the first cycle of applying the KIK model, researchers still used the conventional method where students were given material to be discussed in groups.

However, the results obtained are still far from the target. This can be seen from the final results per group, namely the first group with a total value of 47 points, the second group with 51 points, group 3 with 54 points, group 4 with 53 points, and group 5 with 51 points which are presented in the table below.

The Result of Assessment of Collaborative Learning Model Type of Investigation Group Sheet for Cycle I

* Adapted from Endah and Eviliyanto (Jurnal Edukasi, Vol. 15, No. 1, Juni 2017)

No.	Phase	Learning process	Group	Cycle value I
1.	Phase-1 Determine topics and organize students into groups Maximum value = 5	1. The students join their respective groups. 2. The group proposes several topics to be studied? 3. Each group chooses 1 topic according to their wants and interests	Group 1	1
			Group 2	1
			Group 3	2
			Group 4	2
			Group 5	1
2.	Phase-2	Students in groups plan together about:	Group 1	4

	Plan assignments to be studied Maximum value = 10	(1) what will be studied ?; (2) How to learn it ?; (3) Who did what ?; and (4) For what purpose or interest to investigate the topic that has been determined?	Group 2	5
			Group 3	4
			Group 4	5
			Group 5	4
3.	Phase-3 The group conducts research / investigation Maximum value = 15	1. Students and groups investigate the selected topic. 2. Looking for information from various sources. 3. Compare and evaluate the relevance of sources. 4. Explain, expand, and filter knowledge, as well as create information. 5. Formulate answers to questions.	Group 1	6
			Group 2	7
			Group 3	8
			Group 4	6
			Group 5	7
4.	Phase-4 The group prepares a final report and plans a presentation Maximum value = 20	1. Determine the main idea of existing friends. 2. Explain, compare, evaluate findings. 3. Relate findings to common problems. 4. Deciding how to present findings.	Group 1	11
			Group 2	14
			Group 3	12
			Group 4	14
			Group 5	13
5.	Phase-5 The group makes a presentation Maximum value = 30	1. Demonstrate the benefits of knowledge. 2. Evaluate the clarity, attractiveness and relevance of the presentation. 3. Creating a new relationship between the sub-themes.	Group 1	15
			Group 2	15
			Group 3	16
			Group 4	15
			Group 5	16
6.	Phase-6 Conduct evaluation Maximum value = 20	1. Evaluating the idea of research results. 2. Evaluating knowledge. 3. Combine all group findings. 4. Shows achievement as a researcher and as a group member.	Group 1	10
			Group 2	9
			Group 3	12
			Group 4	11
			Group 5	10

In addition, researchers also gave oral tests to students at the end of the lesson to find out the extent of students' knowledge after the KIK model was applied. Of the 6 questions asked, only 6 students (17%) got an A because they answered 5 questions correctly. While the rest were 17 students (49%) with a B grade. The value of C is 12 people (34%) and the D value is 0 people (0%). The learning outcomes in cycle I, namely group and individual assessments,

show that the 30% success indicator in implementing KIK has not been achieved, therefore it is necessary to proceed to cycle II.

Cycle II

Based on the results of observations in cycle II, it appears that the implementation of the Group Investigation Collaborative Model (KIK) has reached the expected target. The

first group with a total score of 76 points, the second group with 79 points, group 3 with 85 points, group 4 with 80 points, and

group 5 with 79 points are presented in the table below.

The Result of Assessment of Collaborative Learning Model Type of Investigation Group Sheet for Cycle II

* Adapted from Endah and Eviliyanto (Jurnal Edukasi, Vol. 15, No. 1, Juni 2017)

No.	Phase	Learning process	Group	Nilai siklus II
1.	Phase-1 Determine topics and organize students into groups Maximum value = 5	1. The students join their respective groups. 2. The group proposes several topics to be studied? 3. Each group chooses 1 topic according to their wants and interests	Group 1	3
			Group 2	3
			Group 3	4
			Group 4	3
			Group 5	3
2.	Phase-2 Plan assignments to be studied Maximum value = 10	Students in groups plan together about: (1) what will be studied ?; (2) How to learn it ?; (3) Who did what ?; and (4) For what purpose or interest to investigate the topic that has been determined?	Group 1	6
			Group 2	7
			Group 3	6
			Group 4	7
			Group 5	7
3.	Phase-3 The group conducts research / investigation Maximum value = 15	1. Students and groups investigate the selected topic. 2. Looking for information from various sources. 3. Compare and evaluate the relevance of sources. 4. Explain, expand, and filter knowledge, as well as create information. 5. Formulate answers to questions.	Group 1	10
			Group 2	11
			Group 3	13
			Group 4	12
			Group 5	10
4.	Phase-4 The group prepares a final report and plans a presentation Maximum value = 20	1. Determine the main idea of existing friends. 2. Explain, compare, evaluate findings. 3. Relate findings to common problems. 4. Deciding how to present findings.	Group 1	15
			Group 2	17
			Group 3	16
			Group 4	14
			Group 5	15
5.	Phase-5 The group makes a presentation Maximum value = 30	1. Demonstrate the benefits of knowledge. 2. Evaluate the clarity, attractiveness and relevance of the presentation.	Group 1	25
			Group 2	26
			Group 3	28
			Group 4	28
			Group 5	26

		3. Creating a new relationship between the sub-themes.		
6.	Phase-6 Conduct evaluation Maximum value = 20	1. Evaluating the idea of research results. 2. Evaluating knowledge. 3. Combine all group findings. 4. Shows achievement as a researcher and as a group member.	Group 1	17
			Group 2	15
			Group 3	18
			Group 4	16
			Group 5	18

In the first cycle of applying the KIK model, researchers still used the conventional method where students were given material to be discussed in groups. However, in cycle II students were not only in groups, but were also given the task of making material that had been investigated in the form of 3-dimensional wall paper which would be presented in front of the class. In addition, the researcher also gave oral tests to students at the end of the lesson to find out the extent of students' knowledge about character material with the application of the KIK model. This has an impact on learning outcomes that increase compared to cycle I.

3D wall magazine made by students shows the creativity side of students. Students are required to work in groups by first investigating the material given. By maximizing the power of imagination and creativity combined with his understanding of the material of the story characters, learning outcomes will also increase. The learning results in the first cycle showed that students who obtained an A score were 12 people (34%), 18 students (51%) had B grades, 5 C scores (14%) and 0 D scores (0%). These results show that 30% of the indicators of success in implementing KIK have been achieved.

The implementation of KIK in cycle I showed quite good results even though it had not yet reached the predetermined percentage of success indicators. Students are enthusiastic in implementing KIK because they find and explore learning material by themselves in groups. However, the euphoria in exploring the material

independently does not coincide with responsibility for completing tasks. Most groups tend to get involved in investigating material without focusing on the end goal. Students tend to run out of time so that even group assignments cannot be completed properly. This is different from individual assignments where students answer oral questions given. The learning results in cycle I showed that there were 6 students (17%) who scored A, 17 people (49%) had B grades, 12 students (25%) had C scores, and 0 D scores (0%).

The results in cycle I show that the indicators of success in implementing KIK as much as 30% have not been achieved, therefore it is necessary to proceed to cycle II. The implementation of KIK in cycle II showed satisfactory results because it reached and even exceeded the predetermined percentage of success indicators. Students become more enthusiastic in applying KIK to story character material by presenting the results of investigating character material through 3-dimensional wall paper. In cycle II, not only cognitive abilities are required but also creativity. There is a group that has good results in transforming the results of investigations into the material of the story characters into 3-dimensional wall magazine and is also good at answering oral test questions about the proposed story characters

Conclusion

From the results of the research that has been done, it can be concluded as follows;
 a) The application of the Group

Investigation Type Collaborative learning model (KIK) for the Fiction Prose Appreciation course for PBI Unib semester III students of class B of the 2018/2019 academic year can improve student learning outcomes. Completeness of learning can be obtained in cycle II of the two planned cycles, b) This increase in learning outcomes shows that the group investigation model is considered a direct and effective way of teaching science academically and is able to touch social processes and aspects

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STUDENTS' PERCEPTION ON THE USE OF REFLECTIVE LEARNING PORTFOLIO IN TEACHING WRITING

Ida Yulianawati, Januarius Mujiyanto, Mursid Saleh, Djoko Sutopo

Universitas Negeri Semarang
Indonesia

idayulianawati90@gmail.com, yanmujiyanto@mail.unnes.ac.id

Abstract

This study aimed at investigating students' perception on the use of Reflective Learning Portfolio (RLP) in teaching writing. This study, which followed the case study design, was conducted in a class of 31 students at a university in Indramayu, Indonesia. During one semester, the reflective learning portfolio (RLP) was used as the treatment to teach writing. Questionnaire and interview were given to students to express their perception to the use of reflective learning portfolio in their classroom. The result of the study shows that most students believed reflective learning portfolio give positive impact on their writing. The reflective learning portfolio involves learners in a process of continues reflection on their work and collaboration with their peers and lecturer which has focus on selective evidence of learning that makes students become involved in self-evaluation and begin to monitor their own progress over time.

Keywords: Reflective Learning Portfolio, Students' Perception, Writing

Introduction

Writing an essay is not always a smooth process for language learners. Some research found that writing difficult for the students and even for teachers (Hyland, 2002; Emilia, 2005), therefore they did not know how to turn their ideas into their intelligible text. This is consistent with Halliday (1992:62) who says that written language is more complex than spoken language. In order to write successfully, students need to understand what they expect to write, why it is written in a particular way and the form that the final text should take. Writing activities in the classroom should be designed specifically to build students' writing habit that motivate students, build their confidence, and make them conformable with writing (Harmer, 2007).

As explicit literacy skills are modeled through dialogue, the engagement of students must also be considered (Orem, 2001). To engage all students teachers may need to make changes to their instructional methods and even the layout of their

classroom. Engaging students in an interactive writing format will require teachers to teach in an authentic manner which is responsive to the needs of all students (Jordan, 2009). According to Ruddell and Unrau (2004), several interacting components influence the writer's ability to make meaning from written text. Prior beliefs and knowledge affect the writer's construction of meaning. This includes both affective and cognitive conditions. Affective conditions include motivation to write, attitude toward writing and content, writer's stance and sociocultural values and beliefs. The use of reflective learning is a common strategy in higher education (Ryan & Ryan (2015). Reflective Learning Portfolio is a part of reflective learning that has roots in "Constructivism" which has great focus on the context and learning process. Constructivists believe that learning always involves both analyzing and transforming new information (O'Donoghue & Clarke, 2010 cited in Hemmati & Soltanpour,

2012). An approach to individualized assessment includes reflection and self-assessment which could stand alone as a learning activity or be embedded within the context of portfolio assessment (Lam, 2018). The learning portfolio is a flexible tool that involves learners in a process of continuous reflection and collaboration which has focus on selective evidence of learning. It provides an opportunity for both improvement and assessment of students' learning (Zubizarreta, 2008).

Several studies have been examined the efficacy of Reflective Learning Portfolio in writing classroom. Poulseon, Poulson and Mayer cited in Niekerk (1998) define a portfolio as a purposeful collection of student work that exhibit students' efforts, progress, and achievements in one or more areas. The collection must include student participation in selecting contents, the criteria for selection, the criteria for judge merit, and evidence of student self-reflection. The learning portfolio is a flexible tool that involves learners in a process of continues reflection and collaboration which has focus on selective evidence of learning that makes students become involved in self-evaluation and begin to monitor their own progress over time (Sabooni and Salehi 2015; Hemmati & Soltanpour, 2012; Zubirazetta, 2009). Portfolio demonstrate students work beyond the mere grade, it allows reflection, and can serve as effective spaces for personal reflection and integration of learning across the students' experience, in and outside the class (Corley & Zubizarreta, 2012).

Those benefits are in line with Reyes-Chua at all (2020) who investigate the use of reflective portfolio for pre-service teacher and found that the impact of reflective portfolio is effective in to improve students' writing and encourage the students to use reflective journal in their daily life. The same results are also found by Hemmati & Soltanpour (2012) and Khodadady (2012) found that developing learning portfolios promote reflective

thinking and also improve their writing ability.

Although the use of Reflective Learning Portfolio is widely spread, research on the effect of Reflective Learning Portfolio viewed from students' perception in Indonesia has rarely been conducted. The purpose of this study is to investigate the students' perception on the use of reflective learning portfolio in writing class at a university in Indramayu.

Methodology

Relevant to the purpose of the study mentioned above in the previous section, this study involves the collection or analysis of qualitative data in a single study (Dornyei, 2007) and employs strategies of case study. Students' perspectives on their experience on the use of Reflective Learning Portfolio in writing classroom were explored. This study was conducted with 31 students during their school experience in English Department at a university in Indramayu, west java. There were 25 female, and 6 male students. The reflective learning portfolio was conducted for 8 weeks.

In this study, the data were analysed using thematic analysis. There are six phases of analysis; "familiarising with your data, generating initial codes, searching for themes, reviewing themes, defining and naming themes, producing the report. Familiarising with the data could be done through transcribing them (for verbal data), reading and rereading the written data, and noting down initial ideas. The analysis process in this study involved data sets of questionnaires and interview (Braun and Clarke, 2006)

The main topics directing the discussion were: (1) Students' writing skills development; (2) the advantages of RLP; (3) Students' motivation in the reflective learning portfolio activities; (4) Emerging problems throughout the implementation of RLP; and (5) the roles of lecturer in writing class.

Findings and Discussion

The analysis of the data from questionnaires and interview showed students' views and thoughts about the use of reflective learning portfolio in teaching writing in their class. The table below shows detailed information about the contents of portfolio.

Table 1. Students' perception on the use of Reflective Learning Portfolio in Writing class

	N	F
Positive	25	80,6
Both positive and negative	30	96,8
Negative	2	6,4
Useful	31	100

Most of students had positive opinion about the use of reflective learning portfolio in their class. Some students think that the use of portfolio had both positive and negative effect toward their writing ability. There were 2 students who think that portfolio cannot help them to improve their writing. Nevertheless, all students agree that reflective learning portfolio is useful to build students teacher interaction inside and outside the classroom.

- *I was happy to get written feedback from myfriends and lecturer in my essay (Student 5)*
- *Reflective learning portfolio makes me feel free to write because my lecturer is not only concern with grammatical mistakes in my writing but also talked to me about the content (student 12)*
- *It's like exchanging the essay with your friends (student 18)*
- *I like the lecturer more (student 24)*
- *I'm not afraid to write anymore because the lecturer always give me feedback (student 31)*
- *I don't know. I just cannot write as good as my friends... (student 3)*

The interviews with students were conducted after they finished their writing class using reflective learning portfolio.

There are five topics asked to the students. They are: (1) Students' writing skills development; (2) the advantages of reflective learning portfolio; (3) Students' motivation in the reflective learning portfolio activities; (4) Emerging problems throughout the implementation of reflective learning portfolio; and (5) the roles of lecturer in writing class.

1. Students' writing skills development
 Findings from the interview suggest that most students think that the implementation of RLP improve their writing ability.

RLP makes me study more about the mistakes I made. Especially with grammar and vocabulary (S30)

'I learn more about writing argumentative text from the feedback given by my friends and lecturer (S5)'

One student said that RLP is difficult (S9) because it is something new for him. Students also revealed that their writing were improved in terms of grammar and vocabulary.

'HmMMM I think my vocabulary is improved because we are forced to write four paragraphs (S31)'

The result of the study resonates studies by Sabooni and Salehi (2015) and Khodadady (2012) who found that Portfolio not only make learners autonomous in writing but also improve their writing ability.

2. The advantages of reflective learning portfolio

Based on the interview result with students RLP can overcome writing difficulty as stated in the response below.

RLP gives us knowledge about peer feedback. It makes me happy because sometimes I am nervous (S6)

RLP help me to improve my writing ability because we have a group discussion and the lecturer gave us written feedback (S23) I think I can overcome my grammar problem now (S3)

I can collaborate with my friends and my lecturer (S15)

The finding is in line with Reyes-Chua at all (2020) and Corley & Zubizarreta (2012) who found that the reflective portfolio gave many advantages to the students. Portfolios demonstrate students work beyond the mere grade because students can review their learning over the course of a semester and can serve as effective spaces for personal reflection and integration of learning across the students' experience, in and outside the class.

(3) Students' motivation in the reflective learning portfolio activities

Based on the interview result with students, RLP can increase students' motivation to write more as stated in the response below.

I think I like to exchange my essay with my friends and lecturer (S9)

I am not feel afraid of making mistakes (S23)

I like to read and reread my essay (S2)

Writing is not something boring anymore (S29)

I like to share the idea in a group discussion, and the lecturer is really helpful (S4)

The same result is also found by Khodadady (2012) who said that Portfolio and self-assessment not only make learners autonomous in writing but also improve their writing ability.

(4) Emerging problems throughout the implementation of RLP

Based on the interview result, students' difficulties in the implementation of RLP in writing often caused by the lack of familiarity with RLP and low level of

proficiency in English language, as stated in the response below.

I have problem with grammar (30/31) and vocabulary (31/31)

RLP is something new. I don't know if my writing is good or not (S28)

I have difficulty in writing an essay if the topic is not familiar (S7)

Hmmmm I am nervous when my friends discussed about my writing (S9)

I am afraid of making mistakes (S28)

Sometimes, I don't know how to give feedback to my friends' essay. I need more help from my lecturer (S2)

I have limited vocabulary (S26)

Based on the analysis above, there are four problems of the implementation of RLP in writing class, namely lack of writing experience and practice; limited vocabulary and grammar knowledge; low level of proficiency in English language, and lack of familiarity with subject matter.

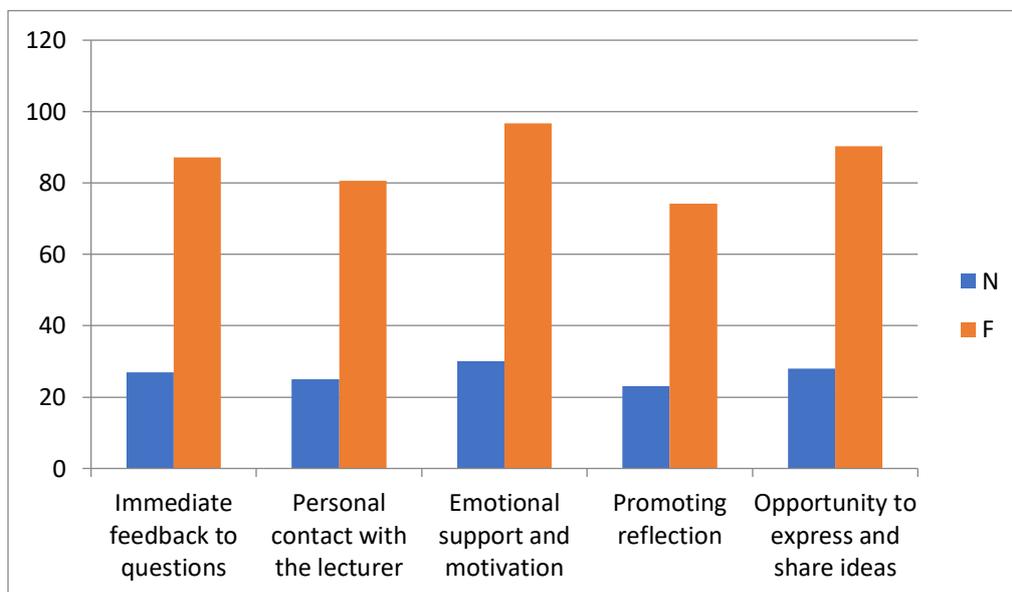
(5) the roles of lecturer in writing class.

In terms of the role of the lecturer in writing classroom. Most students say that the lecturer was really helpful and willing to give oral and written feedback. Furthermore, the students says that they have better communication with their lecturer.

Table 2. The roles of Lecturer in writing class

The roles of lecturer	N	F
Immediate feedback to questions	27	87,1
Personal contact with the lecturer	25	80,6
Emotional support and motivation	30	96,8
Promoting reflection	23	74,2
Opportunity to express and share ideas	28	90,3

Graphic 1. The roles of Lecturer in writing class



As graphic 1 illustrates, one of advantages of the use of RLP in teaching writing is the roles of lecturer who give oral and written feedback to the students. Students felt that RLP was useful because the lecturer gave guided them with the questions and helped them with their writing. Reflective learning portfolio gave them extra time outside the class to discuss about the writing. Because they have personal contact with the lecturer, students feel motivated in expressing their ideas into a text.

- *I think RLP makes me more aware about my writing because the lecturer will give feedback at my writing and it makes me think twice before I give the revision (student 10)*
- *My lecturer motivates me to write more although my writing is not good (student 11)*
- *I like to share ideas with my friends and my lecturer (student 24)*

The finding is in line with Hemmati & Soltanpour (2012) who found that

developing learning portfolios support the positive effects of reflection with support of a mentor or collaborator that have affected the learners' improvement.

Conclusion

The present study was an attempt to explore students' perception regarding the implementation of reflective learning portfolio in writing class. The process of reflective learning portfolio served as a process of self-reflection. In this respect, there are mixed results but most students believed that reflective learning portfolio give positive impact on their writing. The students also viewed dialogue journal motivate them to write because they have personal contact with the lecturer and it gave them opportunity to share the ideas. One of the limitations of the study was that the number of participant was very small. Thus this study is not generalizable since it was unique to this context only.

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INCREASING VOCABULARY THROUGH HANGMAN GAME BY STUDENTS' OF SMPN 3 MAKASSAR

Asmarani Harma¹, A Mulyani Kone², Lusy Anggraeni³

Muslim University of Indonesia
Indonesia
asmaraniharma@gmail.com

Abstract

The writer of this study wants to know how the 9.2 grade students at SMPN 3 Makassar are progressing in their vocabulary learning. This was a classroom action research (CAR). The participants in this study were 30 SMPN 3 Makassar 9.2 grade students. In order to represent the population as a study, 22 students out of 30 were chosen. This study was performed in one cycle with Hangman Game as the media for learning vocabulary. The author concluded that in the first cycle, students' involvement in the learning process improved, as did their comprehension of vocabulary. and have had success using the Hangman Game to expand their vocabulary. Aside from that, Hangman Game was a good media for students in SMPN 3 Makassar to learn vocabulary because they needed to refresh their minds after thinking seriously and hardly all day. The majority of students improved their vocabulary as a result of this result.

Keywords: Increasing, Vocabulary And Hangman Game

Introduction

In learning a foreign language, vocabulary plays an important role. It is one element that links the four language skills of speaking, listening, reading and writing all together. In order to communicate well in a foreign language, students should acquire an adequate number of words and should know how to use them accurately. The acquisition of vocabulary would help people in gaining, understanding, and also enhancing the process of knowledge transferred for a better life. [1]

Vocabulary is one of the essential language components in studying English. Without a proportional amount of vocabulary, anyone will get trouble in speaking, reading, listening and writing. In other words, the first that to be master for language learner in learning language especially English is vocabulary. It means that learning vocabulary is very important. [2]

Vocabulary is needed to improve the four language skills, namely listening, speaking, reading, and writing. Without

grammar, very little can be conveyed, without vocabulary nothing can be conveyed. When we just learn about grammar without learning vocabulary, we cannot express anything. It shows that English has a special place in the teaching of foreign languages to students. [3]

In learning vocabulary, many problems who faced by students, so that they are very difficult to understand all of the materials that her or his teacher was explained, they are: First, is understanding the meaning of the word. Most students have found difficulties in understanding the meaning of the words, because they may not know it when they are learning, so that it is so hard for them could understand the lesson well, and it also might make them disappointed and unmotivated.

Besides that, they try to translate it into Bahasa Indonesia, so that they attempt to lookup it in the dictionary. The second is differentiating the foreign word- spelling. The students have found some similar words and sounds in English so that it might

make them feel confused. The third is using the words. The students forgot the word that has been learned before so that they could not make a sentence well.

The problem in learning and teaching English still exist at school, because the English language is completely different from the Indonesian language in the system of structure, pronunciation, and vocabulary. For teachers creating English teaching effectively and efficiently is not an easy job, therefore, that the English teacher must be able to organize teaching learning activities. They have to present materials by using a suitable teaching technique. A good teaching technique makes students understand and master the lesson like the other lessons which need a suitable technique and methods, teaching language also needs suitable techniques and methods. [4]

In the reality, the teacher mostly teaches vocabulary through the traditional method. It seems a monotonous method so that it might make students bored, and lazy in the teaching learning process. Besides that, vocabulary is usually taught through memorizing words and drilling patterns. It means that their teacher taught this way to apply the material that would teach. From the explanation above, a teacher has to choose a suitable way, subject and material and how to apply it in the classroom. He or she has to be a creative teacher who succeeded in teaching English vocabulary.

Based on the observation conducted by the student at SMPN 3 Makassar, the writer found some problems related to the vocabulary teaching and learning process. The traditional method is usually used by looking for difficult words and finds the meaning in the dictionary and students supposed to memorize the words. They were lazy to memorize the unfamiliar words that they heard or read in the text. They had difficulties in understanding or comprehending the meanings of unfamiliar words and memorizing new words. They had low vocabulary mastery.

Those problems must be solved because it can be difficult for students to continue to the next level. They also may have low motivation in learning English because they thought English was difficult. Furthermore, they will have boredom in English class. Hangman Game is the one of guessing games. One player thinks of a word, phrase or sentence and the other tries to guess it by suggesting letters. Webster's online dictionary (2003:1400) defines Hangman Game as a guessing game where one has to guess the word an opponent is thinking of by guessing one letter at a time and involving the gradual drawing of a stick figure hanging from the gallows. [5]

Methodology

This research was a CAR (classroom action research) that used observation data on the process of teaching learning in the classroom. Those data were analyzed through some steps in the cycles. Method is an important factor in the research, the important steps had to be formulated to support the research. This paper was an action research at SMPN 3 Makassar. The writer used the form of action research, as stated by Wilfred that is kind of research which is done systematically in collecting the data on the lesson and analyzing it in order to come to some decisions about what the future lesson should be. That action research is aimed to improve or increase the practices of learning simultaneously, which is basically looking at the run of mission of profession in education done by teacher. [6]

In CAR four important steps were consisting of planning (identifying the problems), acting (collecting data), observing (analyze and interpret data), and the last is reflecting (developing an action). All these aspects were made a cycle, as stated by Kemmis and Mc Tanggart. In accordance with the select research design, this study used action research model written by Arikunto (2007). Arikunto's model consisted of four phases, they were planning, action, observation, and

reflection. The forth phases was in one cycle.

Before conducting this paper, the writer was conducting preliminary test. Based on the result of preliminary test, the writer decided to conduct this research to improve students' vocabulary mastery especially for specific purposes.

In this research the writer only used first cycle. In first cycle, the writer wrote a lesson plan and prepared the media (illustrate card) and gave pre test to students. The type of test has tested was objective multiple choice test consists of 30 items. The writer gave 15 minutes to filled the questions. After pre test, the writer divided the class in to groups consists of five students. Then the writer asked the leader of the group to took the illustrated cards which contained the secret words to be presented to their group, the writer gave 100 score to each group and three chance to guessed the secret words. When the group could not guess the secret word the writer gave minus 50 score and turned to the next

group until fifth group. The group that collected point the most was the winner and the group that collected point the least was the looser.

After applying Hangman Game the writer explained the meaning of the words appropriate to the illustrate card and gave post test. The type of test has tested was objective multiple choice test consists of 30 items. The writer gave 15 minutes to filled the questions. The test was given is objective multiple choice-test which consist of 25 items for each cycle with 60 minutes. The criterion of success of this study was when the mean score of students was 75 or more than 75.

Findings and Discussion

It stars with the presentation of the data were obtained through questionnaire filled in by the participants. The result of this research is there is improvement in the students of vocabulary.

Table 1
 The Result of Pre Test and Post Test
 Students of SMPN 3 Makassar

No	Pre test			Post test		
	Student	Mark	Result	Student	Mark	Result
1.	S1	21	70	S1	24	80
2.	S2	21	70	S2	21	70
3.	S3	20	66,6	S3	22	73,3
4.	S4	21	70	S4	25	83,3
5.	S5	18	60	S5	22	73,3
6.	S6	16	53,3	S6	23	76,6
7.	S7	17	56,6	S7	24	80
8.	S8	18	60	S8	22	73,3
9.	S9	17	56,6	S9	24	80
10.	S10	19	63,3	S10	22	73,3
11.	S11	17	56,6	S11	25	83,3
12.	S12	18	60	S12	25	83,3
13.	S13	18	60	S13	24	80
14.	S14	20	66,6	S14	21	70
15.	S15	18	60	S15	24	80
16.	S16	17	56,6	S16	27	90
17.	S17	15	50	S17	20	66,6
18.	S18	13	43,3	S18	22	73,3
19.	S19	16	53,3	S19	27	90
20.	S20	14	46,6	S20	20	66,6
21.	S21	16	53,3	S21	21	70
22.	S22	17	56,6	S22	22	73,3
			58,63			76,81

The mean score of preliminary test was (58,63) and post test was (76,81). Based on the result, the score of pre test is categorized as poor ability. The most error was found in section A that is categorizing words to their group. After applied the cycle one to the students, the writer gave the post test which was has the same questions as the pre test to the students. Based on the result, the score of post test is categorized as good. It means that the score had achieved the criteria of success and the writer did not continue to the second and third cycle.

In applying Hangman Game in the classroom, the writer found some problems. First, this activity was made a class noisy. It was difficult for the writer to manage the situation. To solve that problem, the writer tried to create the rules that allow the students in the group to answer and raise their hand. Second, some of students could not spell the letter correctly. To overcome this problem, the writer tried to remind the student for spelling the letter in English. Third, the number of students was too much to play this game, because this game usually played two people or more. To solve this problem, the writer tried to make them work into group and gave numbering to play this game.

Based on the result of pre test test showed that 58,63. In applying Hangman Game the writer divided the class in to groups consists of five students. Then the writer asked the leader of the group to took the illustrated cards which contained the secret words to be presented to their group, the writer gave 100 score to each group and three chance to guessed the secret words. When the group could not guess the secret word the writer gave minus 50 score and turned to the next group until fifth group. The group that collected point the most was the winner and the group that collected point the least was the loser.

After applying Hangman Game the writer gave post test and the score was 76,81 it increased by 18,18. The implementation of Hangman Game in

SMPN 3 Makassar was succeed to increasing students' vocabulary because in implementation of Hangman Game, students were taught about the meaning of the word, the synonym of the word, categorize words into their group, and apply the word into sentence which why the result of post test was increased.

Beside that, Hangman Game was a good media for learning vocabulary for students of ninth grade in SMPN 3 Makassar because they need to refresh their mind after thinking seriously and hardly all the day. Hangman method was also help students in memorizing new vocabulary.

Conclusion

This research conducted in one cycle with Hangman Game as media learning vocabulary, the writer concluded that students' activity for learning process in first cycle, has increased involve, understanding of vocabulary and success applying Hangman Game to increased their vocabulary. Students' response about learning vocabulary by applying Hangman Game was very good. Most of students stated agree that Hangman Game was increase their vocabulary. Students' learning result increased from 58,63 (pre test) to 76,81 (post test), it increased by 18,18.

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REVIEWING THE USE OF TELEVISION SHOWS FOR LEARNING AND TEACHING OF ENGLISH LANGUAGE AND LITERATURE: POTENTIALS AND LIMITATIONS

Karunia Eka Nafilatul Janah
Universitas Negeri Surabaya
Indonesia
karunia.20044@mhs.unesa.ac.id

Abstract

As technology innovation grows rapidly, teaching media related to the use of technology for English learning and teaching are also more varied. One of teaching media related to the use of technology is using television shows for learning and teaching. This paper aims to review the use of television shows for learning and teaching of English language and literature. Besides, this paper also discusses the potentials and limitations of using television shows for language learning and teaching. There are some activities using the television shows, such as asking the students to describe elements of literature in the television shows, explain the language features that probably appear in the television shows, and many others. Furthermore, the students' listening and writing skills can be improved through those activities. Students can also be taught cultural aspects of the television shows. The good impacts of using television shows are improving children's ability to recall story plots, crucial details, and abstract problem-solving skills, affecting students' higher grades in English, mathematics, and science, increasing students' leisure-time for reading books, and improving students' academic performance and self-esteem. The limitation of using television shows for language learning and teaching can be found in the difficulty of finding the television shows that use English. Then, related to cultural contents, English teachers have to make sure that the television shows have appropriate scenes to watch. Lastly, using television shows for learning and teaching needs more preparation and special assistance. Therefore, teachers have to be careful in utilizing television shows for language learning and teaching so that the limitations can be minimized and the potentials can be increased.

Keywords: Television Shows, English, Learning, Teaching

Introduction

Reading, listening, speaking, and writing are four language skills that students need to develop for communication. From those four language skills, reading and listening are considered as receptive skills, while speaking and writing are considered as productive skills. Reading and listening, as receptive skills in language learning, are activities that can give input to students because students can get information or insight so that they can produce something by writing or speaking as the output. By reading, students can get information or insight so that they can produce something by writing or speaking as the output. Besides, according to Klatzky, the listening

process happens through the stages of information registration, pattern recognition, information registration, rehearsal, and information preservation[1]. Therefore, students of English are hoped to be able to master those four language skills in order to be a successful language learner.

It is undeniable that technology has been rapidly developing and offering many innovations for education improvement in recent years. One of the products of technology innovations is television. The use of television has been rapidly increasing over the past two decades. Technological innovation has facilitated the distribution of television contents through a variety of new

screen devices and platforms. Because of that, people's behavior in using television is also changing. People watching and engaging with more than one screen at a time are replacing a single screen viewing of people's behavior. Pay TV, digital television channels, internet streaming and video-on-demand provide more viewing options for people and force the television industry to grapple with fragmenting audiences[2].

Television that percolates into people's home and social life is being incorporated into learning and teaching practices every day. Although textbooks have accompanied screen resources for many years, the number and type of screens is still changing. Policy literature affirms the digital revolution has now infiltrated schools and affected the classroom pedagogy[2]. The education sector is also in transition. Despite relying entirely on sources of knowledge from written hardcopy texts, education policy research shows that searching for screen-based information is becoming a common practice especially across multiple screens. As a result, teaching media related to the use of technology as well as television for English learning and teaching is also more varied. One of teaching media related to the use of television is using television shows for learning and teaching.

Television is a valuable resource for language learning and teaching[3]. It is because educational television can influence a variety of skills and knowledge areas[4]. In other words, televisions provide programs or shows that can possibly be used as one of sources of knowledge or medium for education including learning and teaching of English language and literature. Besides, Frumuselu et al. (2015) stated that the practice of watching TV programs and shows is associated with non-intentional and unconscious pedagogical tasks that can foster learners' motivation and promote incidental learning. Then, by making use of these types of tasks and materials, learners can take advantage of the assets of

incidental learning in formal institutions and classroom based environments[5]. Based on these backgrounds, this paper aims to review the use of television shows for learning and teaching of English language and literature. Thus, it also discusses the potentials and limitations of using television shows for language learning and teaching.

Methodology

This paper is attempted to review the use of television shows for learning and teaching of English language and literature. In this study, the author conducted a library research. A qualitative research method was used in the study. The data collection technique used in this study is documentation as some previous studies related to the topic of using television shows for learning and teaching of English language and literature are used to gather the data. In this study, the process of the data review was conducted qualitatively through document analysis. In addition, this paper also discusses and examines some potentials and limitations of using television shows for learning and teaching of English language and literature. Therefore, the results and discussions are presented by utilizing and combining ideas from some previous studies related to the topic and then its potentials and limitations are also discussed.

Findings and Discussion

Using Television shows for Learning and Teaching of English Language and Literature

Television has some definitions according to some dictionaries. In the Oxford English Dictionary, television is defined as a piece of electrical equipment with a screen on which people can watch programs with moving pictures and sounds. Besides, based on Collins English Dictionary, television is defined as a system of producing a moving image and accompanying sound on a distant screen; device for receiving broadcast signals and

converting them into sound and pictures; and content of television programs. Then, in Merriam-Webster's collegiate dictionary, television is defined as an electronic system of transmitting transient image of fixed or moving objects together with sound over a wire or through space by apparatus that converts light and sound into electrical waves and reconverts them into visible light rays and audible sound. Thus, it can be concluded that television is an electronic system with a screen that shows moving images and sounds for people to watch.

Educational Television

Television is a sophisticated communication media that has unique qualities and opportunities for people in general. Besides, television can also be useful for influencing education. In other words, television is an audio-visual device that can widen the intellectual horizon of both the students and the teachers. The proper use of television can provide benefits for students and teachers to take on more responsibilities for learning. It is also a fact that an effective television teaching demands more preparation and more specialized assistance or personnel than the conventional one. It is because television is an instrument that is significant only in the particular educational situation in which it is employed. Besides, the use of television series, which are popular culture products, can enrich teaching work in classrooms and allow university students to have virtually experiences that they have not yet experienced[6]. Therefore, if television is utilized for education, it can provide new and better ways of connecting the activities of students, teachers and parents and demand a continuous appraisal of the ways in which it is utilized.

There are many advantages of using television shows for education in supporting the learning and teaching. First, television is a convenient and economical tool that can be used to reach numerous cross sections of the population with simultaneous presentations. Then, television can combine sounds, which are the best elements of

radio, with the potency of motion that obviously can be a great media for learning and teaching in home or classroom. Furthermore, television can overcome learning barriers for many people and presenting important ideas, help to shape attitudes, and provide information in ways that need neither high verbal proficiency nor physical presence at the scene of action. Not only that, television is a tool of multiplying "personal" interactions for great TV instructors with students and adults all over the country or the world. Lastly but not least, television can bring the need for social improvements and developments.

Instructional Television

The term 'instructional television' refers to the use of the television media in any of its various technical forms to provide information, ideas and experiences in any subject areas and at any levels of organized educational program[7]. The methods and practices of educational television evolved rapidly after educational philosophies changed and new communication alternatives developed. In other words, television nowadays can be used to support people's education not only for personal or general need but also for instructional learning and teaching in the classroom. Thus, the primary goal of instructional television is to improve the quality of education and classroom utilization because instructional television now becomes the most significant crossroad in its history.

The instructional television is divided into four types when it is implemented for learning and teaching in the classroom; total television teaching, supplemented television teaching, television supplementing the classroom, and television as a teaching aid[8]. The first type is total television teaching. In total television teaching, the entire instructional presentation is done by television. The students receiving this type of instruction are entirely on their own. The responsibility is entirely on the student for complementing the presentation with the other means

necessary for learning. The second type is supplemented television teaching. In supplemented television teaching, the medium of television is used to present demonstration of lectures, illustrated lectures, and laboratory demonstrations. These presentations are supplemented in the receiving classrooms with group discussion, laboratory periods, drill sessions or supervised practice. The third type is television supplementing the classroom. In television supplementing the classroom, receiving teachers do their instructional planning in the classroom in terms of their students and the course of study. This type of instructional television is planned to enrich the instruction and to assist the teacher with supplemental materials. The fourth type is television as a teaching aid. In television as a teaching aid, the primary purpose of the instruction is to provide a better opportunity for students to observe under more optimum conditions permitting closer and more varied observation.

The Use of Television Shows for Learning and Teaching of English Language and Literature

As technology innovation grows rapidly nowadays, teaching media related to the use of technology can also be more varied. One of teaching media related to the use of technology is using television shows for learning and teaching of English language and literature. In using television shows for learning and teaching of English language and literature, there are some considerations that teachers have to be aware of. The first consideration is the television shows or programs that are suitable and appropriate in the terms of the language use and the purpose to be achieved in the classroom. The next consideration is the appropriate scenes or parts of the television shows or programs that will be used for learning and teaching. Teachers have to make sure that those scenes or parts are in line with the purpose of learning and teaching. The third consideration is the television shows or programs that must be suitable with the students' age and level of

knowledge. Therefore, television shows can help teachers to provide both learning materials and entertainment for the students.

The greatest value of using television for language learning might be its potential to provide large amounts of L2 spoken input, which can contribute to the EFL students' development of vocabulary knowledge and listening comprehension, as well as other aspects of L2 learning[9]. Webb (2015) stated that EFL students may typically experience language learning through watching L2 television in two ways. First, they might encounter L2 television in the language classroom. This will usually involve watching random episodes or shows in television programs and then completing activities designed around teaching points. These short intensive viewing activities can be an enjoyable change from more common paper based learning activities. However, these activities provide little L2 input, and may a bit help to develop listening comprehension and vocabulary knowledge. Besides, the second way that EFL students may experience L2 television is on their own outside of the classroom. For some students, their determination to learn language through watching television may outweigh any comprehension difficulties that they experience and they may persevere and continue to watch L2 television to some scopes[9].

Wigren (1962) stated some opportunities for language learning and teaching which televisions can provide. First, television can serve as a vehicle for transmitting many enriching opportunities for learning and teaching including English classes. By using televisions, it is possible to give students access to a wide range of learning opportunities as televisions offer many choices of programs or shows so that the needs and special interests of students can be met. Second, television can be used to stimulate critical thinking on the part of the students. This is one of the most promising areas for the use of televisions in

the communication arts field. Students need to learn to give responses or insights related to the television presentation and develop their proficiency in the skills of critical observation and analysis. The last but not least, televisions can be used to motivate students to give creative self-expression in a variety of ways, both oral and written. In this case, television viewings can be a means of sharpening listening and viewing skills. By differentiating viewing assignments the teachers give, so that individual students are looking for different things in each telecast, much valuable learning can result and added skills can be mastered. Therefore, by using televisions to support the learning and teaching of English, the classroom can become a more exciting place to live and learn[10].

Using television shows for learning and teaching of English language and literature is also possible in order to make the lesson more authentic, interesting, and meaningful. In other words, teachers can make use of many programs or shows on televisions. Below are the examples of television shows used for learning and teaching English in the classroom offered by Miščin & Miščin (2018).

a. TV Show: Black Books

Level: Intermediate to Advance

Time: 10-15 minutes

Aims: Guessing what is going on by only listening to the clip, describing the scenes, discussing how students feel about the strangers coming to their door and especially Jehovah's witnesses, and guessing what may happen next.

Procedure: A clip from 'Black Books' could be preceded by comprehension questions connected with the name of the show. Students listen to the clip without watching it and they have to guess who the characters are, how many of them are there, and what is going on. After that, they can watch the clip to see whether they are right or wrong. Since the clip deals with Jehovah's witnesses, students could be asked later if they will let someone

unknown come into their flat. They can also try to guess what happens next by writing a story on their own.

b. TV Show: Friday Night Dinner

Level: Intermediate to Advance

Time: 10-15 Minutes

Aims: Discussing family relationships, guessing what comes next, developing listening skills, writing a summary, and analyzing grammar points like modal verbs, the imperative, and causative 'have'.

Procedure: 'Friday Night Dinner' is a TV show about two brothers who do not live with their parents anymore but come to dinner every Friday night when many funny and unexpected events occur. The brothers usually play pranks on each other so it can be used to discuss family relationships. The clips are about brothers trying to put profiteroles in the freezer but are stopped by their father who is obviously hiding something. The clip can be stopped several times and students can ask questions, such as 'What is the father hiding in the freezer?' and 'Who will they accuse of dropping the profiteroles?'. Later, students can also describe the scene, how they find it, and compare it to some of their experiences. Students can also listen again and note down modal verbs ('It shouldn't be open too much'; 'Might we assume...') they hear, as well as causative have ('I'm going to have it cleaned') and explain its use. The video clip contains some strong language (e.g. 'bloody') so that it is suggested to be used with older students (15-18) who are probably exposed to even stronger language. The activities can also be extended by asking students to finish the story and write their own experiences that can be assigned for homework.

c. TV Show: Buffy

Level: Pre-intermediate to Advance

Time: 10-15 minutes

Aims: Identifying the situation and interpreting what the characters say in the clips.

Procedure: In this exercise, opposed to the previous task, the students watch a part of the episode ‘Hush’ from ‘Buffy’(season 4 episode 10 – from 12:48 to 15:55), in which the main characters lost their voices and can just move their lips and use gestures to talk. While watching the clips, students have to guess what the characters are saying. There are four major characters in this scene – Buffy, Willow, Spike and Xander. Students can work in groups to determine what each of the characters is saying and then present their suggestions in a role play. There are no wrong answers because they cannot hear them. Thus, they can only guess the meaning based on their body language[11].

In using the television shows for learning and teaching of English language and literature, some activities can be done by the teacher and students. The first activity is that the teacher can ask the students to describe the plot, setting, characters, point of view, symbol, and theme of the shows in the television. Not only that, teachers can also ask students to find the language features that are probably used, such as alliteration, hyperbole, imagery, irony, metaphor, personification, simile, and many others. Related to teaching English skills, listening and writing skills of the students can also be improved through those activities in the classroom. Students can also be taught cultural aspects in the television shows such as thoughts, values, beliefs, customs, roles, relationships, etc. Therefore, the learning and teaching of English language and literature can be more interesting, authentic, and meaningful by using television.

Television shows can provide a great support and source for students’ language learning if teachers are able to utilize the televisions well. Webb (2015) listed six principles related to making the better use

of televisions as a resource for language learning. First, the benefits of television viewings related to language learning must be clear to everyone involved. Second, students should be at the appropriate levels when the televisions are utilized for language learning. Third, the students’ listening comprehension should be supported through the activities. Next, precise comprehension should be a goal rather than requirements as well as making the students realize that their comprehension should gradually increase over time. Then, the teachers should have good strategies related to students’ extensive viewings of televisions in order to support the students’ comprehension when they watch televisions outside the classroom. Last but not least, the students should be encouraged to watch L2 television as much as possible so that it can be a sustainable activity to develop their language competence.

The Potentials and Limitations

Television shows can bring some good impacts related to the learning and teaching of English language and literature if it is utilized well. Repeated viewings of educational television shows can improve children’s ability to recall story plots, crucial details, and extract abstract problem-solving skills[4]. Furthermore, preschool viewing of educational television affected higher grades in English. Educational viewing of television was also associated with increasing leisure-time for reading books. In addition, it also affected the higher value of high school students’ academic performance and a tendency of having higher levels of academic self-esteem[4]. Therefore, using television shows for learning and teaching English language and literature can potentially lead to students’ better improvement in academic performance in general.

Besides having some potentials, using television shows for learning and teaching of English language and literature also have some limitations. In Indonesia, it is not easy

to find television shows or programs that use English because most of the television shows or programs use Bahasa Indonesia. In other words, English teachers have to carefully and patiently select the appropriate television shows or programs that use English so that the shows or programs can be used for learning and teaching of English language and literature. One of the ways in solving this issue is teachers can use television shows online like Netflix, Disney+, and others because those shows use English so that it can be used for learning and teaching. In addition, related to cultural contents, English teachers have to make sure that the television shows or programs have appropriate scenes to watch because as we know that our country has different culture or values with English countries, such as kissing scenes, alcohols drinking, and many others. Lastly, using television shows for learning and teaching of English language and literature in the classroom needs more preparation and special assistance to utilize. Therefore, English teachers have to be careful in utilizing television shows for learning and teaching of English language and literature so that the limitations can be minimized and the potentials can be increased.

Conclusion

As technology innovation grows rapidly nowadays, teaching media related to the use of technology can also be more varied. One of teaching media related to the use of technology is using television shows for learning and teaching. In using the television shows for learning and teaching of English language and literature, some activities that can be done are asking the students to describe the plot, setting, characters, point of view, symbol, and theme and asking the students to find the language features that are probably used, such as alliteration, hyperbole, imagery, irony, metaphor, personification, simile, and many others. The English listening and writing skills of the students can also be improved through those activities in the

classroom. Students can also be taught cultural aspects in the television shows such as thoughts, values, beliefs, customs, roles, relationships, etc. Therefore, by using television shows, the learning and teaching of English language and literature are hoped to be more interesting, authentic, and meaningful.

Television shows have some good impacts and limitations when it is utilized for learning and teaching of English language and literature. The good impacts are improving children's ability to recall story plots, crucial details, and extract abstract problem-solving skills, affecting students' higher grades in English, increasing students' leisure-time for reading books, improving high school students' academic performance, and having a tendency on higher levels of academic self-esteem. Besides having some potentials, using television shows for learning and teaching of English language and literature also have some limitations. In Indonesia, it is not easy to find television shows or programs that use English because most of the television shows or programs use Bahasa Indonesia. One of the ways in solving this issue is English teachers can use online television shows like Netflix, Disney+, and others because those shows use English so that it can be used for language learning and teaching. Then, related to cultural contents, English teachers have to make sure that the television shows or programs have appropriate scenes to watch because as we know that our country has different culture or values with English countries, such as kissing scenes, alcohols drinking, and many others. Lastly, using television for learning and teaching of English language and literature in the classroom needs more preparation and special assistance to utilize. Therefore, teachers have to be careful in utilizing television shows for learning and teaching of English language and literature so that the limitations can be minimized and the potentials can be increased.

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QUIZLET APPLICATION EFFECT ON SENIOR HIGH SCHOOL STUDENTS VOCABULARY ACQUISITION

M Rizky Setiawan¹, Nurhidayanto Pancoro Setyo Putro²

Universitas Negeri Yogyakarta
Indonesia

rizkyset93@gmail.com, nur_hidayanto@uny.ac.id

Abstract

Vocabulary is one of the language features that should be acquired by the students to support them learning other language skills. The students will be easier to receive or produce the English language if they remember the considerable words. After being observed in the actual classroom, however, most students seem difficult to acquire words. Moreover, the influence of using media such as Quizlet Application on vocabulary acquisition needed to be proved by involving large participants since that application was not widely used by EFL teachers in Indonesian educational context. The study aims to find out if there is any significant difference in the grade ten students' vocabulary acquisition between those who use Quizlet Application (QA) and those who do not use it in learning vocabulary. The participants were 110 tenth-grade students in senior high school. Their vocabulary knowledge was assessed through pre-test and post-test conducted before and after the treatment was given. The research finding reveals that there was a significant difference in students' vocabulary acquisition between those who used Quizlet Application and those who were taught using the conventional method in learning vocabulary. That finding was indicated by the value of significant which was below 0.05. Moreover, it is also found that QA was less effective on students' vocabulary acquisition while the conventional method was not effective to students in obtaining words.

Keywords: Quizlet Application, Senior High School Students, Vocabulary Acquisition

Introduction

Vocabulary knowledge is important to be acquired before and while learning English. In the same vein, Nation (2001) states that vocabulary is one of the parts required in developing language and should be deliberately learned by students. One of his reasons is many unknown vocabularies contain in the activities of meaning-focused input such as reading a book or magazines, listening to the news or stories, etc. There are other reasons why vocabulary has a crucial part in language learning. First, vocabulary is considered as a language component that determines how well students speak, write, listen, and read (Richards & Renandya, 2002). Second, reading comprehension and vocabulary knowledge are correlated with each other so that it is necessary to use a good strategy in vocabulary learning (Hyso & Tabaku,

2011). It is supported by Gomathi (2016), who states that one of the best predictors of reading ability and the capability is vocabulary knowledge. Then, vocabulary knowledge will improve students' comprehension about the content of text given and help them to memorize it in terms of a long time goal (Munir, 2016). Last, vocabulary knowledge should be possessed by foreign language learners because a limitation of vocabulary in using target language will make them failed in communication (Al-qahtani, 2015).

Despite the importance of vocabulary in language learning, a preliminary study conducted at Senior High School 1 (hence SMAN 1) and Muhammadiyah Vocational High School (SMK Muhammadiyah Dua) in Mantingan area, It was found that many students have difficulty in acquiring the

words due to their bad results in vocabulary exercises. Thus, providing appropriate media in the process of teaching and learning activities of the classroom is highly required so that the students can easily obtain the words and store them in terms of long term memory. Added to this, many researchers believe that using media can influence the students' vocabulary acquisition (Hsu, Hwang, Chang, & Chang, 2012; Bavaharji, Alavi, & Letchumanan, 2014; Rivera, Mason, Moser, & Delzell, 2014). One of the reasons is that the media can be used to facilitate the students in the process of receiving vocabulary materials (Wijayanti, 2018). Moreover, students can easily know the meaning of the word by seeing the media such as pictures and objects (Nation, 2001).

Another issue found in the preliminary study was teachers' dependence on the English books' exercises of gap-filling related to vocabulary tasks. This one-way activity could affect the students to keep the words on their minds inappropriate ways since they only gained those words through guessing. A scholar, on the other hand, believed that different exercise types will increase the students' retention in learning vocabulary (Hashemzadeh, 2012). Moreover, some vocabulary exercises such as hierarchy exercises in which matching the words and multiple choice are included in this type can be implemented to make students easily acquire and rote vocabulary (Lin & Hsu, 2013). In other words, giving different types of vocabulary exercises for students is considered to be very essential.

In this 21st century, the Information and Communication Technology (ICT) can be applied as one of the solutions to those problems. Based on the principles of learning following the 2013 curriculum, ICT is applied to make learning activities more effective and efficient (Mulyasa, 2018). Moreover, the implementation of ICT in teaching vocabulary promotes students' autonomy, makes them actively involved in the learning process, and

develops their critical thinking skills (Vahdany & Majidi, 2015). Besides, the smartphone, one of the ICT tools, contains several mobile applications that were viably and effectively is used in vocabulary learning too (Jafari & Chalak, 2016; Mahdi, 2017; Gurkan, 2018). One of the mobile applications namely the Quizlet Application (QA) known also as the digital flashcard that can be used via both computers and smartphones (Wright, 2016). Moreover, Nation (2001) states that through flashcards, the learners can easily get the connections between form and meaning of the words. Therefore, Quizlet Application is considered as the digital flashcard that provides the picture cards used via electronic devices such as smartphone to help learners memorize the meaning of the words.

Quizlet Application is suggested to be the convenience and enjoyable learning vocabulary method (Davie & Hilber, 2015). It also provides many vocabulary exercises such as matching the words, multiple choices, and false & true. Moreover, the QA also gives positive impact on the students' success in learning vocabulary (Toy & Buyukkarci, 2019). The use of QA also offers some benefits for students in vocabulary learning (Wahjuningsih, 2018) such as studying words every time and everywhere, remembering the words with interactive and attractive ways, and collaborating with other students when doing the tasks. However, the previous studies that had conducted similar research only involved small number of participants. Moreover, QA has not been widely used for vocabulary learning in senior high schools. Therefore, in this study, Quizlet Application (QA) is chosen as media for vocabulary learning. The students who were previously taught using conventional method will be integrated into a new way of learning via smartphone to enlarge their vocabulary size. This research sets out to examine the effectiveness of Quizlet Application on students in acquiring vocabulary. In other words, this study aims to find if there is any

significant difference in the grade ten students' vocabulary acquisition between those who use quizlet application and those who do not use it in learning vocabulary.

In brief, this study is conducted to answer the following question: Is there any significant difference in the term of vocabulary acquisition between the students who are taught by using QA (Quizlet Application) and other students who are taught without using QA? How effectively do Quizlet Application and conventional method on students' acquisition of vocabulary?

Most learners considered that acquiring a language is a difficult task, especially if it is aimed to achieve second language literacy (Bogaards & Laufer, 2004). It is further said the language learning become more manageable and effective if learners able to choose the words which are more important to be learned than other words.

Moreover, the selection of words could be done by understanding the word frequency. Nation (2001) states that there two types of the frequency of words such as high-frequency word and low-frequency words in which high-frequency words are more suggested to be learned. Then, it can be concluded that words are needed to be selected, for example through their frequency, before learning them based on their level of importance so that vocabulary acquired by learners are useful to help them achieve the literacy of the second language.

On the other hand, there are two learning ways to acquire vocabulary, implicit and explicit learning (Ma, 2009). Implicit learning is defined as the process of learning without the learners' consciousness. Moreover, the meaning of explicit learning is contrary to the previous one. Its definition is the learning process with the learners' awareness of what they learn. Besides, the meaning of implicit learning is similar to incidental learning, while explicit learning is the same meaning with intentional learning (Ma, 2009). In the implicit or incidental learning, for example,

the learners attempt to find out the meaning of the word contained in a text. Even though this kind of activity only focused on the words meaning and not their form, it is useful for the learners when they meet the same words in a different context because they will know that they saw them somewhere before. In addition, explicit or incidental learning is the way of acquiring the vocabulary used in this study.

Recognizing the ways of communicating the meaning of words is regarded very essential. It is said that "The choice of way of communicating meaning of a word should be based on two considerations: the reason for explaining the meaning of the word, and the degree to which the way of explaining represents the wanted meaning for the word. (Nation, 2001, p. 85)". There are three ways presented by Nation (2001) such as using actions, objects, pictures or diagram, translation (shifting word from the target language to the first language) and defining word in second language (e.g. synonym, antonym, definition by function, grammatical definition, etc.). Furthermore, one of those ways or all of them should be utilized in the process of learning vocabulary.

On the other hand, the use of technology has also influenced the way in which the teacher applies the teaching methodology of vocabulary in language classroom. In addition, the development of technology has also created a tendency for teachers to use computer, one of ICT tools, in teaching vocabulary (Cahyono & Widiyati, 2008). This is because the ICT tools are proven can help the students to learn the new words. For instance, the students are able to gain more words when leaning vocabulary via mobile phone (Lu, 2008). Moreover, the use of iPad gives positive effectiveness for the students in acquiring vocabulary (Wang, Teng & Chen, 2015) Therefore, it is no doubt ICT tools is appropriately used in teaching and learning vocabulary.

Smartphone is one of ICT tools that provides many applications for language learning purpose. Among researchers, Quizlet Application, also known as digital flashcard, is considered appropriate to assist the students as learning vocabulary (Cinar & Ari, 2019; Andarab, 2019;). In the Merriam-webster dictionary, flashcard is defined as a card that probably contains a picture, number, and words used by teachers in the class a learning media. Moreover, Nation (2001) states that through flashcards, the learners can easily get the connections between form and meaning of the words. Therefore, Quizlet Application is considered as the digital flashcard that provides the picture cards used via electronic devices such as smartphone to help learners memorize the form and meaning of the words together.

A study conducted by Dizon (2016) shows that QA useful and effective tool for students to help them learn vocabulary. Another researcher suggest that Quizlet Application has the potential to help students increase their vocabulary skills in more effective way (Wright, 2016). Moreover, there are some features contained in this application that are useful for the students such as flashcard, game, collaborative activity, etc. (Bryson, 2012). Baptist (2018) has also explored the effect of Quizlet Application on high school students' vocabulary acquisition in northern New Jersey. There is also another study conducted by Christanti (2018) who suggests that QA can be applied to improve senior high school students' vocabulary acquisition in Yogyakarta. Most students, moreover, were also considered eager to learn vocabulary through using Quizlet Application (Setiawan, 2020). Therefore, it is no doubt that Quizlet Application is an appropriate media for students to learn new words.

Methodology

The current study used Quasi-Experimental method and its design was

adopted from Phakitis' Model namely "the pretest-posttest non-randomized control-group design" (Phakiti, 2014). Through this design, the researcher used the experimental group with the compared group (control group) in which both groups were given different treatment. Furthermore, this research was intended to find out Quizlet Application impact on students in the process of mastering vocabulary in the classroom.

The number of participants in this research were 110 tenth-grade students of senior high schools in Mantingan Area. Their age ranged from 15 to 17. Moreover, they were chosen by using purposive sampling. The researcher also used this kind of technique sampling to select two senior high schools based on the criteria of quality, high and low. Those criteria depended on the value of minimum completeness criteria or KKM for English language subject in each school. According to those values, Senior High School 1 (SMAN 1) has high quality with a value of 75 and Muhammadiyah Vocational High School 2 (SMK Muhammadiyah 2) has low quality with a value of 65. The school with the high category was coded as School A and another school with the low category was coded as School B.

On the other hand, the researcher used mixed nonprobability-probability sampling (Daniel, 2012) in which two different types of sampling method were combined to select the class sample. First, purposive sampling was used to select two groups that have no significant difference results in pre-tests. This is because the results of pre-test in both groups should be similar (Lodico, Spaulding, Voegtler, 2010). Second, the researcher also used simple random sampling. The technique used in this kind of

sampling method was the lottery in which the researcher flipped a coin to determine the experimental and control group. As the results, class MIPA 1 from School A and class BDP 1 from school B had been selected as the experimental group, while class MIPA 2 from school A and class BDP 2 from school B had been chosen as the control group.

The kind of test research applied in this research was research made-test (Phakiti, 2014). It was created by the guidance of the supervisor and the basis of creating the test was the standard competence of curriculum 2013. Moreover, expert judgment was required to make sure that an instrument was appropriate and feasible for use. The test was validated before the main study is undertaken. According to Phakiti (2014), some test techniques can be used to test students' language skill. Two of them are selected response technique (e.g. multiple choices) and constructed response techniques (e.g. gap-filling). Multiple choice test is selected due to its ease of being assessed and examined (Thornbury, 2002). Moreover, the reason for choosing the gap-fill test is to measure the students' ability in producing a word and encourage them to recall the words that have been learned (Thornbury, 2002). The writer combined those techniques in creating the vocabulary test. Therefore, the test was made in the form of multiple-choice and gap-filling. The test was given before and after treatment to all participants in both control and the experimental group. In this test, there were 15 items provided in the multiple choices section and 15 items provided in the gap-filling section so that the total of items in the test was 30 questions. Those questions were

related to the vocabulary material contained in the Quizlet Application.

The test was used to measure vocabulary acquired by students in senior high schools. Every student who participates in this study was given a test before and after the treatment. The researcher was involved as a teacher who controls, guides, and instructs the students in answering the question items provided in the test. To calculate the scores obtained by the students in both pre-test and post-test, the researcher used Anates software V4. The scores in the test were different in every section. In section A (multiple choices), the maximum score obtained was twelve. Moreover, in section B and C (gap-filling), the maximum scores were forty and thirty. Then, the total scores if the students answer all questions correctly was one hundred.

In this research, the data collected were analyzed through descriptive and inferential statistics. Descriptive statistic was used to provide and analyze the data so that they would become more useful and communicative. Therefore, the results of data taken from vocabulary test were analyzed to find out the mean scores, Normalized Gain score, standard deviation and percentages. Therefore, SPSS program version 20 used for that purpose. On the other hand, the mean the inferential statistic was also used in this study. The results of inferential statistics were aimed to answer the questions of the research. If the significant value was higher than 0,05, it meant that there is a significant difference between experimental and control group. Moreover, before using independent sample t-test, the data were tested for its normality and homogeneity first. In this study, the distribution of data was considered normal based on the results showed in Shapiro

Wilk-Test in which all significant values were higher than 0,05. Moreover, the data were also homogenous in which all significant values were lower than 0,05. In

more detail, the results of both normality and homogeneity test could be seen in the table 1 and table 2.

Table 1. *The Results of Normality Test for Students' Scores in Vocabulary Test*

Table 2. *The Homogeneity Vocabulary*

Test	Participant	Shapiro-Wilk			Results of Test of Test
		Statistics	Df	Sig.	
Pre-test_vocabulary	Experimental	.095	53	.513	
	Control	.105	57	.258	
Post-test_vocabulary	Experimental	.963	55	.093	
	Control	.971	57	.192	
Test	Levene Statistics	df1	df2	Sig.	
Pre-test vocabulary	.483	1	108	.488	
Post-test vocabulary	.1381	1	110	.242	

Besides, the normalized gain was also analysed in this study. It could be applied if there is a significant difference between the mean score of the experimental group and the mean score of the control group. To meet this assumption, the results of a significant value obtained through independents sample t-test should be below 0.05. Moreover, the formulation of Normalized Gain or N-Gain Score was presented below.

$$N\ Gain = \frac{Post\text{-}test\ Score - Pre\text{-}test\ Score}{Ideal\ Score - Pre\text{-}test\ Score}$$

Moreover, Normalized Gain (N-Gain) scores obtained through SPSS were Through this study, the researcher was excited about seeing vocabulary test scores obtained by students of senior high school who participate in both experimental or

categorized based on the value of N-Gain in the percentage (%) (Hake, 1999). The value of N-Gain could measure how effective the influence of using the Quizlet Application and conventional method on tenth-grade students' vocabulary acquisition. Those categories of N-Gain value in the percentage were shown in the table below.

Interpretation of N-Gain Effectiveness Category	
Percentage (%)	Interpretation
< 40	Not Effective
40 – 55	Less Effective
56 – 75	Effective Enough
> 76	Effective

control group before and after the treatment was given to them and also wanted to accept or to reject Null Hypothesis and Alternative Hypothesis. Before figuring out that

hypothesis, the assumption of similarity in the results of pre-test should be met first or there was no significant difference in term of vocabulary acquisition between students who participate in the experimental group and those who participate in control group before the treatment was given. Moreover, the hypotheses that had been formulated are as following:

- 1 Null Hypothesis (H₀): There is no significant difference in the term of vocabulary acquisition between the

students who are taught by using QA (Quizlet Application) and other students who are taught without using QA.

- 2 Alternative Hypothesis (H_a): There is a significant difference in the term of vocabulary acquisition between the students who are taught by using QA (Quizlet Application) and other students who were taught using conventional method in learning vocabulary.

Findings and Discussion

This section presented the results of the vocabulary test obtained by students who were influenced by the independent variable (i.e. Quizlet application and conventional method). Vocabulary test was given to the students two times, before and after the treatment. A total number of participants in this study was 110, and every

one of them had followed the treatment sessions conducted in the language classroom activity and taken both pre-test and post-test. Moreover, the table 3 showed the description of results of students' vocabulary acquisition. The researcher used SPSS V.23 to find out the means score and the standards deviation of two groups. The output of data obtained was displayed in the following table.

Table 3. *The Results of Students' Vocabulary Acquisition in Pretest and Posttest*

Group	Pre/Post	Mean	Std. deviation
Experimental	Pre-test	31.41	13.66
	Post-test	64.43	22.30
Control	Pre-test	26.73	12.21
	Post-test	51.01	22.67

Regarding the scores obtained in pre-test that was conducted before treatment was given, it could be seen that students in the experimental group (M=31.41 & Std. Deviation=13.66) was higher than those mean score in the control group (M=26.73 & Std. Deviation=12.21). The difference in means score between the two groups was 4,68. Besides, in the post-test, the mean score of students in the experimental group (M=64.43 & Std. Deviation=22.30) was also higher than those mean score in the

control group (M=51.01 & Std. Deviation=22.67). The result obtained from the difference of means score between experimental and control group was 13,42. Thus, it was indicated that the difference in means score in the post-test between the two groups was larger than those gained in the pre-test.

In this study, the frequency of N-Gain in percentage in both experimental and control group were also analyzed through SPSS program and described in bar chart.

Here, the figure 1 presents N-Gain score frequency for experimental group.

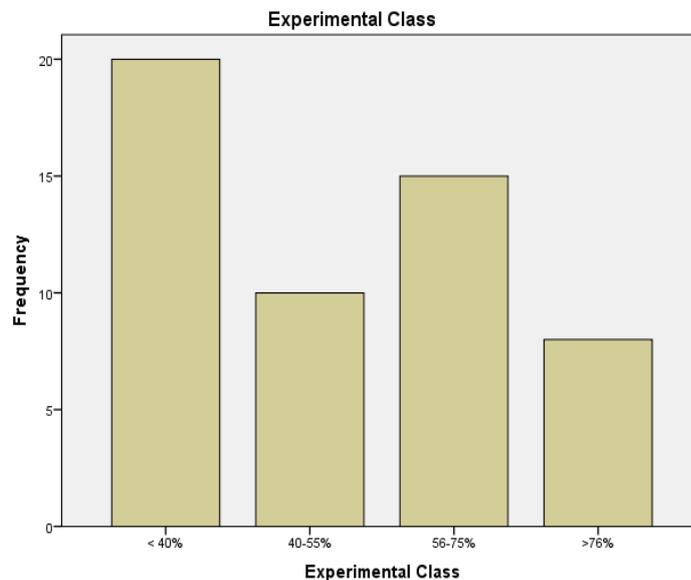


Figure 1. *The Results of N-Gain in Percentage for Experimental Group*

According to Figure 1, the number of participants who included in the first category (< 40%) was 20 students. Moreover, in the second category (40-55%), there were ten students, while fifteen students were included in the third category. At the last category (> 76%), eight students obtained the results of N-Gain in the percentage of more than 76%. To sum up,

the first category has the highest number of students and the last one had the lowest number of students in N-Gain frequency of experimental group.

Moreover, the bar chart was also used to present the results of N-Gain in percentage of control group. The bar chart was contained in the figure 2.

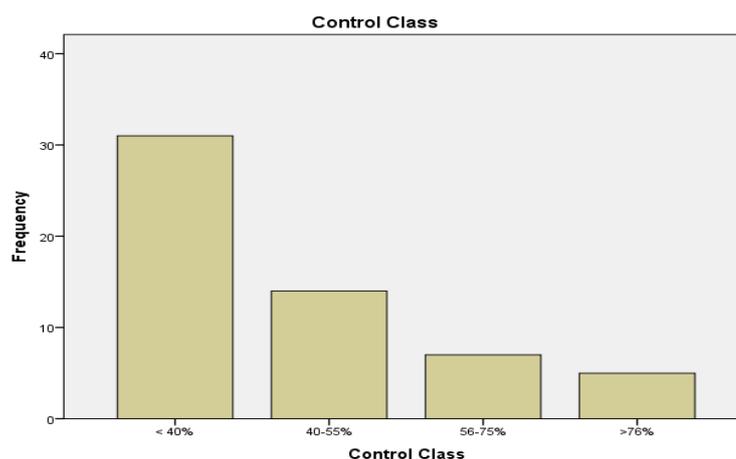


Figure 2. *The Results of N-Gain in Percentage for Control Group*

The Assumption Pre-Test Results

To meet the assumption that the score obtained by the students were alike in the pre-test conducted before giving the treatment, the students' scores in

experimental group and those in control group were compared to find out whether their difference was significant or not. The Table 4 below presents the results of independents sample t-test that was used for that purpose.

Table 4. *The Results of Independent Sample T-test for Pre-Test*

Source	Dependent Variable	Equal Variance Assumed		
		T	Df	Sig
Participants	Vocabulary Acquisition	.959	30	.345

Table 4 shows the value of t which was 0,959 and the degree of freedom which was 30 ($16 + 16 - 2 = 30$). Moreover, the value of sig. (p) which is presented in that table was 0.345. It meant that the value of p (0.295) was higher than 0.050 or $p > 0.05$. Therefore, it could be concluded that there was no significant difference between students' scores who participated in the experimental group and those scores who participated in the control group in the pre-observation. It meant that the assumption which states that the results of pre-observation in both groups should be started at the same level or similar was met.

According to the result of both normality and homogeneity test, it could be assumed that the data obtained from students' scores in vocabulary test were normally distributed and their variance was also homogenous. Therefore, the independent sample t-test was able to be used to accept or reject the hypotheses.

It was mentioned before that the results of data were used to accept or to reject two hypotheses. The first was alternative hypothesis (H_a) which states that there is a significant difference in in the term of vocabulary acquisition between the students who are taught by using QA (Quizlet Application) and other students who are taught without using QA; another one was null hypothesis which states that there is no significant difference in the term of vocabulary acquisition between the students who are taught by using QA (Quizlet Application) and other students who are taught without using QA. H_a is accepted if the value of sig (p) is lower than 0.05. Moreover, if the value higher than 0.05, H_o is accepted. The students' scores in both the experimental and the control group will be compared by using "independent sample t-test". In doing that, SPSS was used in which the results were presented as follow.

Table 5. *The Results of Independent Sample T-Test for Vocabulary Acquisition*

Source	Dependent Variable	Equal Variance Assumed		
		T	Df	Sig
Participants	Vocabulary Acquisition	2.942	110	.004

Table 5 shows the results of the independent sample t-test. From the results, it could be seen that the value of t was 2.942 and the degree of freedom was 110 ($55 + 57 - 2 = 110$). Moreover, 0.004 referred to the value of sig. It meant that p (sig. of value) > 0.05 . It also could be concluded that there is a significant difference in the term of vocabulary acquisition between the students

who are taught by using QA (Quizlet Application) and other students who are taught without using QA.

In this study, the N-Gain in the percentage were also analyzed through SPSS program. Here, the table 6 presented the mean scores of N-Gain in the percentage.

Table 6. *The Results of N-Gain in Percentage*

Group	Mean Score	Std. Deviation
Experimental	50,94	22,66
Control	37,52	25,98

Table 6 shows that the mean score of N-Gain score for the experimental group was 50,94 or 50,9% (Std. Deviation=22,66) that included in less effective categorize. Meanwhile, the mean score of N-Gain for the control group was 37,52 or 37,5% (Std. Deviation=25,98) that categorized as ineffective. To summarize, the use of Quizlet Application was less effective on tenth-grade students in acquiring vocabulary. Moreover, the conventional method was not effectively applied to obtain vocabulary.

DISCUSSION

Some theories that are relevant with the findings and other previous findings that supports or contradict with the results of this current study were discussed in this section. First, it was observed that the most students

focused to study words by seeing the pictures and the meanings of the words provided in Quizlet Application. They also listened to the audio recording to know the sounds of the words and attempted to pronounce words they heard correctly. These findings match those observed in the earlier study done by Christanti (2018). She found that the students learned vocabulary with their pictures and listened to how the words pronounced through QA. Moreover, another important finding obtained through observation was that most students re-take the test mode provided in the Quizlet Application if they got a low score in that test. Some of them even learn vocabulary again through flashcard mode before taking the test so that they can remember them well. This finding is consistent with that Anjaniputra and Salsabila (2018) who

found that the students who were disappointed with the results of the test provided in the Quizlet Application back to the set to remind them of the answers of questions.

On the other hand, regarding the results of pre-test taken before utilizing Quizlet application in the activity of vocabulary learning, it has been assumed that the results obtained by the students who participated in the experimental group were similar with the students' results of the control group. Lodico, Spaulding and Voegtle (2010) had emphasized that the results of pre-test in both groups should be started out equal and the finding of the finding of current study had supported that assumption.

Moreover, in the vocabulary test, it was found that the scores achieved by students after learning vocabulary through Quizlet Application was higher than the scores obtained by them before studying words by using it. This finding is in agreement with Dizon's (2016) findings which show that the students' mean score in the post-test conducted after using Quizlet Application (QA) is higher than those mean scores in the pre-test conducted before using QA. It meant that QA support the students' score enhancement in vocabulary test. Meanwhile, another result showed that the students who were taught by using conventional method achieved a higher score in the post-test than the scores that they obtained in the pre-test. Thus, it was indicated that the use of that method could also help the students in obtaining vocabulary. Moreover, this finding gained in this study mirror that of the previous study that had examined the effect of Quizlet Application and traditional method in vocabulary learning (Atmasari, 2019).

Besides, the scores obtained in the post-test were also compared. As the results, there was a significant difference in the term of vocabulary acquisition between the students who are taught by using QA (Quizlet Application) and other students who are taught without using QA between those who were taught using Quizlet Application (QA) and those who were taught using conventional method in learning vocabulary. It means that the students who use QA acquire more word than those who do not use it in learning vocabulary. This result seems to be consistent with other findings of previous work (Sanosi, 2018; Baptist, 2018). Thus, the Quizlet Application was appropriately used for acquiring vocabulary.

Finally, the students' outcomes that use Quizlet Application were better than those who use the conventional method in which the students use the notebook in learning vocabulary. This is supported by Ozer, Kocoglu and Zeynep (2017) who found that quizlet group obtained better results or scores than the vocabulary notebook group in vocabulary learning and recall. Similar with this finding, Cinar, and Ari (2019) suggested that the students who were given the treatment by using Quizlet based-teaching gained the higher score than those who were given the treatment by using non-quizlet-based teaching in vocabulary test.

However, this study had limitations. First, the participants involved in this current research were not chosen randomly. They were selected purposively regarding some criteria. Moreover, as mentioned earlier, Phakiti's model was used to conduct this study but not fully adopted because of limited time. The reason was the delayed post-test had been removed from the

procedures of research. Thus, it was expected that the delayed-post could be performed by other researchers who were interested in a prolonged effect. This study was also limited to senior high school students in tenth-grade. The Quizlet Application (QA) could be investigated to analyze its effectiveness on junior high school students in every grade and high school students in higher grade level. Other researchers could investigate the effect of Quizlet Application on junior high school

Conclusion

Based on the research findings and discussion, it can be concluded that the students who use Quizlet Application (QA) effectively acquired more word than those who do not use the application. Further, the students' vocabulary acquisition was much higher after using the QA than before. Moreover, the students who are taught using conventional methods also highly acquire vocabulary, as can be seen in the differences between the scores obtained pre-test and post-test. Nevertheless, the students who were taught using the conventional method have a lower acquisition of vocabulary than those who use QA. These conclusions have been formed based on the results of hypotheses that are previously presented in this paper. Besides, based on the categories of N-Gain, QA was considered less effective for senior high school students to acquire vocabulary while the conventional method was not effective for other students to obtain words.

On the other hand, this study provides various ideas and options to English language teachers for using various ICT tools in the teaching and learning process. The findings reveal that the Quizlet Application (QA), which can be used on a smartphone, is highly effective at enhancing

students or senior high school students which was limited on the level of eleventh grade in further studies. By applying similar researcher, students' vocabulary acquisition could be compared based on their gender, male and female, to find out which one of those genders was mostly influenced by QA (Quizlet Application). Moreover, this research merely focused on the outcome of vocabulary learning, and their engagement in the process of studying words are not considered.

the vocabulary acquisition of students in senior high schools. Furthermore, this application can be used to teach vocabulary along with other English teaching materials based on the 2013 curriculum for tenth-grade students. It is also suggested to the next researchers to use QA through both computers and smartphones and then, the students are asked for their perceptions after using those ICT tools

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EXPLORING TRANSLANGUAGING PRACTICE IN EFL CLASSROOM TALK

Rendi Afriadi, Hamzah

Universitas Negeri Padang
Indonesia

afriadirendi@gmail.com, zzahham@gmail.com

Abstract

There have been debates on how different languages should be treated in a language learning class especially in EFL classroom context, where students have limited access to target language use and exposure outside the classroom. The monolingual approach promotes English-only classroom in order to provide students with linguistic input and language arena to which they expose themselves to target language. However, the current trends have voiced challenges to monolingual classroom due to the fact that English-only classroom might seem a bit unrealistic especially for several students and the use of students' native language potentially helps students during the learning process. Therefore, they suggest that language learning classroom should also consider the use of the non-target languages. Such practice is known as translanguaging, in which teachers and students use their whole language repertoire in the interaction during the learning process. This study attempts to explore how students' and teachers' language repertoire is exploited through translanguaging in the classroom talk and what functions it brings to the learning process. To that aim, several meetings of EFL classroom interaction were recorded to obtain the language use from both teacher and student talk. The data from teacher's and students' utterances were then analyzed to classify their language repertoire used in their talk and to identify the purposes of the translanguaging. The research findings indicate that teacher's and students' language repertoire exploited in EFL classroom talk include the local language, national language, and target language. Local language was mainly used for non-instructional purposes in this case making jokes while local and target language were mainly used for instructional purposes such as explaining material, giving clarification, and managing classroom.

Keywords: EFL, Classroom Talk, Translanguaging, Language Repertoire

Introduction

The language used by teachers and students during the learning process is referred to as classroom talk. It is a distinctive type of discourse that occurs in the classroom and an institutional talk whose speech exchange system is different from the talk in an ordinary context (1). The most notable forms of speech exchange system is known as IRF pattern. This exchange system is composed of three moves: initiation (I), response (R), and follow-up (F). In addition to its distinctive speech exchange, classroom talk also has its own directions of communication. Hetelein (2) classifies three directions

of EFL classroom talk based on the interaction both between the teachers and the students and among the students themselves. These three directions are teacher-student, known as teacher talk and student-teacher as well as student-student, also known as student talk. As the classroom talk in the EFL setting takes place in the area in which English is not widely spoken outside the classroom context, EFL teachers and students speak languages other than English in their daily life, which they inevitably bring to the classroom interaction. However, there have been debates on how the non target language or students' L1 should

be treated in EFL classroom. The proponents of monolingual classroom asserts that the ideal classroom situation is the one in which English is fully used. In other words, the use of students' L1 should be discouraged and the classroom talk in EFL context should be carried through English. Cook & Moore in Nambisan (3) suggest that in most english language learning classroom whether it is in ESL or EFL context, an endorsement for monolingual practice with English as the only language used in the interaction has become increasing so common that it makes the teachers feel guilty if they allow their students to use their L1 in the classroom.

Contrary to the previous ideas, the use of students' native language should be promoted in language learning since it is beneficial for them. Cook proposes that it is vital and essential for students to be given the opportunity to use their mother tongue in order to make connections between their dominant language and the one they are learning as well as to build the linguistic knowledge that has been available to them in order to become good communicator in English. In addition, Cummin (4) mentions that the exclusion of students' L1 will prevent them from being able to activate previously existing structure and knowledge from their first language and utilize these in their English development. He further claims that students' L1 not only help them in understanding the target linguistic knowledge but also in acquiring vocabulary. Auerbach (5) highlights that the use of L1 in EFL classroom help students to understand several tasks such as language analysis, grammar rules, cross-cultural issues, instruction, error explanation and comprehension checking. In line with this Idea, Tian and Macaro (6) reveal that students who received

language input in their native language from their teacher during vocabulary acquisition benefitted more than those who received input only in the target language. The practice of using both target language and other languages is known as translanguaging. It is "the movement between communicative modes and features of different languages". (7) In other words, translanguaging allows teachers and students to use languages other than English in the classroom interaction. It gives classroom participants the opportunity to utilize their full language repertoire to achieve academic success. This notion support the previous ideas that the use of the students' native language in addition to the target language can help students gain mastery. It is probably due to the fact that students' can easily understand if the materials are explained in their first language, and they can avoid the language anxiety causing by the lack of linguistic competence, which they might encounter in the monolingual classroom.

In EFL classroom, translanguaging is realized through various ways of communication. Adinolfi & Astruc (7) identifies three realizations of translanguaging in EFL classroom talk. The first one is inter-sentential codeswitching which occurs within discourse level and within each turn. In other words, classroom participants makes language shift within different sentences. The second realization is intra-sentential which occurs within syntactic level or within each sentence. In other words, classroom participants make language shift in the same sentences. The third realization is the one in which classroom participants use either target language or other languages fully. Besides these three realizations, Garcia & Wei (8) and Mwindu & Van dew

Waldt (9) add that translation can also serves as one of strategies of translanguaging. Through translation, classroom participants do translanguaging by translating their ideas or expression from one language to another.

Translanguaging is used for various functions in EFL classroom. Yuvayapan (10) suggests that translanguaging functions as a means of giving instruction. Giving instruction is commonly done in either L1 or L2, but it is most commonly in L1 to ensure that all students understand what they are expected to do. The second function is reviewing languaging. Reviewing language is commonly done by providing students with L2 expression or ideas and explain or discuss it with either L1 or L2. The third function is eliciting language. In its function, translanguaging is used by teachers to ask students for the L2 equivalent of an L1 expression with more open-ended condition. The next function is setting up dialogue. Moreover, Garcia & Wei (8) also suggests how translanguaging functions in classroom. First, teachers use translanguaging to involve and give voice. In this case, teachers invite students to participate and to involve in the learning process using languages they understand. Second, translanguaging enables teachers to give clarification for students. The last function of translanguaging for teachers is to ask questions.

There have been several studies about translanguaging conducted in Indonesian EFL classroom context. Rerung & Kartikasari (11) found in their study that students preferred the use of Indonesian language when teachers gave them instruction and explained complex theories. Moreover, Teachers, despite their reluctance to use

Indonesian language, tolerated students' to use Indonesian language to make feel comfortable in learning. The similar study was also conducted by Budiman & Kristfani (12) who found that most students wanted their teacher to use their L1 in the learning process because they felt more motivated, comfortable, and secured to express their ideas and to understand the material. Khairunnisa & Lukmana (13) also conducted a study on perspective on translanguaging practice. Their study indicated that most Indoensian EFL teachers showed positive attitude towards the use translanguaging in their classroom.

Most of the research on translanguaging practice in EFL classroom have mainly focused on the aspect of attitude and perspective on translanguaging. In other words, there have been few studies which concern on how translanguaging practice really occurs in EFL classroom talk, especially in West Sumatra context. Therefore, this present paper will make an attempt to explore translanguaging practice in West Sumatera EFL classroom, speficially the realization of language repertoire through translanguaging as welll as the function it serves during the teaching learning process.

Methodology

In conducting the research for this study, the researcher employed descriptive research since the aims of this research is to describe the factual phenomena of translanguaging practice as it occurs in EFL classroom talk. The data for the research were collected from classroom talk in which the researcher recorded three EFL classroom meetings to obtain the utterances spoken by both teacher and students. The collected data in form of teachers' and students' utterances were then transcribed and analyzed by paying attention to the

translanguaging. Especially, the realization of translanguaging was identified, and its function was also identified by paying attention to the meaning and the purpose of the utterances in which translanguaging was found.

Findings and Discussion

The result of transcription analysis reveals that the teacher and students used the language repertoire during the classroom talk. The language repertoire identified were local language in this case Minangkabau language, national language in this case Indonesian language, and the target foreign language in this case English. Of these three languages, Indonesian language was the most dominant language used in the classroom talk followed by English. In other words, the local language of Minangkabau was the least frequently used language. In fact, there were only three utterances spoken in this local language as illustrated below:

....
 T: How are you today?
 Ss: Fine
 T: Fine?
 S: Not really good
 T: Kenapa not really good? Udah makan? Lah makan kan?
 Ss: Udah (laugh)
 T: Jadi dimana not very goodnya?

 T: Number one, please Hanum nomor satu. What is your answer?
 S: Ummm I think it's B
 T: B? Kenapa B? Kenapa B jawabannya Hanum? Karena bagus kedengarannya. Rancak se bunyinyo mode tu? (laugh)
 S: (Laugh) Iya
 ...

The above excerpt from the transcription of the classroom talk illustrate the use of local language by the teacher. In the first excerpt, the teacher translate the question *udah makan* in Indonesian language into *lah makan makan kanin* Minangkabau language.

The use of this local language incited laughter response from the students. In addition, in the second excerpt, the teacher also roughly translate the question *karena bagus kedengarannya* into *rancak se bunyinyo mode tu*. Similar to the previous talk, the use of local language in this talk also led to the laughter response from the students. In other word, the use of local language through translanguaging practice in this EFL classroom talk occurred through translation, and it serves as the intermezzo or to make a joke rather than learning related context.

Indonesian language and English respectively were the most prevalent language repertoire exploited through translanguaging practice in EFL classroom talk. The movement among this repertoire was realized through intersentential code switching, intrasentential code switching, full translanguaging, and translation. The following transcription illustrates the realization of this translanguaging.

...
 T: jadi mana jawabannya yang benar? Please show me.
 Ss: ummm B
 T: Is it B? Coba diread dulu. Apa yang dibutuhkannya disana?
 S: Subject dan Verb
 T: Are you sure? Apakah kalimatnya tidak punya itu?
 S: Ada, Sir.
 T: Berarti udah complete dia kan
 ...
 ...
 T: Tadi kan kita udah bahas bentuk-bentuk kata kerja. Now let us discuss how to use each form of verb. Tapi, sebelumnya ada pertanyaan tidak?
 Ss: No, Sir
 T: Is it clear enough? Atau tidak mengerti sama sekali (laugh)
 S: Cukup jelas, Sir
 T: Okay, now let us move on to the next one.

...
 The above excerpt from the transcription of the classroom talk illustrates the use of Indonesian and English by the teacher. In the first excerpt, the teacher made a movement from English to Indonesian language repertoire vice versa through intersentential code switching in *jadi mana jawabannya yang benar? Please show me* and in *Are you sure? Apakah kalimatnya tidak punya itu?* Similar to the previous talk, the teacher made a movement from English to Indonesian language repertoire vice versa through intersentential code switching in *tadi kan kita udah bahas bentuk-bentuk kata kerja. Now let us discuss how to use each form of verb. Tapi, sebelumnya ada pertanyaan tidak?* and in *Is it clear enough? Atau tidak mengerti sama sekali (laugh).*

...
 S: Karena dua connector subject dan verbnya hmmm
 T: Iya . berlebih connectornya ya, so we need to remove salah satu dari connectornya
 S: Iya
 T: Iya, apa namanya? Biar seimbang biar balance strukturenya
 S: Iya
 T: Okay, number thir... empat belas
 S: Hmmm correct
 ...
 ...
 T: So, verb tiga itu kita gunakan with to be or have, has, had. Without them, verb three belum sepenuhnya bisa jadi verb of the sentence. Question?
 Ss: No
 T: Now, coba lihat the example nya. Kira-kira sudah benar belum itu. The book written in Arabic.
 S: Belum Sir
 ...

The above excerpt from the transcription of the classroom talk illustrates the use of Indonesian and English by the teacher. In the first excerpt, the teacher made a movement from English to Indonesian language repertoire vice versa through intrasentential code switching in *Iya berlebih connectornya ya, so we need to remove salah satu dari connectornya* and in *Iya, apa namanya? Biar seimbang biar balance strukturenya* Similar to the previous talk, in the second excerpt, the teacher made a movement from English to Indonesian language repertoire vice versa through intersentential code switching in *so, verb tiga itu kita gunakan with to be or have, has, had. Without them, verb three belum sepenuhnya bisa jadi verb of the sentence. Question?* and in *now, coba lihat the example nya. Kira-kira sudah benar belum itu. The book written in Arabic.*

In addition to intersentential and intrasentential code switching, the use of language repertoire through translanguaging practice was also realized through translation as follows:

....
 T: So, Eka belum datang ya?
 S: Iya
 T: Any news from her? Ada kabar dari dia?
 Ss: Belum
 T: Did she come on last meeting? Datang dia minggu kemaren?
 S: Datang. Dia lagi di jalan
 T: Oo masih di jalan, okay So, what did we discuss in the last meeting?
 Pertemuan terakhir kemaren kita bahas apa?
 ...
 ...
 T: What page? Halaman berapa?
 S: Page Fifty two
 T: Fifty Two? Okay lima dua ya?
 Ss: Iya, Sir
 T: Do you have any homework? Ada PR nggak?

Ss: Yes, Sir
T: Ok. Let us discuss it first. Kita
bahas dulu ya. Setelah itu, baru kita
lanjutkan
...

The above excerpt from the transcription of the classroom talk illustrates the use of Indonesian and English by the teacher. In the first excerpt, the teacher made a movement from English to Indonesian language repertoire through translation. In this case, the teacher translated *any news from her?* into *ada kabar dari dia?* and *did she come on last meeting?* into *datang dia minggu kemaren?* Similar to the previous talk, in the second excerpt the teacher also made a movement from English to Indonesian language repertoire through translation. In this case, the teacher translated *what page?* into *halaman berapa?* and *do you have any homework?* into *ada PR nggak?* Unlike the previous two realizations which allow the movement from Indonesian to English and vice versa, translanguaging practice through translation occur from English to Indonesian but not the other way around and from Indonesian to Minangkabau as in the previous discussion.

Finally, the translanguaging practice was also realized through full translanguaging in which the teacher fully use students' L1 in the talk as given below:

...
T: Question?
S: No, Sir
T: Sekarang kita bahas pembagian kata kerja dalam bahasa Inggris ya. Jadi kata kerja
itu bisa berbentuk "to be"
dan bisa berbentuk kata kerja utama.
"To be" apa aja
coba?
Ss: Is, are ummmm was, am
T: Nah itu dia. ada is, am, are lalu was
dan were serta be dan been. Nanti kita

lihat apa bedanya ya. Sekarang fokus
dulu kalau "to be" dihitung sebagai satu
buah kata kerja. Artinya pada contoh
kalimat itu kata kerjanya mana?

Ss: is
T: Ya benar. Is ya, jadi kalimat itu ada
kata kerja ya walaupun mungkin tidak
kelihatan ada aktivitasnya.

...
T: Coba kita lanjut ke anak kalimat
berikutnya adjective clause. Tetapi
yang adverb
clause udah paham kan?

Ss: Sudah, Sir
T: Nah. Konsep adjective clause ini
sama dengan adverb clause tadi
yaitu anak kalimat ya yang memiliki
fungsi seperti adjective. Adjective
itu apa coba dan apa fungsinya

Ss: (no response)
T: Gak ada yang tahu. Adjective itu
kata sifat dan fungsinya
menerangkan kata benda.
Contohnya smart student. Smart
adalah kata sifat atau adjective yang
menerangkan kata benda student.
Coba kalau big house. Mana
adjectivenya?

Ss: Big
T: Yup, dan dia menerangkan house.
Sama juga, adjective clause juga
berfungsi menerangkan kata benda
dan posisi klausanya ada setelah
kata benda yang dia terangkan.

...
The above two excerpts demonstrate
the use of full translanguaging in EFL
classroom talk. In this case, the teacher fully
used Indonesian language in the talk
without making any switch to English or
local language. It is clear that full
translanguaging in this context was
employed by the teacher to explain learning
materials to the students, the use of to be as
a main verb in the first and adjective clause
in the second. It will be much easire for the
learners to understand the material if it is
explained in the language they fully
understand, in this case Indonesian
language.

The two functions of translanguaging practice have been identified as to provide *intermezzo* for students and to explain the learning materials. However, translanguaging practice also had other functions to give clarification as illustrated below:

...

T: Okay. Nine?

S: Tapi yang whomever kenapa ummmmm tidak pakai whoever?

T: Kan whomever kan ada he di sana

S: Oooo iya

T: Okay If it is, kalau whoever langsung aja ke verbnya. Itu beda who sama whom. Who itu kan langsung jadi subjek

S: O iya iya

...

...

T: Okay, anymore question?

S: Yes

T: Iya?

S: Kan connector ummmmm and itu termasuk gak?

T: And itu kan conjunction di sini ya. Sebagai penghubung ummmm ingat and itu bisa sebagai conjunction atau penghubung biasa serta clause connector ya, yang boysfan itu. Ok ada lagi pertanyaannya.

...

The above two excerpts demonstrate the use of translanguaging in EFL classroom talk, whose function is to give clarification. In this case, the teacher used Indonesian language in the talk to clarify students' misconception about the learning materials to the students, the differences between who and whom in the first and the use of and as conjunction and clause connector in the second.

Another function of translanguaging practice in EFL classroom talk is to help teachers manage the classroom interaction and learning process. It is highly related to how teacher arrange or organize the interaction and to discipline students' behavior as illustrated below:

...

T: All right. Tadi Group 1 sudah ya. Now, it's your turn Group 2. Now, I want you to tell us contoh-contoh yang sudah kalian siapkan. Sudah selesai kan

Ss: Sudah, Sir

T: Gak perlu-perlu panjang-panjang cukup satu orang jelaskan satu contoh saja. So, we will have three examples later yang mesti kamu jelaskan okay?

Ss: Okay, Sir

T: So, Group will explain the examples, yang grup 3 coba ditanggapi ya

...

...

T: Nah, jadi mudah saja ya. You just need to answer the questions from 1-10. Okay. Tetapi setelah itu, diidentifikasi subject verbnya juga. Paham?

S: Sir, what about we find many subjects?

T: That's okay. Gak masalah. Intinya kalau bertemu lebih dari one subject pastikan saja dia balance.

...

T: So, have you done doing the exercise? Udah selesai?

Ss: Not yet, Sir

T: Kalau belum kenapa sudah ribut? Please do it by yourself. Nanti kita bahas kok.

Ss: (no response)

T: Nanti kalau jawabannya benar karena mencontek, kamu gak bakalan tahu salahnya dimana, and it is not good. Okay. Now, keep your voice down and do the questions.

....

The above two excerpts demonstrate the use of translanguaging in EFL classroom talk, whose function is to manage classroom. In the first excerpt, the teacher switched from English to Indonesian and vice versa to arrange students' group discussion in this case to invite one group of students to lead the discussion and the other to respond to it. In the first excerpt, the teacher switched from English to

Indonesian and vice versa to give direction and instruction for students regarding their task or what they have to do in their activity. Finally, In the first excerpt, the teacher switched from English to Indonesian and vice versa to discipline students' behavior when doing the exercise in which most of them made a noise and answer the questions with their friend rather than on their own.

The results of the transcription analysis indicate that teachers and students in EFL classroom interaction do make use of their language repertoire eventhough there seems to be differences in terms of its frequency. The language repertoire used in this context includes local language of Minangkabau, national language of Indonesia, and English, in which Indonesian language was the most dominant followed by English and local language. This findings is consistent with that of Rasman (14) who found in his study that local language of Javanese, Indonesian, and English were used in the classroom interaction in which the local language is the least frequent language used. Similarly, Anwar, Salija, & Abduh (15) whose study revealed that classroom participants used the local language of Buginese, Indonesian language, and English, in which the local language was the least dominant language

exploited in the classroom. In other word, there seems to be the reluctance among teachers and students to use the local language during the learning process eventhough they probably speak the language outside the classroom interaction. This phenomenon might stem the fact that the government have mandated the use of national language as the medium of instruction, which probably the inappropriate sense to use the local language in this context.

Conclusion

From the above findings, it can be concluded that the use various language repertoire through translanguaging practice can help the teacher run the learning process. The use of local, national, and target language can be realized in the classroom through intersentential code switching, intrasentential code switching, full translanguaging, and translation. In addition, translanguaging practice serves several functions both instructional and non-instructional related. Therefore, it is suggested that EFL teachers should exploit their language repertoire in the classroom through translanguaging rather than focusing on one language only.

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SPEAKING CLASS BASED COBORATIVE VIRTUAL LEARNING AS MULTILITERACIES CONCEPT

Arjulayana, Zainal Rafli, Ratna Dewanti

Universitas Negeri Jakarta

Indonesia

Arjulayana_9906917014@mhs.unj.ac.id, arjulayana@umt.ac.id

Zainal.Rafli@unj.ac.id, dewanti@unj.ac.id

Abstract

Learning speaking for university students should be creative and innovative. In line with corona virus diseases- 19 most of educational institution need to implement online learning for all the subject, also for speaking class. Speaking skill had taught in collaborative and virtual model in University of Muhammadiyah Tangerang, because collaborative virtual engage student's critical skill and speaking practice are facilitated well. This model is supported by the potential concept for teaching and learning speaking collaboratively in virtual, it called multiliteracies concept. Multiliteracies is a concept of scientific model in learning meaning, such as; linguistic meaning, gesture meaning, visual, and audio visual meaning. This research uses Class room action research with 35 sample of 2nd semester students from University of Muhammadiyah Tangerang. The result of this research shows that collaborative virtual learning is effective for teaching and learning speaking, because students are encouraged to speak and think directly while doing online discussion, as the implementation of multiliteracies concept for speaking this research also shows that students collaborative virtual learning become enjoyable and productive, because students required to design their own learning model.

Keywords: Multiliteracies; Collaborative Virtual Learning; Speaking Skill

Introduction

Learning language usually consider with four skills, which are divided into 2 categorisations: receptive skills and productive skills. Receptive skills consist of reading and listening, while for productive skills consist of writing and speaking, (Arjulayana et al., 2018) (Zhang, 2013). In learning productive skills, the needs of practicing and drilling are particularly important; to be able to drill those skills we need to consistence. Furthermore, learning to speak is the hardest skill for some of the scholars because it needs more practice in daily life, (Zhang, 2013). To be able to keep drilling or consistent in learning with different situation online learning could be the solution.

With the rapid growth of technology, the concept of teaching English especially in speaking skill will be more attractive if the teacher is able to implement the suitable

ways, (Mehdiyev, 2020). The suitable way which is applicable in this era is multiliteracies concept. Through multiliteracies concept teachers are able to represent and develop the language skills effectively in their English class, (Schwarzer et al., 2003). More over multiliteracies is able to foster students' understanding of text effectively, such as: 1) students will be easier to make the meaning of written text in partially audio visual, and spatial pattern, 2) students are able to increase their mutual understanding of cultural and linguistic diversity, the New London Group 1996 in (Westby, 2010).

Multiliteracies encourage students to comprehend and interpret any kinds of language symbol or design, so, through multiliteracies concept also students are not only able to make the language meaning, but also able to use the high order thinking

skill. To be able to promote student's proficiency the New London Group suggested four components to be mastered by the teacher, they are situated practice, overs instruction, critical framing and application, (Westby, 2010). In line with the demand of technology and cultural diversity, the online learning is considered to use, because through the online learning the limitation of time, place, and any others students' gap can be minimized. Furthermore, to practice those four components of multiliteracies the technology roles are really helpful, because now days the English people used actually it was in a way shaped by the technology itself, (Chapelle, 2003). In line with technology progress, kinds of online learning are involved, such as synchronous and asynchronous model of teaching and learning, where those are able to share student's production with their own platform, (Solhi & Eğinli, 2020). With multiliteracies concept those 2 model2 of teaching and learning can be implemented.

In industrial 4.0 online learning is the representation of digital era which requires many sectors to involve in digital and exchange data rapidly. In line with that the ICT roles can be adopted to advocate the educator's professionalism through fostering their capability in digital literacy, (Julaeha, 2011). In hence, this role may not be doubly anymore since many scholars knew many suitable and easy applications to be able to use as the E-learning platform in invisibly or visually. Nowadays some scholars and educators prefer with online learning, because learning online engage collaborative learning from many diversities than traditional classroom, (Dumford & Miller, 2018). Online learning implements the virtual model or non-virtual model, but since the ICT grow rapidly, many scholars and educators prefer to use virtual learning. In hence, the growth of visual application for learning is spread and updating facilities. Virtual learning as the proof of online learning and the maximize of digital function in educational phase, as

the representation of ICT growth, virtual learning able to bridges the gap among differentiations; place, time, participants, (Stonebraker & Hazeltine, 2004) .

Many efforts are done by teachers to improve learning quality; one of those effort is implementing the collaborative virtual learning. the virtual learning itself is designed by the teacher to facilitate and encourage student's independency learning, limit the distance's gap, open system learning and of course treat student's critical thinking because they can make interpretation of phenomenon easily, (Julaeha, 2011), (Seifan et al., 2020). Concerning to the situation in this pandemic era, scholars and academia involved in virtual learning not only to manifest their ICT understanding, but also as one of their representation of digital literacy. Implementing the online learning can encourage students to be more active in discussing and stimulating their negotiating ability for any kinds of information, (Konstantinidis et al., 2009). Collaborative learning is a general term for educational practice simultaneously for scholars and educators, (Konstantinidis et al., 2009) that is why this model of learning is very potential for implementing a new concept in learning and teaching language. As the industrial 4.0 era, learning virtually is demanded to support student's and teacher's digital literacy, beside of that reason the virtual learning also more suitable for productive skills, (Hercik et al., 2015).

The combination among digital literacy, critical literacy, and traditional literacy for students' speaking skill especially in University level this research is presented. Through those literacies I assumed that students' speaking skill could be improved well, because those literacies have combined and become a potential concept to teach and learn speaking skill, called multiliteracies. The wide range of internet access support the practical of online learning for any kinds of language skill just depend on teacher' instructor

instruction and creativity, (Barton & Lee, 2013)

It is important for multicultural and EFL learners to understand the online learning and practice it. Concerning to the era demanding, students are critical need to improve their digital literacy and critical literacy. Without capability in digital and critics students will face many obstacles to grow, because Online learning reflects students and teachers development in their language understanding, (Dumford & Miller, 2018). There lots of people life with their experience and literacy practice through social media or online experience those are the representation of their social practice in learning online, (Barton & Lee, 2013).

As one of the representation of industrial 4.0, online learning is able to examine and change people's ways in which they learn and life in a modern era, (Barton & Lee, 2013). As we understood that learning is about taking a new identity, So in this era people learn online through the participation and involvement in a space of teaching and learning's role without stuck on the condition and situation, (Barton & Lee, 2013).

2.2 Multiliteracies Concept

Multiliteracies are the current way to encourage education practice become applicable and suitable with digital condition era. As the current approach multiliteracies can be defined as the concept of pedagogy approach for literacy education which covers the way of diversity in making meaning and communication to be understandable for any level and learning style, (Rowland et al., 2014) accordance with New London Group suggested, (Cope & Kalantzis, 1996). Discussion about multiliteracies, the multiple of literacy is appeared in our mind, but according to (Cole, 2009) Multiple is definite number of literacy factor which is really dominant in it. For example, traditional literacy has been dominating by writing skills, Students are required to write and express their taught in written form, or every single information

they got, either from listen or read the news students need to practice it in writing form, so, the students who have a good literacy in shifting the reading, writing, listening, and speaking automatically they will have a very dominant one of those, it called also multi.

The concept of multiliteracies learning can be designed in formal and informal learning situation. Meanwhile, multiliteracies learning concept can be in individual or group learning, in line with it the conception of multiliteracies+

Education is one of the most important parts in building a country. An education leads all children in the world to reach their future. Whatever the condition happens in the entire world, the children need to have their portion of education to get the knowledge, to reach their goal, and to open their eyes for their brighter future.

COVID – 19 pandemic has been run since 2019 till now. A teaching learning process must go on in every condition of this earth. There are many factors that can affect that process. Students in the world need to receive the proper knowledge from their lecturer to build their understanding, to empower their skills, and to open their world (because knowledge is the window of the future).

Learning a language is learning a basic tool to communicate with most of people in the world, to understand their lesson which is explained in international language, and to understand a special knowledge written down in a book which use English as the written language. Maritime English is English for specific purpose taught in maritime education. It is similar with general English in skills. It has four skills also; those are speaking, writing, reading, and listening. In delivering the material, the lecturer needs to meet the students so that the skills can be applied as it. It is because the understanding of this lesson is influence the other lesson to prepare the future job of the students.

Methodology

This research is conducted at Universitas Muhammadiyah Tangerang-Indonesia with Classroom action research design. The subject of the research is 35 students from semester 1 majoring in English department. The research is started from March 2020 until July 2020 in implementing the multiliteracies concept through virtual collaborative model. The goal is to help student's communicative competence and become keener as a technology user in improving their speaking in technology age. There were 2 cycles' process in collecting the data after teaching and learning process as advocated by multiliteracies concept, and both cycles are aimed to see the progress of students' learning achievement.

Findings and Discussion

There were 2 cycles in collecting the data, with the first cycle to see students' progress of collaborative learning through multi-literacy concept, and then continue to revise the strategy still implementing the multiliteracies concept for the 2nd cycle. The purpose of those cycles is to see the progress and positive improvement after collaborative learning using multiliteracies concept.

In the 1st cycle, students are tested through Focus group design virtually with the duration is 30 minutes for 1 group, each group consist of 5 students. First cycle showed that the process of virtual discussion is quite hard, because the time of test is in rainy day, and their partner's voice not clear and it affected to their respond. Another reason is students' understanding in using digital information, such as finding information in YouTube, google, and social media is quite low. They prefer to listening the music in YouTube without trying to find information regarding to their learning material, so the utilize their smart phone in finding information to upgrade their knowledge is inappropriate with learning

outcome, (Supratman & Wahyudin, 2017). Finally, the score of virtual collaborative learning in the 1st cycle is not good, 45% students were getting the score 71-82, and 55% got the score 40-70.

The In the 2nd cycle the result is better than the previous. Students more enjoy learning virtually because they can create their own media then they show and present to their friend the media they made, and their friend should respond it orally. So, the obstacle of listening because of their friend pronunciation's problem or situation busy is not affect to their respond capability. Beside of that, students also able to respond spontaneously and more interactive, so the natural speech can be voiced, (Etelapelto & Bopry, 2003) This enjoyable learning makes students expect the speaking class routine, beside of creating their own picture in explaining their ideas, students also suggested to watch the information from you tube together then they can discuss it together through FGD virtually what the channel talked about. Furthermore this research indicates students represent their capability in utilize the technology among their society, (Etelapelto & Bopry, 2003) accept the situation in network through collaboration will enhance learner skill and eliminate learning society block.

The current studies explore that virtual learning able to increase the quality of instructional teaching method, and efficient, (Julaeha, 2011). In hence, collaboration virtual learning is the best ways for students and teacher to explore their digital understanding and improve their critical thinking. In the other side virtual learning also as one of new movement in digital learning boundaries, role of students as participant in a process of learning can be more active and efficient, (Herrington & Oliver, 2000). Combining with multiliteracies concept the process of collaborative virtual learning more effective because students are required to utilize their smart phone, (Marenzi & Zerr, 2012) to find information and report their activity and knowledge acquisition regularly, so before

the process of virtual learning students can be suggested to read lots in a phase of implementing their multiliteracies concept; they need to write, read, listen, use internet access, understanding the information then they need to represent it in the picture as the representation of their critical literacy, (Hicks & Reed, 2007)

Conclusion

Collaborative virtual learning can be the best resource in implementing the specific language skill, such as speaking, because students are guiding to learn contextually, (Marenzi & Zerr, 2012). As the educational practice on cognitive simultaneously, and mental effort for students and teacher, collaborative virtual learning can be the one of efficient learning model in creating meaningful learning and acquisition knowledge, (Konstantinidis et al., 2009). In line with this result finding, collaborative virtual also one of the most current learning way in digital era, and it is able to stimulate students learning creatively and enthusiasm.

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TEACHING HUMANISM IN PAY IT FORWARD MOVIE TO STUDENTS

Siti Ashabul Yamin
Indonesia
ashyamin00@gmail.com

Abstract

This research deal to know how teaching humanism in Pay it Forward movie by using Roger's model humanism learning theory. This is descriptive qualitative research. Th object of this study is Pay it Forward movie. The primary data derive from the movie focusing on humanism aspect in the movie and the secondary data covers some data that support the analysis. The technique of data analysis is carried out by applying the theory of humanistic by Roger. The focus of this resarch is on humaism principles in Pay it Forward movie for students. Based on the focus, the researcher find five principles of humanism aspect that students gain in this movie: (1) Desire to learn, (2) meaningful learning (3) learning without threat (4) learning under self-initiative (5) learning to change. The main humanism aspects are love and caring in society. And humanism aspect in this movie to educate students are loving and caring.

Keywords: Technology Teaching Humanism, Principles, Humanistic Learning, Pay It Forward

Introduction

Rodgers (2002) defines education as a process of human development. He states that education is the reconstruction or reorganization of experience which adds to the meaning of experience, and which increases one's ability to direct the course of subsequent experience. It shows that individual experience is very important in education. In the educational process, a student makes interactions with other or with the environment. Students interpret many symbols within the interactions that possibly will enrich their experience. And this process runs continuously. Students are influenced by the environment and are also able to be effect the environment.

Education does not refer to school activity only, behavior or action is conducted to create students consciousness and knowledge. Humanism focuses on efforts to raise the dignity of humans being. The concept of humanism is focusing on human values.

Carl R Rogers humanism theory emphasizes on helping people maximize their potency and uniqueness to become

“fully functioning people”. In education, Rogers was the initiator of ‘learning’ as the focus in education, instead of ‘teaching’. He states that teacher acts as a facilitator.

Tomei (2004) mentions the principles of humanistic learning proposed by Rogers consist of: (1) students as young learners have curiosity to explore the environment and this curiosity is the basic assumption of humanistic education. In the class, teachers have to give the opportunity and freedom to satisfy their curiosity by exploring. It is to meet their interests or to discover what is important and meaningful for them. Students have desire to learn; (2) Children learn meaningful learning. Learning will have meaning or significance when it is relevant to the students' need and passion. In the other word, students will gain the meaningful value quickly; (3) students are learning without threat. students learn easily in a threat free environment, the achievement of the learning can be deeply recorded. The students gain the learning by trying new experiences; (4) Students are learning under self-initiative. Learners'

initiatives increase their motivation and widen students' opportunities to learn how to learn. The learning is done based on the students' initiative make the learning more meaningful. It also focuses on the students' process and also outcomes of learning. Rogers and humanistic experts believe that such learning will generate a feeling of belonging; (5) the most useful learning is learning about learning process. Students are learning to change.

Pay It Forward movie can be one of the examples of this humanism in teaching. This film is directed by Mini Leder in 2000. The actors are Haley Joel Osment as Trevor Mc. Kinney. He is a 12 year old boy who discover the idea of Pay it Forward; Kevin Spacey as Eugene Simonet (Mr. Simon), he is a social science teacher who has bum mark on his face; Helent Hunt as Arlene Mc.Kinney, an alcoholic single parent. She is Trevor's mother.

The story is melodrama genre. It tells about a teacher that gives students assignment at beginning of school year. The assignment is finding an idea to change the world and putting it into action. This assignment encourages Trevor to find and practice Pay it Forward idea. The concept of his idea is "helping 3 others people in surrounding and they must continue the kindness to next 3 people". The structure of this activity is indeed similar to MLM (Multi Level Marketing) activities, the difference between MLM is to pursue wealth, but Pay it Forward in a noble framework – a good deed that cannot be compared and valued with money

Methodology

This is descriptive qualitative research. The object of this research is Pay It Forward movie. The primary data derive from the movie, focusing on humanism principle in the movie and the secondary data covers some data that support the analysis. The technique of data analysis is carried out by applying humanistic theory by Rogers. The focus of this research is on

humanism principles and aspect in teaching Pay it Forward movie to students.

Findings and Discussion

The researcher found some principle of humanism according Rogers theory; namely:



Picture 1:

Desire to learn

Illustration: After he is given the assignment by his teacher.

He rides his bike to home.

He think an idea: Pay it forward idea.

He help someone, and he/she pay by helping others.

Trevor is looking for someone that can help to express his idea.

He is looking a homelessmen.

Teacher asks the students for assignment. Trevor has an idea. He has high curiosity and then explores the environment to realize his idea. The first he found a homelessman near his house. He applicate his idea to the environment. He helps the homeless man, gives a ride, food, drink and clothes. He even gives his saving money to the homeless to do a business.



Picture 2:
Meaningful learning

Text in the board:

„Think of an idea to change our world – and put it into Action“

Teacher gives students meaningful learning. The meaning is relevant to the need and desires of students. In other words, students will learn quickly if it meaningful to them. By Mr. Simon assignment, the students make some kind of idea that can make them also interact with their society. This is appropriate the lesson and the assignment.



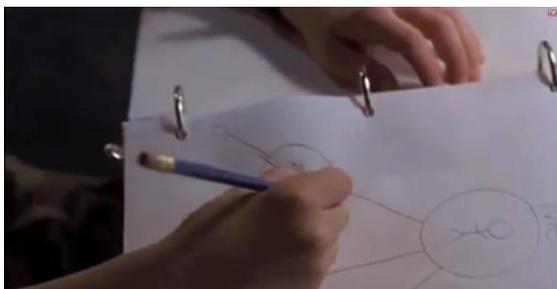
Picture 3:

Learning without threat

Illustration:

For Mr. Simon assignment students are free to express their idea. Mr. Simon just asks to think an idea and put in action.

Learning under a treat free make students have many creativities. It help students learn easily. As social Science teacer, Mt. Simon opened the opportunity for his students to think freely about the assignment. He accepts all the thoughts of his students and gives advice to them.



Picture 4:

Learning under self-initiative

Illustration:

Trevor make a sketch of his idea. He draw one circle and followed three circle in bellow it. It illustrates that he will help one person, and that person help others as the pay.

The assignments given by Mr. Simon make students act the work by themselves. They try to find their own sources, formulate problems, test hypotheses or assumptions and assess the results. They do it independently.



Picture 5:

Learning to change

Illustration: many people come together in front of Trevor's house in the end of the movie. They came bringing the candles to show the condolences.

Trevor's idea proves the learning process and implementating leaning outcomes can change the environment to be good. This can be seen from the final movie. It was proving that Pay it Forward idea turned out to be up to people. At the end the end of this film, shown when Trevor died because helping his friend, many people lit candles and came to his house. They feel the idea of pay it forward. People also can be able to learn from the environment that caves change.

Carl Rogers in Fauziati (2004:51) assumed that for a person to grow they need an environment that provides them with genuineness (openness and self-disclosure), acceptance (being seen with unconditional positive regard) and empathy (being listend to and understood).

Human have unique potential that can develop in different ways according to own personality. Roger belived that people are inherently good and creative. In teaching pay it movie, students gain:



Picture 6: Creativity

Teascher Dialog: This is your assignment extra credit. Think an idea to change our world and put it into action

This assigment makes students to have critical thinking of their world especially their environment. The students, then, explain many kind of creative thinking to do their assignment. And the examples of students' ideas are:



Picture 7: initiative

Girl Dialog: For this assigment, I put up recycling flier at two supermarkets.



Picture 8: critical thinking

Trevor's dialog: That me. And that's thre people. And i'm going to help them. But it has to be something really big, something they can't do by themself. So I do it for them. Then they do it for three other people.

The teacher also makes students realize their ideas. Mr. Simon in this movie invites students to realize their ideas in concrete actions, the teacher motives and monitors his students so that they can interact with their environment naturally. Students have social interaction by loving and caring each other without regards where other are or where they are from.



Picture 9: caring

Illustration: Trevor cares and helps homeless man



Picture 10: loving

Illustration: *Trevor loves and care his mother (he spill his mother alcohol, because his mother is an alcoholic and fills the bottle with water)*



Picture 11: caring

Illustration: *Trevor was caring his friend that being bullied, and he died for it*

The main aspect of humanism that teachers can teach and educate the students from this movie are: (1) Loving: in learning process, the teacher should strive to stimulate students to love each other; (2) caring: teacher should educate students and encourage them to caring others.

Conclusion

This main aspect of humanism theory in this movie that teacher can deliver and educate to students from Pay It Forward movie are: loving and caring. The principle of humanistic learning in this movie are:

desire to learn, meaningful learning, learning without threat, learning under self initiative and learning to change.

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THE CHALLENGES OF ESP TEACHING AND HOW THE USE OF ICT CAN HELP TO ADDRESS THEM: A SOCIAL-SEMIOTIC PERSPECTIVE

Latifa Ika Sari, Abdurrachman Faridi, Dwi Rukmini, Januarius Mujiyanto

¹Universitas Negeri Semarang
Politeknik Ilmu Pelayaran Semarang
Universitas Negeri Semarang
Indonesia

latifa.ika@gmail.com, pakdur@mail.unnes.ac.id, wiwidwirukmini@mail.unnes.ac.id,
yanmujiyanto@mail.unnes.ac.id

Abstract

The advancement of technology has brought remarkable changes in language education. The integration of Information and communications technology (ICT) into language classrooms is unavoidable. This research attempts to investigate the challenges of ESP teaching and explore how the use of ICT can help to address them. The social-semiotic perspective is used due to its relevance with ESP teaching. The authors employed a case study conducted in the Port and Shipping Management Department at a Maritime Polytechnic in Semarang, Indonesia. Data were collected by conducting an interview with an English teacher and having Focus Group Discussions (FGD) with a group of students. The result of this study indicates that teachers' limited knowledge of social practices in the Port and Shipping Industry causes obstacles in selecting relevant teaching materials and activities. To address the challenges, teachers can use various sources, such as websites and video-sharing platforms which are rich with samples of authentic communication. To deal with authentic materials which have a high level of difficulty, teachers need strategies such as scaffolding and giving consistent feedback to students' performance.

Keywords: English For Specific Purposes (ESP), Information And Communication Technology (ICT), Social Practices, Authenticity

Introduction

English Language Teaching has undergone a remarkable development. Globalization has erased borders across nations and created a demand for international language (1). There are businessmen or businesswomen who want to expand their business in other countries, doctors who need to study and keep up with the latest knowledge of the medical field, engineers who are required to read instruction manuals written in English, seafarers who have to work on board the ship with multinational crew, and logistic managers who need to discuss contracts with foreign clients. People then realized that General English is not enough to fulfil their needs to communicate in the fields that they are working in. A call for more specific

English is required. In this case, English for Specific Purpose (ESP) plays its role.

The rising awareness about the significance of ESP comes from a basic insight that “language is a tool of communication, rather than a set of phonological, grammatical, and lexical items to be memorized” (2). Since it is considered a tool, it is important to adjust the teaching based on the students' needs. Doctors and seafarers, for example, will have different needs of language, therefore should receive different English courses. However, it is difficult to separate ESP and EGP. In fact, General English will support someone in learning ESP. As Barnard and Zemach (2) state that “ESP should not be regarded as a discrete division of ELT, but

simply an area (with blurred boundaries) whose courses are usually more focused in their aims and make use of a narrower range of topics”. In other words, ESP considers learners’ needs as important sources for teachers to select materials and arrange learning activities in order to cater students’ communicative needs in their future fields of work.

Teaching ESP has become a great challenge for English language teachers. Many consider teaching ESP as highly demanding. Teachers need to have the subject matter knowledge and pedagogical content knowledge. They also need to understand the students’ needs (3). Studies on ESP teaching have revealed some significant problems. Teachers’ lack of knowledge on students’ field of study, lack of ESP training, lack of proper need analysis, and large classes lead to ineffective ESP teaching and learning (4–6). Many ESP teachers struggle to solve the problems by putting a great effort into their teaching preparation and also invest their time and money to improve their knowledge and skills in teaching ESP according to their field. One of the teachers’ efforts is by utilizing information and communication technology (ICT).

The advancement of technology has brought significant changes in the education sector, especially in language classrooms. The use of ICT becomes an integral part of language teaching. ICT is considered to have many benefits. It plays an important role in making English lessons becomes more relevant, interesting, and motivating for students (7,8). It provides tools to facilitate students’ development within the existing English curriculum (9). The tools can enhance learner autonomy in language learning (10); provide multimodal target language-and-culture input and allow opportunities for the authentic negotiation of meaning in intercultural learning environments (11); offer more individual attention and deeper learning as well as encourage discovery (12). Teachers can also access a great number of various

written and oral texts at differentiated communication levels: from the interpersonal, group, and institutional to mass communication as the teaching materials in the classroom (13,14). To sum up, the use of ICT can increase learners’ satisfaction and the quality of learning (15). It can promote modern and efficient learning activities to enhance better achievement in English (16).

However, there are also problems regarding the use of ICT in the classroom. Teachers’ difficulties in managing the classroom, irrelevant websites that can distract the learning activity, poor maintenance, and lack of infrastructure are some of the reported problems (17). The lack of ICT literacy among the teachers and the lack of time allocated for their teaching and learning process have also become obstacles (18). The use of technology, in fact, requires good preparation both from the teachers and students (19). The institution also needs to invest time, effort, and commitment to provide training for teachers. It is important to make sure that teachers have a high level of pedagogical competence in teaching using ICT (20). It was Koehler and Mishra (21) who proposed the term TPACK (Technology, Pedagogy, and Content Knowledge) which refers to a conceptual framework to describe the integrative and transformative knowledge of teachers to effectively teach with technology. Teachers need to have content knowledge, pedagogical knowledge, and technological knowledge to be able to teach ESP effectively in the digital era.

One of the perspectives that is valuable in ESP teaching is the social-semiotic perspective. From the social-semiotic perspective, language must be interpreted within a socio-cultural context. Language and society are considered as a unified concept and need to be investigated as a whole (22). The language we speak or write varies according to the type of situation. The field (what’s going on in the situation), the tenor (who is taking part in the situation) and the mode (what role is being played by

language and other semiotic systems in the Situation) determine which meanings are selected and what forms are used for the expression (23,24).

This study attempts to analyze the challenges of ESP teaching in the Port and Shipping Management Department at a Maritime Polytechnic in Semarang and discuss how the use of ICT can help to address them. There are numerous studies about the use of ICT in language classrooms, but only a few discuss the use of ICT specifically in ESP. This study is aimed to fill the research gap by using the social-semiotic as perspective to view the issue. It is expected that our findings can help to address the challenges faced by ESP teachers and contribute to the improvement of ESP teaching.

Methodology

This study employed a case study design in which the authors tried to explore the challenges of ESP teaching in the Port and Shipping Management Department at a Maritime Polytechnic in Semarang, Indonesia. The authors involved an ESP teacher to have a semi-structured interview, 8 (eight) second-year students and 5 (five) fourth-year students to have a Focus Group Discussion (FGD).

The teacher's interview was conducted at the end of a semester. The teacher was asked several questions related to her teaching activities and how she used ICT in her classroom. The students' FDGs were conducted in 3 (three) groups: two groups consisted of 4 (four) second-year students, and one group consisted of 5 (five) fourth-year students. They were asked to discuss their learning experience in one semester. The results of the interview and FDG were then transcribed and analyzed.

The social semiotic was used as the perspective in the analysis since it is considered relevant with the ESP teaching. Using the framework of Halliday, the authors perceived language as a product of the social process. Therefore, language should be interpreted within a socio-cultural

context. In analyzing language, it is important to take the context of culture and the context of situation into consideration.

Findings and Discussion

The challenges of ESP teaching from the social semiotic perspective

Teaching English for Specific Purpose (ESP) is never easy for an English teacher. Different from teachers who teach General English, "ESP teachers are no longer the authority on subject knowledge. He or she is more like a language consultant, accepting equal (or even lesser) status with learners who have their expertise in the subject matter" (1).

Besides English, students of the Port and Shipping Management Department receive numerous subjects related to the Port and Shipping industry. After they graduate, they have the opportunity to work in various fields, such as at shipping companies, logistic companies, export-import companies, customs, etc. They often have to communicate with foreign clients, colleagues, or supervisors. The English lesson should help them to obtain the ability to communicate effectively using English. It becomes the task of the English teachers to provide the best learning experience for students so that they can improve their English ability to communicate in a real working situation. However, based on the current study, there are several challenges faced by the English teacher of the Port and Shipping Management Department.

The first and the utmost challenge is the teacher's limited knowledge of the social practices in the Port and Shipping Industry. The interview revealed that the teacher has a lack of knowledge about communication in the Port and Shipping Industry. Sometimes, it makes her uncomfortable when teaching. She needs to struggle to master the language aspects and the subject matter which she has not experienced before. An ESP teacher is often not a practitioner who works in the industry. The educational background is typically English language education. The field of

work in the Port and Shipping industry is very broad, and it is necessary for the English teacher to understand the context of communication that students will have in their future workplaces.

According to the social-semiotic perspective, it is important to interpret language within a socio-cultural context. This perspective has an implication in ESP teaching, that an English teacher needs to know the context of culture and the context of situation of the communication of the community that students will participate in the future. Success in communication requires people's understanding of the context of situation. It can give them information about the exchange of meaning that is still taking place, and enable them to respond accordingly. To understand the context of situation, there are 3 (three) aspects that need to be analysed: "the field (what's going on in the situation), the tenor (who is taking part in the situation), and the mode (what role is being played by language and other semiotic systems in the situation)" (23).

People will talk and behave differently according to the time and the places that they attend. They will involve in communication with other people through social practices. "Social practices are people's acts of living and working in communities. It refers to people's engagement in multiple, interrelated, multimodal and everchanging practices in ongoing encounters in communities" (25). Understanding social practices in the Port and Shipping industry can provide teachers with information about students' needs to participate in the community.

Teachers' lack of understanding of the social practices will lead to the second challenge: difficulty in selecting relevant teaching materials. The Focus Group Discussion with the semester 7 students revealed that several materials were not relevant to their needs. According to the social semiotic perspective, the selection of teaching materials is "determined by the particular social practices we want students

to join in. The social practices are based on the community discourses which students are preparing to join or to develop expertise in" (25). Teaching materials should match students' needs to perform effective communication in their future workplaces. Further, (25) suggests that the selection of teaching materials should consider the following aspects: they should be recognizable and relevant to students, they should be real examples from the relevant community and they should be representative of community practices. In other words, the use of authentic materials is very crucial.

Many scholars perceived that authentic materials have significant benefits in language teaching. Shrum and Glisan (26) state that "authentic materials provide an effective means for presenting real language, integrating culture, and heightening comprehension". Authentic materials enable students to get the experience of using language in the real-world to serve a real communication purpose. Therefore, such materials are rich in cultural content that is important for students. They can help students understand the context of culture and the context of situation of communication in their future workplace community. During the FGD, students mentioned that they wish to receive more relevant materials that help them to conduct effective communication with foreign clients both in oral and written form.

How ICT can help to address the challenges

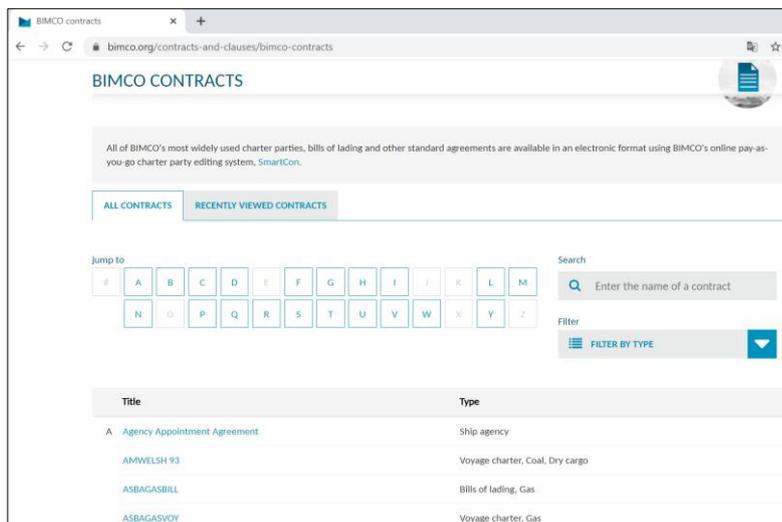
ICT can be a useful pedagogical tool in the ESP classroom. ICT provides teachers with numerous teaching materials. Sources like websites, personal blogs, social media, video-sharing platforms are rich with authentic samples of communication. One of the biggest weaknesses of ESP teachers is the lack of knowledge in the technical content or subject content. ESP teachers in the institution under study are not practitioners in the field of the Port and Shipping industry. They have no previous

working experience in that field, causing them to have very little knowledge about how English is used for communication in that community. Using information from the internet, teachers can learn and observe social practices or communication practices. Teachers, as well as students, can learn many things.

Traditional ESP teaching which focuses on translating technical vocabulary from English to mother tongue or vice versa can be considered boring and less meaningful for students. Such a method of teaching is no longer relevant to the present situation. Nowadays, communication is conducted multimodal. People send written texts together with pictures, or even motion pictures or videos. The use of YouTube videos in the classroom can be one of the strategies to address the issue of multimodality in the classroom. By using videos, students can learn visually (by observing) and they can also learn

auditorily (by listening). This will provide students with a rich and meaningful learning experience. This finding is in line with the findings of (27) that the use of online videos has advantages in ESP teaching. It can be utilized for covering specialized knowledge, improving the knowledge of technical terms, and developing advanced listening skills for students.

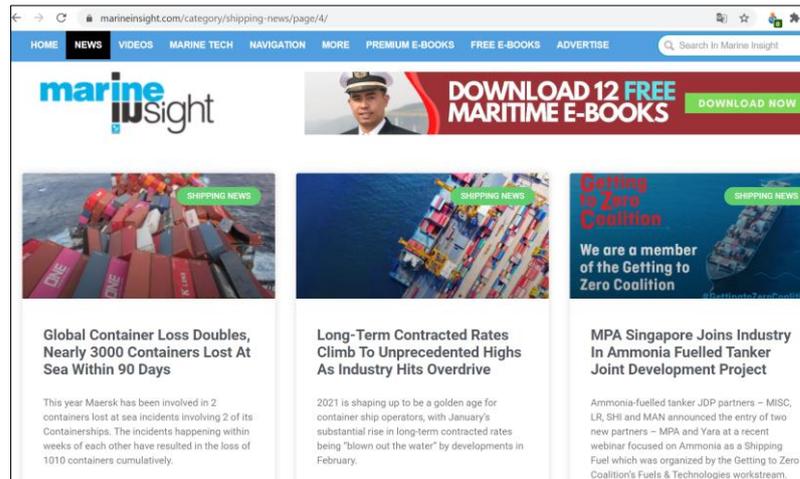
Related to the field of the Port and Shipping industry, various learning resources can be found online. Besides YouTube, some websites are rich with authentic materials. One of the examples is www.bimco.org. BIMCO is the world's largest direct-membership organization for shipowners, charterers, shipbrokers and agents. On their website, we can find various samples of documents and contracts related to the Port and Shipping business. This can be a great source of learning, both for teachers and students as well.



Picture 1. Screenshot of BIMCO Website

Marine Insight in their website www.marineinsight.com also provides information on various aspects of maritime issues. This can also be a valuable resource for teachers. There are numerous news and videos that can be used as authentic

teaching materials which are updated frequently. In this sense, ICT increase the flexibility of access to information, minimize geographical barriers, improve students' engagement and enhance their motivation for learning (28).



Picture 2. Screenshot of Marine Insight Website

ESP Teachers have many options when they want to select ICT resources and activities for teaching and learning. It is essentials that teachers can design activities that are meaningful for students to maintain their learning motivation (29). Careful consideration should be given when teachers select the teaching materials and design learning activities. Authentic materials can be motivating and easy for some groups of students but can be difficult and boring for others (30). It is important to note that authentic materials are not specifically produced for language teaching but for real communication purposes (26). There will be a consequence that the vocabularies are new and difficult for some students. In this case, scaffolding is very important. In education, scaffolding refers to three related pedagogical 'scales'. First, the teachers need to provide students with a support structure. Second, the teachers need to arrange particular activities in class, and third, the teachers need to provide assistance during the interaction with the students (31). Teachers can give a simple task first which involves simple vocabulary before moving to more difficult texts. Teachers also need to assist students during the teaching and learning process and give them consistent feedback.

Conclusion

From the social semiotic perspective, language must be interpreted within a socio-cultural context. The field (what's going on in the situation), the tenor (who is taking part in the situation) and the mode (what role is being played by language and other semiotic systems in the Situation) will determine people's selection of language when they exchange meaning.

In ESP teaching, it is important to understand the context of culture and the context of situation of the field of work that students will enter in the future. Knowledge about such things will help teachers to cater students' communicative needs in their future careers.

However, this study revealed that the ESP teachers have limited knowledge of the social practices in the port and shipping industry. The teachers have no working experience in the port and shipping field which makes them have limited knowledge about students' communicative needs in the real workplace. This problem resulted in the difficulty of selecting relevant teaching materials and arranging relevant learning activities for students.

The use of ICT can help teachers to address the challenges by providing them with numerous references which are rich with authentic samples of communication in the field of Port and Shipping Management.

The use of YouTube videos, for example, enables teachers and students to learn and observe the social practices or the communication practices in the port and shipping community. There are also various websites that can provide authentic materials such as various samples of documents and contracts related to the Port and Shipping business.

However, it is important to note that authentic materials are not made for the educational purpose which made the level of difficulty for students is relatively high. Therefore, teachers need to select the teaching materials meticulously and arrange the learning activities carefully to provide the best learning experience for students.

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EFFECTIVENESS OF THE ZOOM MEETING APPLICATIONS IN MICRO TEACHING LECTURES IN THE PANDEMIC TIME COVID-19

Trisna Helda, M. Zaim
Universitas Negeri Padang
Indonesia

trisna_helda@yahoo.co.id, mzaim_unp@yahoo.com

Abstract

Online lectures are the main means of learning during the Covid-19 Pandemic. It is inevitable that at this time, the campus is carrying out lectures online from home due to the Covid-19 pandemic, but lecturers and students continue to conduct online-based lectures through various applications, one of which is the Zoom Meeting application. The purpose of this article is to determine the effectiveness of using the Zoom Meeting application in micro teaching lectures during the Covid-19 pandemic. The method used was in the form of filling out a questionnaire via Google Form for 34 students of the Indonesian Language and Literature Study Program STKIP PGRI West Sumatra who were taking micro teaching courses in the even semester of 2019/2020, total 34 students. From the descriptive survey results, it was found that the variable student opinion on the ease of the Zoom Meeting application in micro teaching lectures, obtained an average of 3.857. The student acceptance variable on the ease of the Zoom Meeting application as an online learning medium in micro teaching lectures, obtained an average of 3.649. The student expectation variable regarding the use of the Zoom Meeting application in micro teaching lectures, the results obtained an average of 3.842. That is, the use of the Zoom Meeting application is less effective in micro teaching lectures, but it is already effective in online learning media and can be used as a learning application during the Covid-19 pandemic.

Keywords: Zoom Meeting, Micro Teaching

Introduction

The Covid-19 outbreak began in Wuhan, China and has been declared a pandemic by the world health organization⁽¹⁾. Almost all aspects of life are affected by the COVID-19 pandemic⁽²⁾.⁽³⁾Is no exception to the world of education⁽⁴⁾.⁽⁵⁾Especially in Indonesia, the world of education immediately responds to the impact of the COVID-19 pandemic. Anticipating the transmission of the virus, the government has issued various policies, such as isolation, social and physical distancing to large-scale social restrictions (PSBB)⁽⁶⁾. This condition obliges all people to stay at home, work, worship and study at home. Therefore, various solutions are needed as a solution and also steps taken in the present, especially in the online learning process. One of the courses that uses virtual class learning media with Zoom

Meeting is micro teaching. Learning activities in the educational process are the most basic activities. This shows that the success or failure of achieving educational goals depends a lot on how learning is designed and carried out. Meanwhile, the process and learning outcomes are largely determined by the role and competence of the teacher. Competent teachers will be better able to create an effective learning environment and will be better able to manage their class so that student learning outcomes are at an optimal level. The role and competence of teachers in learning includes many things, namely teachers as teachers, class managers, class leaders, mentors, environmental organizers, participants, expeditors, planners, demonstrators, supervisors, motivators, and counselors.

The West Sumatra PGRI STKIP campus which develops teacher training programs has the task of "printing" professional teacher candidates. In carrying out its duties, the Indonesian Language and Literature Study Program as one of the study programs provides academic and vocational education, academic education is directed at the formation of the academic field in the field of education, while vocational education is directed at forming prospective educators who are skilled in the field of teacher training. Furthermore, to test the accuracy of educational theories and to provide an in-depth experience, all students of the Indonesian Language and Literature Education Study Program are required to take Microteaching courses. Teaching and learning experiences obtained by students through micro teaching are expected to help and facilitate students in real teaching activities. Therefore, the microteaching course is a requirement to be able to follow the Field Experience Practices (PPLK) course. Micro learning is one way of teaching practice exercises that are carried out in the "micro" teaching and learning process to form, develop teaching skills. Based on the above understanding, micro learning is essentially the simplification of learning. Because of the simplification, of course not all teaching skills are practiced at one time, but teaching skills are practiced part by part. Like the skills to open a stand-alone lesson, so in the next exercise it focuses on explanation skills and so on.

This micro teaching course is one of the subjects that must be taken by students in the Indonesian Language and Literature Study Program STKIP PGRI West Sumatra before going to the field to carry out Field Practices (PL). So thus there are several lecture strategies that must be studied and practiced before lecturing activities with students. One example of an application that is often used is Zoom Meeting, which provides features to support the online lecture process. For lecturers who are clueless, it will be a problem to carry out

their lecture activities ⁽⁷⁾. Therefore, a special training is needed for lecturers to have special skills in the implementation of online lectures with student⁽⁸⁾. Based on this description, the researcher wants to provide an overview regarding the effectiveness of the implementation of online teaching micro lectures using the Zoom Meeting application for STKIP PGRI Sumatra students, so we hope that this research can provide information and solutions for institutions to the online lecture process by using the Zoom Meeting. During 24 meetings, this subject has quite a lot of meeting frequency because it is one of the practical courses and must be taken before going to the field for Teaching Exercises. Thus the authors are interested in carrying out research entitled "The Effectiveness of Using the Zoom Meeting Application as an Online Learning Media in Micro Teaching Lectures during the Covid-19 Pandemic".

Microteaching comes from two words, namely micro which means small, limited, narrow and teaching means teaching. So, Microteaching means a teaching activity that is done by simplifying or minimizing everything. Thus, by reducing the number of students, time, teaching materials and limiting certain teaching skills, it will be possible to identify various strengths and weaknesses in prospective teachers accurately. Microteaching or micro learning, is explained by experts with various meanings. In essence, micro learning is an approach or learning model to train teacher teaching performances / skills through part by part of each of these basic teaching skills, which is carried out in a controlled and sustainable manner in a learning situation. ⁽⁹⁾argues that "Microteaching typically includes student-teachers conducting (mini) lessons to a small group of students (often in a laboratory setting) and then engaging in post discussions about lessons". Micro Learning involves learners to carry out learning in small groups in the laboratory and discuss it later. Micro Learning is a teaching practice method designed to sort

out certain components of the learning process so that the practitioner can master each of these components in simplified learning.

In early 2020 predictions of the impact of Covid-19 have been widely published where various aspects will be affected, such as a decline in Indonesia's economic growth, disruption of imports, flights, tourism, and an increase in food prices⁽¹⁰⁾. This explains that this pandemic period will have an impact on almost all sectors of people's lives in a period that cannot be ascertained based on the development of the existing situation. The Covid-19 pandemic has also had an impact on company business processes, one of which is the field of higher education in Indonesia. The use of online methods in teaching inevitably has to be done during the Large-Scale Social Restrictions (PSBB) period. Various online technology media are used such as Email, Zoom, Google Meet, and so on. Even though in the process there is news about the element of insecurity in the use of the media, which can form a negative perception of using it⁽¹¹⁾.

Some of the advantages of implementing online lectures include: (1) flexibility, students have the opportunity to choose a suitable time and place for them; (2) can increase knowledge because of the ease of accessing a large amount of information; (3) provide greater opportunities for students in online discussion forums because it can remove barriers such as fear of speaking; (4) Online is considered cost-effective because you don't need to spend money to travel; (5) can help compensate for the lack of academic staff, including instructors or teachers and lab technician facilitators, and others; (6) online use allows students to learn at their own pace, for example in an asynchronous way⁽¹²⁾. And the shortcomings of online learning are: (1) it causes students to interact less with each other; (2) clarification, explanation, and interpretation in online methods may be less effective than traditional learning because traditional

learning is more abundant and easier face-to-face with instructors or teachers; (3) lack of support in terms of increasing skills, online may be able to increase knowledge very well but the effect on improving skills is very small; (4) not all disciplines can use money effectively in education. For example, scientific fields that require practical experience may be more difficult to study online; (5) may cause access congestion or heavy use (overload) of some websites. This can lead to unexpected things both in terms of cost and time⁽¹²⁾.

Obstacles and solutions to online lectures for students are important to know, considering that this learning system was used during the Covid-19 outbreak. Virtual Class is a learning environment that is held without face to face directly between teachers and students. Where teachers provide teaching materials in digital content that can be accessed, stored, and shared via the internet which can be accessed anytime and anywhere so that students can still learn⁽¹³⁾. Regarding online lectures, ⁽¹⁴⁾ said that in an online learning system, the content of learning is delivered online. In this learning system students discuss, study, ask questions and do practice questions online. All learning processes can be carried out without requiring students to attend the room

Methodology

This type of research method is quantitative using an instrument in the form of a questionnaire, namely by distributing a questionnaire in the form of a Google Form which is given to students who are selected to be the research sample. The number of samples who filled out the questionnaire was 34 students of STKIP PGRI West Sumatra in the Indonesian Language and Literature Education Study Program who took micro teaching courses in the even semester 2019/2020.. According to⁽¹⁵⁾. "The questionnaire is a data collection technique in which participants or respondents fill out a question or statement and then return it to

the researcher after it is filled in completely". This study only tested the effectiveness of using the Zoom Meeting application as an online learning medium in micro teaching lectures during the Covid-19 pandemic, therefore the questionnaire was distributed randomly to students who had used the Zoom Meeting application during the learning period from home. Then the data obtained will be analyzed and calculated on the average using a Likert Scale to find out how effective the use of Zoom Meeting is in micro teaching recovery during the Covid-19 pandemic.

According to⁽¹⁵⁾ the Likert scale is used to measure the attitudes, opinions and perceptions of a person or group of people about social phenomena for each question or respondent's statement must support a question to be selected. Data from this study are opinions students about: 1) ease of application Zoom Meeting in lectures micro-teaching. 2) acceptance of all-students to the ease of application Zoom Meeting as a medium of online learning and 3) expectations regarding the use of applications Zoom Meeting in micro-teaching lectures.

Table 1. Likert Scale Instrument

Assessment	Score
Strongly Agree (SS)	5
Agree (S)	4
Disagree (KS)	3
Disagree (TS)	2
Strongly Disagree (STS)	1

Source: Sugiyono (2016: 132)

Findings and Discussion

The questionnaire is divided into three variables, each variable there are 5 statements. The first variable is the variable opinions of maha students about the ease of application Zoom Meeting as a medium of online learning in lectures micro-teaching in future pandemic Covid 19th, second, variable reception of maha students to the ease of application Zoom Meeting as an online learning medium and third, the variable of expectations regarding the use of the Zoom Meeting application in micro teaching lectures. By using the Likert scale if the form of the statement is positive then it is given a score of 5, 4, 3, 2, 1.

Table 5. First Variable Questionnaire Average Results

Ease of Zoom Meeting in Micro Teaching Lectures		
No.	Statement	Average
1	The Zoom Meeting application is very useful in the micro teaching lecture process	3,616
2	Using the Zoom Meeting application is efficient in micro teaching lectures	3,746
3	The Zoom Meeting application increases my productivity in micro teaching lectures	4,028
4	Using the app Zoom Meeting allows me to complete my task in teaching practice fast	3,996
5	The Zoom Meeting application increases my productivity in micro teaching lectures	3,90
Amount		3,857

From the results of the opinion survey for the variables descriptive of maha students to the ease of application Zoom Meeting in lectures micro-teaching, maha students still gained an average of 3,857. Meaning of five statements contained in the questionnaire can be said that the average students still Ragu-Ragu with each statement in the questionnaire related to the ease of application Zoom Meeting in the course of

micro teaching. So it can be said that the application Zoom Meeting is less effective in the course of teaching future pandemic micro Covid-19, for the most students still need professors directly in the process of lecturing micro teaching. And also because there are some students who are not accustomed to using online learning media with Zoom Meeting inefficient because students feel that courses in the form of

teaching practice are better and more efficient face-to-face, so that all teaching

steps and activities are clearly visible when practice is carried out .

Table 6. Results of the Second Variable Questionnaire Average

Student Acceptance for the Ease of Zoom Meeting as an Online Learning Media		
No.	Statement	Average
1	The Zoom Meeting application is easy to learn to use in lectures	3,7 4 6
2	Menggun be applications Zoom Meeting in accordance with what I want	3,466
3	Display applications Zoom Meeting very j elas and easy to understand	3,647
4	The Zoom Meeting application is easy to get announcements, materials and task collection to be more efficient	3,615
5	Sanga t easy for me to menggun be applications Zoom Meeting	3, 693
Amount		3, 6 49

Acceptance students to the ease of application Zoom Meeting as amedium of online learning in lectures micro-teaching, gained an average of 3.649. That is from 5 statement on the questionnaire can be said that the average student Ragu-Ragu with each of the statements contained in the questionnaire related students to the ease of application Zoom Meeting as a medium of online learning on micro-teaching lectures. So it can be said that the Zoom Meeting application is less effective in online learning , because all students have not been

able to easily accept the Zoom Meeting application in terms of use, display and have access to announcements, materials and teaching practices. This can be seen during lectures, there are several obstacles or limitations when the lecture is in progress, for example, the internet network is sometimes inadequate when lectures are taking place so that it is often difficult to join online learning media with Zoom Meeting, the voice is not clear (broken) , often going in and out of the network, and not focused on teaching practice.

Table 7. Average Results of the Third Variable Questionnaire

Expectations regarding the Use of Zoom Meeting		
No.	Statement	Average
1	The Zoom Meeting application is very useful in the micro teaching lecture process	3,799
2	Using the Zoom Meeting application is efficient in micro teaching lectures	3,784
3	The Zoom Meeting application increases my productivity in micro teaching lectures	3,94
4	Using the Zoom Meeting application allows me to complete tasks faster	3, 9 4
5	The Zoom Meeting application increases my productivity in micro teaching lectures	3, 7 5
Amount		3, 842

Based on the steps for the variable student expectations regarding the use of the Zoom Meeting application in micro teaching lectures, the results obtained an average of 3,842.. This means that from the 5 statements in the questionnaire it can be said that the average student is hesitant with each statement in the questionnaire related to student expectations regarding the use of the Zoom Meeting application. So it can be said that the Zoom Meeting application is

less effective as an online learning media application in micro teaching lectures. Because it is not in accordance with student expectations, namely not being able to carry out teaching exercises properly because it is tied to a network. Meanwhile, students usually practice in micro laboratories in their appearance as prospective teachers who are very motivated because they are immediately displayed and take place in a room that has been specially designed for

students taking micro teaching courses that have soundproofing, recording and air conditioning. Meanwhile, online with the Zoom Meeting application, students feel a different difference from the habit of studying face-to-face. Zoom Meeting has not increased student productivity in lectures. There were several obstacles during the online lecture process using the Zoom Meeting application. In general, it can be found that when students share videos, appearing to teach them through zoom, sometimes they are not biased because of the inadequate network. And also when the teaching exercise video is shown it looks less clear and broken. Then in terms of providing input or questions to the lecturer, but the lecturer responds to the question for a long time or vice versa, the study material submitted by the lecturer is very limited and the implementation of the discussion is monotonous.

In addition, based on the findings above, there are advantages and disadvantages of online lectures using the Zoom Meeting application. The advantages are as follows: 1) The availability of facilities where students can communicate easily through the internet on a regular basis or whenever such communication activities are carried out without being limited by distance, place, and time. 2) Students can use structured and scheduled teaching materials via the internet. 3) Students can study (review) teaching materials at any time and anywhere if necessary, remembering that teaching materials are stored on the computer. 4) If students need additional information related to the material they are studying, they can access the internet. 5) Students can conduct discussions via the internet which can be followed by a large number of participants. 6) Changing the role of students from being passive to being active. 7) Relatively more efficient. For example, those who live far from conventional universities or schools can access it Lectures are online by using application Zoom Meeting also not free from shortcomings, as follows: 1) Lack of

interaction between students and lecturers, or even between students themselves, can slow down the formation of values in the teaching and learning process. 2) The tendency to ignore academic or social aspects and instead encourage business or commercial aspects. 3) The learning and teaching process tends towards training rather than education. 4) Changing the role of lecturers from previously mastering conventional learning techniques, now required to master learning techniques using ICT (Information Communication Technology). 5) Students who do not have high motivation to learn tend to fail. 6) Not all places have internet facilities (related to problems with the availability of electricity, networks, cellphones and computers.

Conclusion

In the current condition students are required to study from home due to the Covid-19 outbreak, the use of Zoom Meeting, a form of bold lectures, has not been effective in micro lectures because students still need them directly in the lecture process, this is because the old micro courses are one of the subjects is in the form of practice, and it is not enough to lecture only theory in front of the zoom. Students can receive Zoom Meeting as a Virtual Class application even though they are in the Doubt criteria, which is not meeting the criteria for the Micro Teaching lecture with Zoom Meeting which can be carried out as effectively as possible, because there are still disturbances or interruptions in lectures. During the Virtual Class lecture process using Zoom Meeting, among others, when students broadcast a video recording of their teaching methods, they were interrupted by an inadequate internet network and the video could not be played or sound interrupted. Then, students are currently giving input or questions, the old lecturer answers or questions so that the discussion becomes monotonous. Meeting Zoom is only effectively used as an online lecture for a few courses, but not effective for teaching micro-lectures. Zoom Meeting

is an application that can be used in the online lecture process (virtual class), although it has not been effectively used in teaching micro-lectures, students can still make good use of Zoom Meeting for other subjects.

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DEVELOPING KAMISHIBAI (JAPANESE CARD-STORY) MEDIA IN TEACHING SPEAKING

Yuli Puji Astutik¹, Riski Mulyana²

STIT Muhammadiyah Tanjung Redeb
Indonesia

Billie.imoetz@gmail.com, Riskimulyana@gmail.com

Abstract

This study aims at developing and testing the feasibility of Kamishibai media as a learning medium by modifying a story adapted from Berau Folklore East Kalimantan. The research method used in this research was Research and Development (R&D) by adapting ADDIE Model of development which covered several steps namely: Analysis, Design, Development, Implementation, and Evaluation. The result of this research was a learning media namely Kamishibai by modifying it with the story of Berau folklore East Kalimantan. Based on the result of media experts' validation, it showed that the response was 100%, while the result of material and language quality was 93%. It can be summarized that the developed media can be categorized as "Decent" or suitable to be used as a learning media. Meanwhile, the result of students' responses towards the media developed was 81.13%. It can be considered positive of the media of Kamishibai (Japanese-Card Story) was feasible and suitable to be applied as the learning media in speaking.

Keywords: Research & Development (R&D), Kamishibai Media, ADDIE Model

Introduction

Language is considered vital for human communication. It is a crucial element of education which can be used as a tool in expressing ideas, thoughts, feelings and people's mind. Therefore, mastering one or more languages can't be neglected by the people around the world. As one of foreign languages in Indonesia, English has become the most important tool for global communication. This is in line with (Crystal, 2009) English is global language, and it is the role of educators to raise students' awareness about its status in today's world. Besides, (Valoes, 2014) that the ability to communicate in multiple language is becoming more and more important in the increasingly integrated global business community.

According to (Arroba & Acosta, 2021) As a global language, this implies that learning English for communicative purposes is of paramount importance, especially in countries where English is not widely spoken in daily activities. By

learning English as a foreign language, people can engage in international commerce, advance in their studies, and participate in scientific activities. It is quite reasonable because the indicator of someone who masters a language is the ability in expressing it orally. Meanwhile, speaking is difficult and complicated area which needs more effort and more practice in order to conquer it. (Abbaspour, 2016) states that Learners of English as a foreign language, in countries where English is not widely spoken outside the classroom, often build a substantial knowledge about the language through study of its grammar and vocabulary, but have difficulty in developing oral proficiency because their lack exposure to the language, and experience using it. It is not easy to improve student's oral communication because of students' deficiency in four English skills, students' confidence and fluency.

(Kolawole, Adepoju & Adelore, 2000) stated that it is evident that poor

performance in English language is a product of students' deficiency in the four language skills – speaking, listening, writing and reading – taught and tested as part of English language curriculum in schools.

Developing students' skills and competencies in speaking is crucial in facilitating interaction and communicative abilities. Although the skill and ability to write, listen, and read in a foreign language are equally important, the capacity to speak spontaneously seems to be the apparent indicator of proficiency because it allows people to demonstrate the use of language upfront (Arroba & Acosta, 2021). In fact, in the country like Indonesia where English is not widely used outside the classrooms, most English teachers do not always make speaking skills as a paramount priority as other skills such as reading and writing. Those problems make the students find it difficult in mastering speaking. However, making mistakes in oral English is common in part of the learning process, especially for EFL students because of the language habit in mother tongue is different.

For those reasons, it is important to enhance students' speaking skills by using some strategy or media which can support them in learning English. It is expected to give them some knowledge to increase their speaking ability and to be more confident in order that they will be active English speakers. To make English applied properly, media is needed. By providing media, teacher can support English learning and can increase students' interest to get the information in teaching learning process. It can also support the teachers in analyzing students' understanding in speaking. Media based visual is appropriate to support English speaking process. It can be used as a facilitator in understanding the subject well.

Kamishibai is one of the examples of media based visual. Kamishibai is the media that has many slides with some pictures as the tool to tell story (Novilia, 2013). Kamishibai as visual media is very

appropriate in teaching English that can support the learning speaking process, it can increase the enthusiasm of student to learn English and make students more confident especially in speaking skill.

Based on those reasons above, the researchers are interested in developing students' enthusiasm, confidence and creativity specifically in speaking skill by using Kamishibai (Japanese Card-Story) as a learning media. The researchers analyzed students' response by using questionnaire to see their interest in using Kamishibai by modifying it with Folklore of Berau, East Kalimantan and facilitating it with some pictures on the front side and some texts of story on the backside. So, the researchers formulated the research problems as (1) How to develop Kamishibai as a learning media to support English speaking skill?, (2) How is the eligibility product of Kamishibai as a learning media to support English speaking?, and (3) How are student interest in Kamishibai media learning applied in English speaking? Besides, based on the background above, the researchers formulate the objective of the study as: to develop the modification of Kamishibai's (Japanese Card-Story) media based on Berau folklore at Ninth Grader of MTsN Tanjung Redeb”

Methodology

This study was conducted based on Research and Development design or (R&D). R&D was a research method used to develop products, perfecting a product, and test the effectiveness of the product. According to (Sugiyono, 2014), the methods of Research and Development is to produce a specific product and test the effectiveness of the product. From this opinion, it was concluded that development research of Educational product was gradual. It was intended to produce the product of the research.

The researchers used ADDIE model (*Analysis, Design, Development, Implementation, and Evaluation*) as their research procedures. The steps in

developing the ADDIE model were as follows:

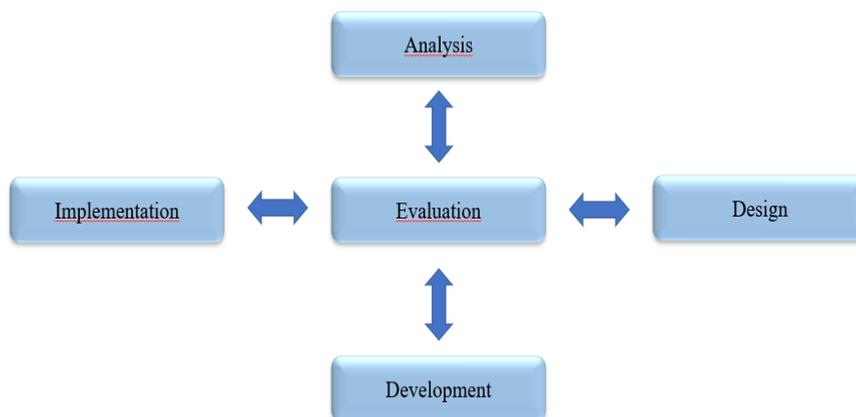


Figure 1. ADDIE model procedures (Sugiyono, 2015)

This first step was an analysis of the need for the development of models or new learning methods. The researchers analyzed the problems from the subject of the research. It was decided from the pre-survey the researchers conducted in the field. The data from the pre-survey explained what students' problems in the learning process. After the problems were identified, the researchers moved to the designing step. In this step, the researchers designed the problem solving for the problems identified in the analyzing process. The next step was designing the Kamishibai media. For the first step, the researchers determined the material from the syllabus, then began to develop Kamishibai media and the material. The next step was an expert validation process for the learning of the media. The materials were evaluated by two experts, an expert in media and an expert in material. In the process of the expert validation, some mistakes should be corrected, such as grammatical, spelling, and vocabulary.

In the development step, the researchers developed the speaking materials design to solve the problem from the analyzing process. The researchers developed the design guided by the experts' review process. The experts gave some

revisions to the developed product. Then, the researchers implemented the trial.

At the implementation stage, field trials were carried out which were intended to test the extent to which a product or system can be used by certain users to achieve certain goals with effectiveness, efficiency, and satisfaction in the use of certain contexts. The researchers took some data from the subject of the research after the product was implemented. The researchers took the data from some processes; questioners of response from the students about the media learning by Google form. After those processes were done, the researchers prepared for the final step, evaluating.

In this evaluation step, the researchers evaluated the development product which included content/material, the learning media developed, and evaluated the effectiveness and the successfulness of the developed media. In this step, the researchers clarified the data obtained from the students' responses by using a Questionnaire. If the competence of knowledge, enthusiasm, and motivation of students in learning speaking increased, it can be considered successful and if there was no change on the results of the students' evaluation, it is necessary to improve the

product again. Development was the process of making a blueprint or instructional media design.

Observation was a systematic analysis and recording of data collection. According to the observer's role, it was divided into participant observation and non-participant observation. Non-participant observations were observations made by the observer without jumping directly into the members of the group so that the observer was merely an observer. Non-participant observations were made without using observation guidelines so that researchers develop their observations' sheet based on developments that occur in the field. The researchers in this study just observed how the teacher teaching in the English learning process. From these observations, the researchers can analyze the students' needs. The researchers used observation guidelines to take the data (students need) from the field

The guided interview was used to see what constraints happened in the class. The resource in this interview was an English class teacher to know what problems in the process of teaching and learning. The data in this research was collected by using questionnaires. According to (Sugiono 2011:199) questionnaire was a technique of data collection that was done by giving a set question or statement to the respondent to answer. According to (Sugiyono 2015: 329) documentation was a method used to obtain data and information in the form of books, archives, documents, writing. The types of documentation data that can be adapted by researchers need, it could be graphics, pictures, numerical data, history, and important documents that were available about the subject and social situation. In this study, the document that the researchers need consisted of the documented images of learning by using applications, a media design for Kamishibai learning development. The researchers Identified the speaking skills of students by using English in front of the class.

According to (Arikunto 2010: 192), a research instrument was a device used by

the researcher while collecting the data to make his work become easier and to get the best result, complete and systematic instrument can make the data becomes easier to process. The observation instrument which used for non-participant observation was intended to observe problems and needs in the field. The interview instrument used a list of questions addressed to the English teacher. The documentation that the researchers needs consisted of the documented images of learning by using applications, a media design for Kamishibai learning development. The researchers identify the speaking skills of students by using English stories in front of the class.

Qualitative data were obtained from observations, interviews, and comments and suggestions from the validator. Quantitative assessment data for product quality were obtained from validation of the questionnaires given to the experts of the material and the expert of media, students speaking assessment as well as student response of the questionnaires of the media by using (Google form). At the end of this research, product quality assessment described qualitatively, so that the quantitative data was analyzed with the following data:

- 5 = Very Good
- 4 = Good
- 3 = Good Enough
- 2 = Not Good
- 1 = Very Poor

The results of the questionnaire were analyzed by calculating the percentage of values obtained from each indicator, namely: the total value of each indicator divided by the maximum number and multiplied by 100 % as stated by Susanto (2009: 75) as follows:

$$P = \frac{F}{N} \times 100\%$$

P = Percentage

f = Frequency (score obtained)

N = Number of the case (maximum scores)

The known percentage refers to the following rating categories below;

76% - 100%	= Decent
51% - 75%	=Decent enough
26% - 50%	= Less decent
0% - 25%	= Not decent

According to (Sugiyono, 2013: 80) the population was a generalization area consisting of objects or subjects that have certain qualities and characteristics are determined by the investigation or to be studied and then drawn a conclusion. From the opinion, the researchers can conclude Population was the subject of the research. The population of the research was the Ninth grade students at MTsN Berau with

37 students in the academic year of 2019/2020. The school was at Jl. Durian III Kec. Tanjung Redeb, Berau, East Kalimantan. According to (Arikunto, 2010: 174) sample was representative part of the population studied. From the above opinion, the researchers concluded that the sample was a technique of taking a sample that allows every element or population member to be chosen as a sample. In this study, the researchers took one class as the sample. The subjects of this research was the Ninth Grade which consisted of 37 students. The research was conducted at MTsN Tanjung Redeb, Berau Kalimantan Timur. The time of research was conducted from 15th July 2020 to 31st August 2020.

Findings and Discussion

This research was carried out in grade Ninth MTsN Tanjung Redeb, Berau, East Kalimantan Province. The Sample of this research were 37 students. The result of this research was an interactive learning media product namely Kamishibai (Japanese Card-Story) by modifying it with Berau folklore. This study used ADDIE Model research procedures which consisted several steps as follows:

1. Analysis

a. Analysis of the problems

In the analysis stage, the researchers made non-participant observations, namely indirect observations. It was carried out by implementing observation guideline. The researchers observed the students of MTsN Tanjung Redeb which consisted 37 members.

The researchers made observations by being an observer in the classroom. The researchers used observation sheet, to focus their observations on the learning media used in teaching-learning process, and the enthusiasm of students' participation in speaking English.

The researchers found that in their observation, the teacher only use conventional way of teaching by using whiteboard, markers, and textbooks to

explain in learning process. The students only took more notes in their books and imitate what the teacher writes on the whiteboard, rather than interact and speak English directly.

The discussion of assignments and homework given was only explained verbally. This method was very traditional and monotonous, it was not effective if it was held continuously, because it took many times and made the students got bored. In teaching learning process, teachers rarely used learning media to make students enthusiast about the process of learning English.

After doing the observations, the researchers conducted the interview by using interview guidelines to ask the teacher to get to know what problem occurred in English teaching. After knowing the problems occurred in the field, the researchers concluded that the problem were the lack of confidence and enthusiasm of students in speaking English. It was due to the lack of learning media in English subjects, especially in English speaking practice. The researchers found that the students had low confidence in speaking. Also, the student felt bored in the process of learning without media.

b. Analysis of Learning Material

After knowing the result of previous analysis that learning media was needed by students, the researchers analyzed that the suitable learning media was Kamishibai which has a theater stage.

From the syllabus, "storytelling" about narrative text was suitable material in Kamishibai learning media. So, the researchers developed the media by modifying the story displayed in it. The researchers adopted a Folklore originating from Berau, East Kalimantan under the title Palui and Ngungu.

2. Design

The next stage was designing the product concept. The design activity began with the process of searching story material, which would be displayed in Kamishibai

Japanese-Card learning media. Researchers were looking for folklore originating from Berau, East Kalimantan as the local wisdom.

The researchers used one of Berau Folklore as their material to be developed modified. Furthermore, the researchers looked for the reference of Berau folklore under the title "Cerita Rakyat Paser dan Berau". There were several media needed for developing Kamishibai (Japanese-card) as the learning media, among others:

a. Design of Characters

From one of Berau folklore that had been taken to be developed, the researchers made characters' designs that were tailored from the information of the story, the background of the place, and other details needed.

Table 1.
 Characters' Design

Title: Si Palui and Si Ngungu	
Characters	Characteristics of the characters
SI PALUI	Kind Energetic Diligent stupid Strong
SI NGUNGU	Kind Energetic Diligent stupid Strong
Parents	Patient Wise and loving
Giant Granma's	Cruel

Based on the character in the story, the researchers made the rough image of the appropriate physical appearance and other

details needed in the story. The first character's design was as follows:



Figure 2. The First Characters' Design

a. Software IbisPaint X android application
 The Android-based ibisPaint X software was an application that researchers used to

create character images and the plot of each story. Application display as shown in picture 4.2 and



Figure 3. Ibis Paint Application

b. Bhutai (Theater Stage)
 The making of Bhutai (Theater Stage) was done to be used as a tool in displaying the story in Kamishibai media. The researchers decided to select the material

and size of the Buthai related to the researchers' need and the right material was wood and the size was 28 x 35 cm so that it was easy to carry.



Figure 4. Buthai Stage.



Figure 5. The Back Side of the Buthai Stage.

c. Card Picture Display
 Kamishibai used a card story which was put in the inside of Theater Stage

(Bhutai). This was the picture of the Card story and it was used Cover Paper size F4.



Figure 6. Front Side Picture of Card Story

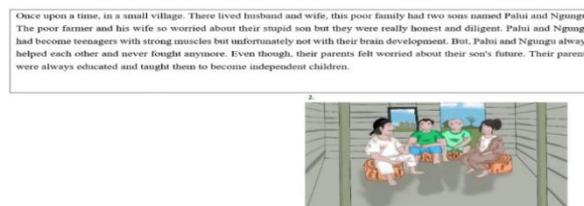


Figure 7. The Back Side of Card Story

3. Development
 a. Development of Media
 Kamishibai (Japanese Card-Story)
 Media was developed from the original version so that it can be adapted to MTsN Tanjung Redeb, Berau. The physical aspect

of “Bhutai: the theatre stage” has to meet the criteria of “handy” or it can be carried everywhere without any difficulties. These were the instructions in using Kamishibai.

- 1) Card Story was F4 paper 21x33 cm in size.
- 2) Create the card in correct numerical order. The numeral of each card should be in the lower right corner of the colored instruction. Insert the cards as a pack into the stage.
- 3) The opening of the stage, was from from the right side where the card need to be inserted. Sit or stand on that side of the stage to make it easier to pull the cards out. Use your right hand to do this. Try to keep eye contact with the audience. Avoid standing directly behind the stage.
- 4) Begin the Kamishibai performance with the use of the traditional “Hyoshigi” the wooden clappers
- 5) Open the Bhutai doors one by one and tell the story
- 6) The text for Card 1 is on the back of the last card, after you finish to read the card slide it out to the right and put the backside of the Bhutai, and continue telling the Kamishibai story In this way, and finish the story by putting “The End” card.

Table 2.
 Instruction to Numeral Card Story of Kamishibai

Front of the Card	Back Of the Card
Picture 1	Text 2
Picture 2	Text 3
Picture 3	Text 4
Picture 4	Text 5
Picture 5	Text 6
Picture 6	Text 7
Picture 7	Text 8
Picture 8	Text 9
Picture 9	Text 10
Picture 10	Text 1

b. Modification of Story

As explained on the above media development points, the researchers modified the Kamishibai media based on the story. Researchers chose a folklore as the material because it was following the English syllabus of class XI SMP, namely "Narrative Text" material and following Kamishibai media as storytelling media. In selecting the original folklore, the researchers adopted a story from a book,

where the researchers chose one story to be translated into English and used the suitable language for junior high school students.

c. Result of Validation

After the media has been designed and developed the next step was validation of the product by experts to obtain criticisms and suggestions to know whether the Kamishibai learning media developed was feasible or not to be used at schools. This validation stage was carried out by three

validators, 1 expert for validating the Media and 2 experts for validating the material.

1) Validation of the Media

Table 3.
 The result of media expert validation.

Indicator	EV 1
Item 1	5
Item 2	5
Item 3	5
Item 4	5
Item 5	5
Item 6	5
Item 7	5
Item 8	5
Item 9	5
Item 10	5
Total	55
Average: 100 %	

From the results of the validation, it can be seen that the score was 100%. The percentage showed that the media of learning can be categorized as "Decent" to be used as a media learning to support

confidence, and interest of the students in learning speaking.

1) Validator of the Material Experts

The expert validators of the material were English lecturers of Muhammadiyah Islamic College

Table 4.
 The Result of Material Experts

Indicator	EV 1	EV 2
Item 1	5	5
Item 2	5	4
Item 3	4	5
Item 4	5	5
Item 5	5	4
Item 6	4	5

Item 7	4	5
Item 8	5	4
Item 9	5	5
Item 10	4	5
Total	46	47
Average: 93%		

Based on the result of the table above, the percentage of Material and Language quality was 93%, it can be categorized as “Decent” to be used as a media-learning to support English speaking. The researchers also got feedback, from the expert validators.

4. Implementation

After the learning media was properly revised, the next stage was implementation. The Kamishibai learning media was used in teaching and learning process. The implementation was carried out at MTsN Tanjung Redeb Berau East Borneo in 2020. Before this product was implemented to the students, the researchers got the validation from the two experts of materials and one expert of media. After the product was validated by the experts, the researchers ready to try out the product to the students.

There were thirty-seven students of XI B Grade at Junior High school at MTsN Tanjung Redeb, Berau. This trial was conducted to know the response of the students towards Kamishibai (Japanese card-story) media.

Before the researchers used the media of learning to find out how students responses towards the Kamishibai media, the researchers started to provide the narrative story based on Berau folklore. After it was enough to provide learning material in the classroom, the researchers then introduced Kamishibai (Japanese-Card Story) to the students. The researchers started to explain how to use it, then started to tell the story in front of the students. From their findings, it can be seen that Kamishibai media can facilitate the students to be more active in English lessons and can also motivate them to speak.

Furthermore, to determine the category of responses given by students, the researchers used the criteria according to Khabibah (2006).

- 85% ≤ response = very positive (very high)
- 70% ≤ response < 85% = positive (high)
- 50% ≤ response < 70% = less positive (less high)
- response < 50% = not positive (not high)

Table 5.
 The Result of Students’ Responses toward Kamishibai (Japanese-Card Story)

Indicator	Percentage	Criteria
1	91.89%	very positive
2	85.14%	very positive
3	83.11%	Positive
4	77.03%	Positive

5	77.03%	Positive
6	79.73%	Positive
7	87.16%	very positive
8	83.16%	Positive
9	83.78%	Positive
10	83.78%	Positive
11	83.78%	Positive
12	73.65%	Positive
13	75.68%	Positive
14	78.38%	Positive
15	73.65%	Positive
TOTAL AVERAGE: 81,13 %		

5. Evaluation

At this evaluation stage to find out how effective the Kamishibai media (Japanese-Card Story) as a medium of English learning, The researchers tested it to thirty seven students of XI B at MTsN Tanjung Redeb, This test was evaluated to determine students 'interest on Kamishibai learning media.

To find out whether Kamishibai media (Japanese-Card Story) can attract students' interest as a learning medium and can motivate students to be more confident in speaking English. The researchers gave the questionnaires to students to measure the response of students' interest in Kamishibai's learning media.

The results of the speaking or oral test were compared with the oral test results from the teacher. From the result of the questionnaires, it can be seen that the results of student responses through Google Form was 81.13% that means the score was high. Then the researchers summarised that Kamishibai was feasible as a media of learning speaking

Conclusion

Based on the findings of this research it can be concluded that this Kamishibai learning media was useful to be applied to the students as the result of students' quistionnaire showed about 81.13% of the students gave their positive responses. The result of the expert validation also showed that the result of the validation of the media expert was 100% and the result of the material experts was 93%. It can be considered appropriate to be applied..

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THE STUDENTS' STRATEGY FORMATION IN LEARNING GENRE BASED WRITING THROUGH BLENDED SYNCHRONOUS LEARNING

Testiana Deni Wijayatiningsih¹, Dwi Anggani Linggar Bharati², Abdurrachman Faridi³,
Sri Wuli Fitriati⁴

Universitas Negeri Semarang
Indonesia

testiana@unimus.ac.id¹, dwianggani@yahoo.com², pakdur@mail.unnes.ac.id³,
SriWuli.Fitriati@mail.unnes.ac.id⁴

Abstract

In this COVID 19 pandemic situation, EFL learners and lecturers must adapt with the situation. They had to learn from home and implemented blended synchronous learning approach to continue teaching learning processes for almost one semester. However, this condition had an impact on genre-based writing courses that writing is a complex skill and requires stages in creating a coherent text. To understand the students' autonomous learning in genre-based writing class, it is momentous to analyse students' self-regulatory skills, one of the skills is strategy formation in genre-based writing course. This research has an objective to describe the students' strategy formation in genre-based writing class through blended synchronous learning. It administered a descriptive quantitative research method by using strategy formation questionnaire Likert scale. The questions consisted 10 questions self-concept indicator. The results showed that more than 40 % they had a good strategy formation in writing genre. Whereas there were some problems in creating text, such as; they sometimes applied mind map or outline before writing, they seldom reviewed their text using plagiarism application, and they sometimes created the ending of the text by reviewing all the text. Therefore, it is practical to create the text by considering strategy formation of self-regulatory skills if the teaching learning process applies blended synchronous learning approach.

Keywords: Strategy Formation, Genre-Based Writing, Blended Synchronous Learning

Introduction

The changing process from offline to online due to pandemic conditions demands lecturers and students to adapt quickly and effectively in order to expedite the learning process. This phenomenon also has an impact on genre-based writing courses where the learning process uses blended synchronous learning where 75% students go through virtual classes and 25% take offline classes.

Furthermore, the writing learning process is an integrated and complicated process because it has to go through the stages of the writing process. When there is a lack of understanding about the

vocabulary it will impact the results of their writing products. In addition, when there is a lack of understanding of the structure and the formation of the writing, it will reduce the meaning and intent of the author to the readers. Because of this, it requires a process of strengthening self-regulatory skills which contains six components, namely, metacognition, self-concept, self-monitoring, motivation, strategy formation, and volition control strategies which are integrated into the writing process through blended learning [1], [2], [3], [4]. One of the processes of strengthening self-regulatory skills that the

researcher focuses on is the strategy formation in writing genre.

Strategy formation focuses on the standard concept strategy supports the idea which enables student's consideration of both sides of the strategy coin: strategies as expected, a priori guidelines as well as strategies as established, a posteriori consistency in decision-making when writing genre through Blended Synchronous Learning approach [5], [6].

Moreover, this study focuses on strategy formation which indirectly affects the writing style of students in producing coherent and coherent genre writing through blended synchronous learning. This study is different from previous studies because the average application of blended synchronous learning in general in learning and is not specific to writing and strategy formation. Furthermore, no writing research has focused on strategy formation analysis, mostly discussing student responses in writing learning, teaching writing by implementing strategies or methods, researching the effectiveness of writing using media, methods, or strategies which in practice are combined with blended learning [7], [8], [9], [10], [11], [12], [13], [14], [15].

Besides, the previous research on the implementation of blended synchronous learning in general in online and offline learning has been done a lot from 2010 to 2020 [16], [17], [18], [19], [20], [21], [22]. However, there is no one that focuses on writing and one of the components of self-regulatory skills.

Based on the previous studies, the research on writing genre uses blended synchronous learning in terms of strategy formation analysis in self-regulatory skills, so far no one has conducted the research.

In detail, blended synchronous learning is a learning model developed from blended learning to deal with the learning process during a pandemic. However, the implementation of blended

synchronous learning has been researched since 2010, but no one has researched the specialization in the area of genre writing expertise.

Blended synchronous learning is commonly known by BSL in the last 10 years. The process of implementing BSL is carried out by connecting classes from two or three different places so that lecturers who teach in offline classes can also teach in remote classes using virtual face-to-face teaching using virtual applications such as video conferencing, web conferencing or virtual words at the same time and simultaneously [23]. In BSL learning, the teaching setting is described by students in local or offline classes who can take formal learning as usual and students in remote classes or online classes can also take part in the learning process and can interact with lecturers and students virtually with sophisticated synchronous tools such as zoom, google meet or Microsoft Teams. Moreover, students can access a very rich and varied learning resource through BSL and they get a variety of learning experiences[24], [25]. In addition, the students who were unable to attend offline classes could follow the learning process clearly through the blended synchronous learning model [26]. However, there is still very little literature review that discusses blended synchronous learning related to K12 in learning. In addition, there are no studies that discuss teaching the writing genre by applying blended synchronous learning, so researchers have detailed previous studies on blended learning in writing as previously discussed.

In addition, writing is still often a scourge in learning English because it requires detailed, mutually arranged stages, and has its own characteristics [27]. Genre-based writing emphasizes scaffolding and peer interaction) [28]. Moreover, genre-based writing needs process from drafting, editing, revising and publishing [29].

To find out the extent of the cognitive and affective aspects of writing a genre, it is necessary to analyze self-regulatory skills, where the focus of the skills currently being studied is in the self-formation section. Self-formation was analyzed to determine the extent of the student's strategy in producing genre texts through blended synchronous learning. Self-regulatory skills combine cognitive, action, and affective simultaneously in the learning process to achieve the learning goals [30].

All in all, this research has an objective to describe the students' strategy formation in genre-based writing class through blended synchronous learning.

Methodology

The participants of this current research were 33 students on private university in Semarang who join in the third semester of English Department. This research administered a descriptive quantitative research method by using strategy formation questionnaire Likert scale. The questions consisted 10 questions of self-concept indicator. The questionnaire has been adopted from Self-Regulatory Skills questionnaires [31], [32], [4]. The indicators are creating outline (mind map) to ease the writing process, the trouble faces when do writing, learning new words by visualizing situation, translating the ideas by your own, managing time in writing, writing topic first when do writing, developing text coherently by using sentences, revising draft by using paper rater, reviewing the text in the final writing, and evaluating draft by online checking regularly.

Findings and Discussion

This research had done by distributing self-formation questionnaire via google form to 33 students of English Department. The questionnaires were given after they had joined the blended synchronous

learning in 16 meetings. The ten indicators can be described as follows.

The first indicator is the creating outline (mind map) to ease the writing process. 42.4% students proposed agree to create outline or mind map before writing the text. 12.1% said strongly agree about the mind map in writing the outline. So, over 50% agreed that creating outline before writing is useful for continuing the text. The diagram can be seen on Figure 1.

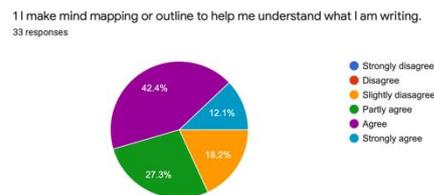


Figure 1. Creating Outline (Mind Map) to Ease the Writing Process.

Second indicator is the trouble faces when do writing. The students answered the questions randomly. Most of them answered partly agree 48.5% and 24.2% chose agree that they got trouble in figuring out what to do to learn the writing material. In conclusion, they still have problems when do writing genre. Based on the interview from three students randomly, they had some troubles such as; gathering the ideas to develop the topic, they were lack of wants to do writing, and they don't understand the vocabulary used. It can be seen on Figure 2.

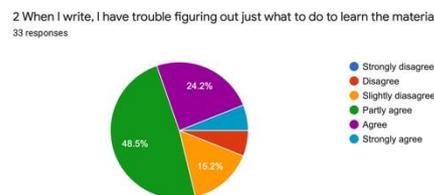


Figure 2. the trouble faced by the students in writing class

The indicator is learning new words by visualizing situation. Almost 69.7% students agreed that they learn new words or ideas by visualizing situation in which they occur. Only 12.1 % students said

strongly agree to learn new words by visualizing a situation. It means that they have a good understanding to master the new vocabulary which is reflected to their writing process. The diagram can be displayed below.

3 | learn new words or ideas by visualizing a situation in which they occur.
 33 responses

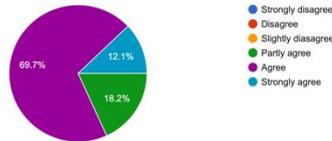


Figure 3. Learning new words by visualizing a situation

Besides, the fourth indicator is the students translate their studying by using your own paragraph. 54.5 % students agreed that they can translate what they are studying in writing genre into their own words. It means that half of them can interpret the learning goal in writing via BSL. The complete explanation can be seen on Figure 4.

4 | translate what I am studying into my own words.
 33 responses

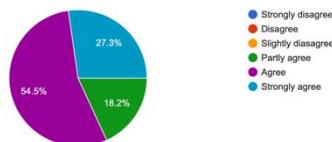


Figure 4. Translating what the students' studying into their own words

The fifth indicator is managing time in writing. 57.6% agreed that they can manage their time when do writing genre. 27.3% said strongly agree in their time management for writing. No one said did not manage their time in writing. All in all, the students had good time management in writing genre via BSL. The figure can be seen below.

5 | manage my time when I do writing.
 33 responses

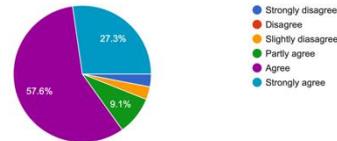


Figure 5. Time Management in Writing Genre

The sixth indicator is the students write the topic first when do writing genre. 60.6% students agreed that they write the topic first before developing the text and 24.2 % said strongly agree to do it. Only 12.1 % did not write the topic first when do writing activities. The clear explanation can be seen below.

6 | create my text by writing topic first.
 33 responses

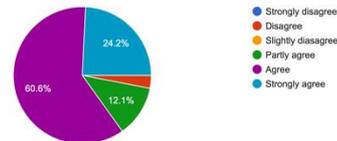


Figure 6. Creating the Topic First in Writing Activities

The seventh indicator is developing text coherently by using sentences. 54.5% students agreed and 24.2% said strongly agree that they develop the text coherently by writing sentence by sentence. It means that they do the steps of writing genre systematically and continuously. The figure of the seventh indicator can be seen on Figure 7.

7 | develop my text by writing sentence by sentence coherently
 33 responses

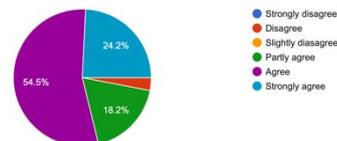
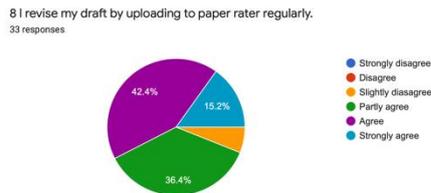


Figure 7. Developing Text Coherently by Using Sentences

The eighth indicator is revising draft by using paper rater. 42.4% learners agreed that they did revising their draft by uploading on paper rater website to check their writing's weaknesses and strength. The website gives a clear revision then they

do the revision. Whereas 36.4% students did not upload their writing product to paper rater because they paid attention to the peer feedback from their friends and lecturers which continuously done after they have finished the text. The figure of the eighth indicator can be seen below.
 Figure 8. Revising Draft by Using Paper Rater



The ninth indicator is reviewing the text in the final writing. Almost 60.6% agreed and 18.2% strongly agreed that the learners always review their writing product before submitting to the lecturer. So, more than 75% learners in genre-based writing class via BSL do reviewing their writing before submitting to *ifbba* or eLearning. The figure of the explanation about the ninth indicator can be seen below.

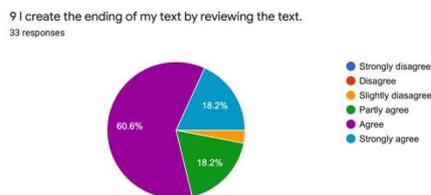


Figure 9. Reviewing the Text in the Final Writing

The last indicator is evaluating draft by online checking regularly. 45.5% students agreed and 15.2% strongly agreed that they evaluate their draft by online checking regularly. But there is 9.1% said slightly disagree that evaluating draft is momentous for their writing product. The figure 10 can be seen as follows.



Figure 10. Evaluating Draft by Online Checking Regularly

To sum up, the students' self-formation in writing genre via blended synchronous learning had over 40% always pay attention to the self-formation criteria. The most indicator which give a deep impact for their self-formation in writing genre is the students often learn new words by visualizing situation. They also write the topic first and review the text in creating closing paragraph which can encourage the writing products. This result is in line with the previous research that learners improve their learning performance especially students' formation skills on writing genre via blended synchronous learning[20].

Conclusion

All in all, teaching writing genre through blended synchronous learning influences students' self-formation especially the students often learn new words by visualizing situation. They also write the topic first and review the text in creating closing paragraph. To comprehend the results, the researcher suggests the next discussion to reveal the other components from self-regulatory skills beside self-formation.

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THE POWER OF TWO STRATEGY EFFECTIVENESS ON TEACHING READING

Surti Milarisa¹, Onika Riski Handayani²

¹Universitas Muhammadiyah Berau, Indonesia

²Sekolah Tinggi Ilmu Tarbiyah Muhammadiyah

Indonesia

milarisa78@gmail.com

onikaberau@gmail.com

Abstract

This research analyzed the effect of teaching reading through the power of two strategy in teaching reading. The objective of the research was to investigate whether there is a significant effect of using the power of two strategy in teaching reading at the tenth-grade students of SMA Muhammadiyah Tanjung Redeb. In this research, the researcher applied quantitative research. Population of this research were all of the students at the tenth grade which consist of 103 students. The sample of this research was one class of the tenth grade. The number of students which took as a sample was 30 students. The researcher applied the test to collect the data, then the researcher did t-test to know the effect of teaching reading through the power of two strategy. The data collected in this research analyzed by using t-test and mean of pre-test and post-test. According to the result of statistical calculation, $t_{obtained} = (-7,085)$ and the value of "t" on the t table = $t_{0.05} = (-1,69913)$. It meant $-7,085 < -1,69913$. For the mean of the test there was an increase as much 12,33. Then the p value also smaller than the standard of level significant ($0,000 < 0,05$). Based on the result of statistical calculation of this research, it can be concluded that the power of two strategy has significant effect in teaching reading at the tenth-grade students of SMA Muhammadiyah.

Keywords: The Power of Two Strategy, Teaching Reading

Introduction

Language is a part of the wealth culture of society whereas in the world we word and doing activity. Learning language contributes to benefit comprehending, a sense of universe citizenship and individual fulfillment. Knowing language are very important to every human being as a social creature. Meanwhile, language indicates each of its nation, a parable once says so. If its meaning pondered deeper, may make us wiser in understanding and addressing all cases that linked between language and attitude or behavior of groups of speakers of the languages (Alwi, 2004:21). Every human need language to socialize, to communicate with the other. In everyday life, we use language to have a network with each other. Language is the expression of ideas by means of speech-sounds combined into words. Words are combined into sentences, this combination answering to that of ideas into thoughts." Without language, human will

have difficulties in communicating. Therefore, that's why language is very important in human relationship.

The thousands of languages spoken around the world. One of the most studied languages in the world is English language because English is an international language and it is used for communication between nations. This is consistent with the role of English as a global language as stated by Crystal (2003:3) that English acts as a global or world language because English is studied and used as a means of communication in various countries both as a first language, second language, and as a language foreign.

In Indonesia, English has become crucial due to globalization technological and scientific development. By having the skill to speak English, we can easily get and obtain output because most of the output is written in English. This happens because English functions as the language of science, technology and commerce. Being able to

comprehend of English opens up great opportunities in finding experience and easy to comprehend of the text of reading. The skill of reading is also one of the most determine capacities in obtaining experience because institutions or other occupations that require English skills both oral and written as one of the requirements to be able to get more information by reading in some platform in using English as language directions. That's why English is very important to be presented as one of the compulsory subjects in schools, so the students can get to know and understand about this International language.

Therefore, reading is followed by writing, the use of kalam or pen, a tool that makes us know "what we did not know before". Therefore, reading and writing are important parts of the invention. Reading and writing are basic tools that God has taught us to communicate and instill critical thinking in humans. Meanwhile, according to Tarigan (1990:7) argues that reading is a process that is carried and used by readers who want to get the message delivered by the author through the medium of words or written language. Another definition of reading comes from Grellet (2004:7) he is defined reading is a constant process of guessing, and what one brings to the next is often more important than what one finds in it. In reading, the students should learn to use what they comprehend to define unknown elements, whether these are point of view or simple utterance. Reading is a way to get knowledge from something that was written. Reading involves the introduction of symbols that customize a language.

Educators have to concern that the essential of reading. Therefore, students' reading ability must be developed. Teachers have duties to develop their skill and ability. Everything teachers do in reading class should be designed to build students' ability to understand increasingly complex content of the texts. The strategy, methods, techniques, and teaching media that is chosen and used by the educator would affect the success of teaching learning

process and students achievement. In the teaching reading activities a good method, media, and strategy are needed in this research. A good method can be an effort students' reading ability better. Media and strategy also make the class to be alive during the reading lesson. By developing good strategy, method, and media students are expected to be able to have an active learning. Active learning can make the students interested in the reading lesson that given to them, not only silent or passive in the teaching and learning process.

In this study, the writers concern on reading, because many students have difficulties in understand this subject and they always confused to master the reading text. Reading is the important subject to be taught in the school. In reading learning process the student must understand what the content of text to get the information from it. Reading is process to transfer the science from book to brain from writer to reader, and this information will not received with the readers if they did not understand what the content of the text. Even so, many students still have difficulties in comprehending the text and low motivation in reading. It caused that there is a tendency the teacher does not use teaching strategy appropriately.

Various of strategies can be applied by the teacher in teaching reading comprehension. One of many strategies that suitable used by the teacher is "The Power of Two" strategy. According to Muqowin (2007), there are several learning strategies that can be used by students so that students are collectively active, for example: the learning strategy of the listening team, guided note taking strategy, guided learning strategy, active debate, point-point strategy, the power of two strategy, and team quiz strategy.

The Power of Two Strategy is one of active learning strategies. The Power of Two learning strategy is a key and way that must be mastered and applied by educators therefore learning objectives can be achieved to the maximum, namely by

forming small groups of two people (Andini & Ratmanida, 20119). Therefore, in study this strategy the teacher shapes students into groups consisting of two people in order to get better results. The power of two learning strategy provides the part of cooperative learning, namely learning in small part by high effort collaborating through learning duty by partner themselves with two members in it to achieve basic ability.

This strategy is the same as other cooperative learning methods, the practice of learning the power of two method begins with the teacher asking questions. With this question for the first time what is done is the student is working on an individual basis. After completing all the answers, students are asked to find a partner. The overall implementation of the power of two method aims to familiarize students with active learning both individually and in groups and help students work together with others.

Moreover, Azmi (2012) says that “The Power of Two” strategy is to emphasize the ability of the students’ thinking about something like they work in small group so that students will be more active in thinking and work together during learning process. Thus, Sulaiman & Iqbal Ripo (2017) says that this strategy will effective to raise the students reading ability because it force the students to think and exchange views on the results of their own thinking. In addition, Harmer (2007:165) states that students can exercise their language together, learn a text, examine the language, or catch a part in information- gap in pairs activities. In this phase, students will do the activity such as think something and predict the content of the reading text then write down their idea.

From the above opinion it is concluded that the of The Power of Two strategy means to compound the strengths of two students. Mixing the strengths of two students in this case is to form small groups, each group consisting of two. This activity is carried out so that synergy appears, that is two or more people would achieve the better one. The Power of Two learning activities

are used to cultivate cooperative learning and strengthen the essential and benefits of the collaboration of two people. This strategy has the principle that give an idea together is far better than give an idea alone. The Power of Two strategy is used to help students in comprehending the text by work in pairs therefore the students are able to change their mind with each other. This strategy would bridge the students to figure out their difficulties in reading. It also are able to make students enjoy and relax in reading process. Thus, students can cultivare their reading skill capacity.

Methodology

This research using pre experimental research or another name for this pre-experimental design is one-group pretest-post test design. This experimental research is conducted without a control group. In this research, the group is given a pre-test before the experimental treatment. Then the pre-test is given, the researcher conducted experimental treatment to students using the power of two strategy in teaching reading. After the treatment finished, the researcher give the post test as administrated to see the achievement of students after given the treatment using the power of two strategy.

The research conducted at the tenth grade of SMA Muhammadiyah Tanjung Redeb. The population of this research was all students of tenth grade as much 102 students, and the researcher took X MIA as the sample class which amounted to 30 students.

In this research, the researcher used one kind of instrument, that was reading test. The test given twice (pre test before doing the treatment) and (post test after treatment). The researcher made the test by adapted from English book of the tenth grade and from internet that was published by google. The form of the test was multiple choices that consist of five alternatives answer in which one of option was correct answer and other options were incorrect answer. To know the effectiveness of "the power of

two" strategy, the researcher measured mean and t-test.

The problem of the COVID-19 pandemic that occurred at the end of 2019 to 2020 is a serious matter for the world, one of which affected is the world of education. Because the spread of the virus continues to spread, so that teaching and learning

activities in schools are hampered. Schools must be closed, the teachers and the students have to do teaching and learning process from home by online (*daring*). Therefore, in collecting the data and conducting treatment, the researcher did it online using google form, zoom, and other supporting applications.

Paired Samples Test						
		Paired Differences		t	df	Sig. (2-tailed)
		Mean	Std.Deviation	-7,085	29	,000
Pair`	PRE TEST	65	14,66484			
	POST TEST	77,33	17,61661			

The t-test calculated using SPSS 25 application. It found the t test was -7,085 with d.f (30-1=29). Then, the significance level of 0.05 = -1.69913. The testing criteria were : **When the value of - t obtain smaller than - t table in d.f= 29 with the significant level 0,05, the alternative hypothesis (Ha) is accepted and the Null Hypothesis (Ho) is rejected.** By comparing the t obtain (- 7.085) and the value of t table (-1.69913). It is known that t obtain was smaller than t table (-7.085 < -1.69913). because the t obtain was smaller than t table the null hypothesis (Ho) is rejected and the alternative hypothesis (Ha) is accepted.

Also the way to test whether the null hypothesis (Ho) can be rejected is by comparing p-value sig (2-tailed) with standard of level significant 0,05. The convention to reject the Ho is when the p-value is less than standard of level significant 0,05. Based on the table 0,05, the p-value was less than the standard of level significant 0,05 or we can see (0,000 < 0,05). Therefore, the researcher concluded that there was enough evidence indicating that the null hypothesis (Ho) could be rejected. It meant through the power of two strategy was effective in teaching reading at the tenth grade of SMA Muhammadiyah Tanjung Redeb.

Conclusion

Based on the result, it can be concluded that the power of two strategy was effect in teaching reading at Senior High School especially at the tenth grade students of SMA Muhammadiyah Tanjung Redeb. It also could be seen in the treatment process, the students interested when the researcher applied the strategy. The students could share their thought with their friends in finding the good and the right answer. Students also received treatment well, it was showed when the researcher give assignments to the students, they were active in asking questions and collected assignments on time.

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PERCEPTIONS OF ONLINE LECTURES FOR NEW STUDENTS AT UNIVERSITY OF MUHAMMADIYAH SUMATERA UTARA

Eko Febri Syahputra Siregar¹, Baihaqi Siddik Lubis², Ismail Hanif Batubara³

^{1,2,3}University of Muhammadiyah Sumatera Utara
Indonesia

ekofebriyahputra@umsu.ac.id¹ . baihaqisiddik@umsu.ac.id² , ismailhanif@umsu.ac.id³

Abstract

Online learning makes a difference to education in Indonesia. Learning, which usually takes place in classrooms, is now happening online. For new students, lecturing on campus is something new because they have just joined Higher Education. However, they also have not experienced face-to-face learning but are forced to do it online. This study aims to determine the views of new students towards online lectures. Researchers view this as very important to do to determine the activity of lectures and the level of student satisfaction in attending lectures and to eliminate the desire of students to stop attending. This study used a cross sectional survey method with a measuring instrument in the form of a questionnaire distributed via google form. The subjects in this study were 254 new elementary school teacher education students. The research results reveal that; 1) 87.8% of students attend lectures using internet data packages, and 11% of students use wifi; 2) The applications used during the covid-19 epidemic were through university e-learning totaling 232 students, Zoom 191 students, Google Meet 166 students, Whatsapp Group 151 students, Google Classroom 57 students and Microsoft Teams 9 students; 3) new students did not understand the material provided during the online lecture by 48.8%, 45.7% had enough to understand, 4.3% did not understand and very much understood 1.2%. Students enjoy lecturing online, but they hope that lectures will be conducted face-to-face, this is because they have not felt the climate of lecturing at the university since joining UMSU. The results of this study can be used as a basis for improving the implementation of online lectures and academic services in the Elementary School Teacher Education.

Keywords: *Perceptions, Online lectures, New Students*

Introduction

The Covid-19 epidemic brings a new color to the implementation of education in Indonesia. Lectures that are usually conducted in classrooms have now entered the world of technology as a whole, known as online lectures. Online lectures allow humans to interact beyond the boundaries of time and space (Kumi-Yeboah et al. 2020). Online lectures force students to master various applications to support lectures, including Whatsapp, Zoom, Google Meet, Google Classroom, Microsoft Teams, Skype and Learning Management System (LMS) e-learning owned by each university. The online lecture policy is carried out as a form

of support for government regulations related to large-scale social restrictions to limit certain activities in an area suspected of being infected with the Covid-19 virus to prevent the spread of the virus. (Pemerintah Republik Indonesia 2020) which was then continued by (Kementerian Kesehatan Republik Indonesia 2020).

For students who have been in college for more than one year, online lectures are common because they have passed them in the previous semester. online lecturing has been widely used in a mixed lecturing approach to support face-to-face learning and mediate student interaction and involvement in online classes. (Sandi

Ferdiansyah, Supiastutik 2020). However, it cannot be avoided that student participation in taking online lectures is different from face-to-face lectures that experience setbacks, the same are the case with what was said. (Reinholz et al. 2020) that student participation moves down significantly during online learning but can be overcome by new teaching strategies that can increase participation. Lecturers who do not understand the technology and the development of student understanding will choose to use e-learning to produce lectures that are not reflective. In contrast to lecturers who understand the technology and focus on student development, they will choose courses by collaborating between e-learning and virtual meetings. (Blundell, Castañeda, and Lee 2020).

If a new student experiences a non-reflective lecture, it is feared that it will cause student boredom in attending the lecture. So there must be an effort made by lecturers and stakeholders in higher education to develop online lectures with the various strategies needed. They have never felt this way at the previous level.

To prevent this, it is deemed necessary to do this research to know the implementation of online lectures experienced by students in the higher education environment.

Methodology

This research method used a cross-sectional survey design (Lowenthal and Moore 2020) to answer the questions formulated in the implementation of this research, namely, how are new students' views in taking online lectures in a college environment ?. To find out this, the

researcher asked several questions that were more detailed and related to the formulation of the questions above, including the quality of the internet network where students are located, the applications used during lectures, the teaching materials presented, and their hopes for the implementation of future lectures. This needs to be known to improve the implementation of the next online lecture and because the internet is a determining factor in online lectures' success. The subjects in this study were new students of the primary school teacher education study program with 254 students. The new students involved in this study were divided into 15 male students and 239 female students. The researcher informed the students through the Whatsapp group to determine students' willingness to fill out the questionnaire provided for data collection. The data in this study were obtained through an instrument in the form of a questionnaire sent via a google form. Before that, the researcher had conducted a zoom meeting with each class leader to cooperate and invite classmates to fill out the questionnaire that was submitted honestly. Researchers also did not forget to convey the purpose of researching to know the desired intentions.

Findings and Discussion

This research resulted in several findings, including 1) internet network quality; 2) online lecture application; 3) the teaching materials presented; and 4) Lecture Expectations in the Next Semester

Internet Network Quality

The internet network is a major determinant of the success of online lectures. Good network quality can produce good understanding for students, but on the other

hand, bad network quality will even make things confusing for students during lectures.

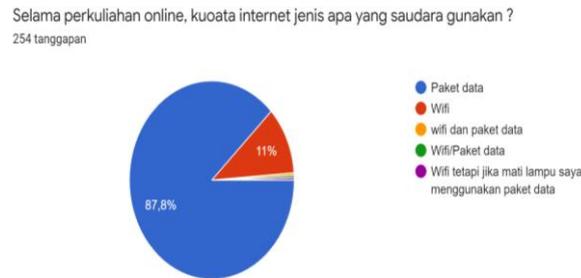


Diagram 1.1. Internet quota used to support online lectures

Starting from the question about internet packages, the students answered that they generally used data packages found on their respective smartphones. The student answers were 87.8%, and wifi was 11%. Students reveal that the lecture constraints that often occur during online lectures are when power is cut around their house. It will impact the quality of the network that appears and even loses the internet network.

Online lecture applications that are often used

Online lectures conducted in the Primary School Teacher Education Study Program are carried out through several applications that support lectures. Lecture applications that are often used can be seen in the following diagram:

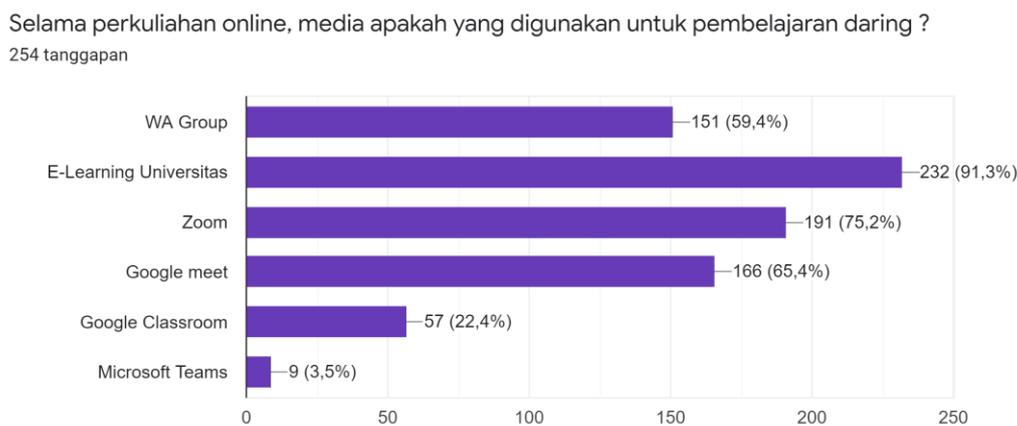


Diagram 1.2. The application used during online lectures

Based on the diagram above, information is obtained that students answering online lectures so far through university e-learning are 232 students, Zoom 191 students, Google Meet 166 students, Whatsapp Group 151 students, Google Classroom 57 students and Microsoft Teams 9 students. Students added

that the duration of e-learning is often used because it is a means of storing e-modules carried out by lecturers, discussion forums, filling out the attendance list and submitting assignments. Zoom applications, google meet and Microsoft Teams are used to communicate virtual meetings between

lecturers and students if they want to explain material or discussion or presentation of group assignments. Meanwhile, Whatsapp is used as a means of information to implement lectures to be carried out. Google classroom is relatively rarely used due to its function, which is almost the same as university e-learning, so that lecturers often prefer to use university e-learning and be a leadership direction.

In the next question, students consider lectures using e-learning to be the most effective because, in this application, all lecture activities can occur except for virtual meetings. New students consider the use of e-learning to save money in buying internet packages. New students have not received the internet package provided by the Ministry of Education and Culture of the Republic of Indonesia. A total of 135 (53.1) students spent Rp. 50,000 - Rp. One hundred

thousand for one month to buy a data package, 69 students (27.2%) earn Rp. 100,000 - Rp. 200,000, then 33 students (13%) spent > Rp. 200,000 for one month.

The quality of the teaching materials presented

Teaching materials are learning tools that need to be prepared by a lecturer before entering the classroom. Without being equipped with teaching materials, a lecturer will look less professional. Teaching materials are also the main things that can move students' abstract thoughts towards concrete thinking. Students assessed the lecturer's quality of teaching materials in carrying out online lectures with sufficient quality at 65.4%, 23.2% of very high quality, and 11% less quality. No student considered the lecturer teaching materials, not of high quality.

Bagaimanakan kualitas bahan ajar yang disajikan dalam perkuiahan online ?
254 tanggapan

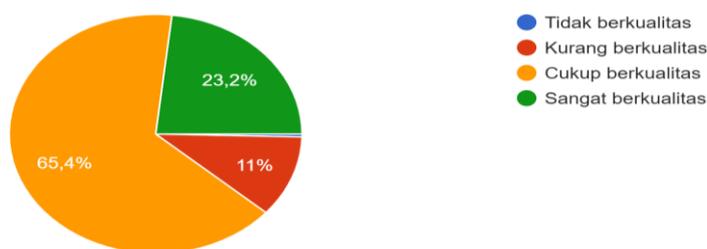


Diagram 1.3. Quality of Online Lecture Teaching Materials

Referring to the above, students also said that they were less interested in attending online lectures. From the questionnaire posed related to these questions, students who chose to be quite

interested were 52.4%, 37.4% less interested, 6.3% very interested and 3.9% completely uninterested, so this impacted students' understanding. during the online lecture presented in the following diagram.

Apakah perkuliahan online dapat memberikan saudara pemahaman terhadap materi yang disajikan ?
254 tanggapan

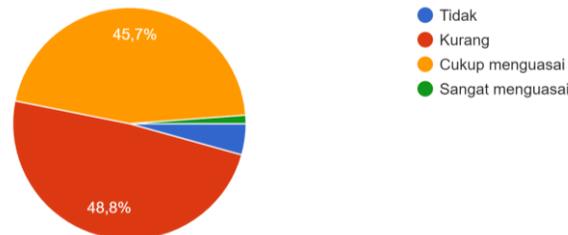


Diagram 1.4. Understanding of the Material During Online Lectures

Based on the diagram above, something is surprising that new students do not understand the material provided during online lectures at 48.8%, understand enough 45.7%, do not understand 4.3% and very understand 1.2%. This is certainly not good news in the world of education at the tertiary level. It is feared that this will significantly impact their career development as prospective teachers in elementary schools (SD).

Lecture Expectations in the Next Semester

Students conveyed various things regarding their hopes for the next semester's lectures. Overall, students have a desire for face-to-face lectures. Following are the hopes conveyed by the new students.

Semoga perkuliahan berikutnya tidak daring agar mahasiswa sekalian dapat memahami Materi-materi di berbagai matkul yang ada

Harapan sangat, kita dapat melaksanakan pembelajaran secara tatap muka di kampus

Harapan saya, jika kondisi memungkinkan saya sangat berharap bisa berkuliah tatap muka agar lebih fokus dalam menguasai materi dan lebih jelas.

Harapan saya semoga perkuliahan pada semester selanjutnya bisa lebih baik dari yg semester

sebelumnya dan saya lebih bisa menguasai pelajaran

Students want pre-lectures to be done face-to-face, but some students provide a more detailed explanation of why face-to-face lectures should be carried out.

Harapan saya sebagai mahasiswa untuk semester berikutnya pembelajaran dilakukan secara tatap muka, karena hal itu sangat efektif dalam pembelajaran. Jika pembelajaran dilakukan secara online banyak kendala yang harus dihadapi. Yang paling sulit adalah ketika kendala jaringan dan menggunakan media zoom karena sangat banyak menguras data.

Harapan saya semester 2 nanti perkuliahan dilaksanakan dengan tatap muka, karena kami yang baru masuk belum pernah sama sekali melihat dosen dan teman teman kami. Kami juga belum pernah merasakan kuliah dengan tatap muka, dan kami juga sulit menerima perkuliahan secara daring.

Harapan saya di semester berikutnya kita semua bisa belajar secara offline agar terlaksananya perkuliahan yang lebih baik lagi dengan tatap muka dengan dosen dengan teman teman

CONCLUSION

The success of lectures is determined by the quality of a good internet network in the environment where students live. Most new students want face-to-face lectures to

stimulate their understanding of the lecturer's material in each lecture. Online lectures are very appropriate, but it is necessary to combine them with face-to-face lectures, which are expected to provide a new atmosphere and good academic understanding for new students. New students need to be immediately given face-to-face lectures to understand learning in higher education truly.

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ANALYZING FOREIGN LANGUAGE LISTENING ANXIETY AND ONLINE ENGLISH PROFICIENCY TEST OF UNDERGRADUATE STUDENTS

Sufiyah Dueraseh, Dodi Mulyadi*, Testiana Deni Wijayatiningsih

Universitas Muhammadiyah Semarang
Indonesia

*dodi@unimus.ac.id (corresponding author)

Abstract

Listening is the key to communication; if the students do not master it, they lose confidence and worry until listening to anxiety. This research explained about Analyzing foreign language listening anxiety and Online English proficiency test of undergraduate students at University of Muhammadiyah Semarang in which it aims to know the relationship between foreign language listening anxiety and listening proficiency test scores and to figure out the factors that influence undergraduate students' anxiety while doing a listening proficiency test. This research used explanatory sequential mixed methods design (also called a two-phase model) means finding two data in the same target. The instruments were collected by using a questionnaire and an interview. The collected data were analyzed using SPSS (17.0) software in percentage, R-square, and significance. The subject of this thesis was 101 undergraduate students at Muhammadiyah Semarang University. The results of this research were 1) foreign language listening anxiety and English proficiency test were only number four that was the relationship. It was anxiety bothering them to encounter a word they could not pronounce while listening to English, such as when the anxiety came to their mind; they would panic and stress; 2) The factors that made the undergraduate students were anxiety in the listening proficiency test. Most of them were a panic, worry, and led them to be stressed and anxious in doing a listening test.

Keywords: Listening, The Factor of Listening Anxiety, Online English Proficiency Test.

Introduction

Recently, the whole countries have been facing with Covid-19 pandemic. Indonesia also suffers from it. Everything breaks temporarily. No matter, it is part of academic, transportation or business. Even the national examination or TOEFL test is not for doing face to face directly on the test. They should do the English proficiency test through an online test. Hence, the college has already prepared the online system for the students to learn at home or do the test at home, such as creating websites for the students who want to do the test during the covid-19 pandemic. As the undergraduate students who are going to graduate, they should do the TOEFL test. Thus, We want to investigate the listening scores are relative to listening anxiety or not.

Listening is essential in language learning to understand the content of spoken language. Listening comprehension occurs

when the listeners can logically expound the speakers' anxiety. If there have a gap between listeners and speakers, difficulties arise, and communication breaks down [1]. As a result, the students face anxiety in doing an English proficiency test, especially the listening test. Listening skill is essential in achieving comprehensible input [2]. Learning does not appear if there is not any input.

Therefore, the students get anxious easier because they have difficulties in listening comprehension. The complicatedness of listening skills can cause misunderstanding and misinterpretation among the listeners [3]. Therefore, the students should more practice in listening until it becomes a habit.

Listening is usually a complex skill to master because each country has different dialects and regional accents, making the listener confused. When the students confuse in listening, anxiety occurs instead

of understanding. Moreover, Jafari and Hashin emphasize that listening is a channel for comprehensible input [4,9]. More than fifty percent of learners spend their time listening. Finally, they are much help, to learn a language, because listening is not such a piece of cake to be mastered. Hence the undergraduate students have to rehearse listening, for it becomes a tendency more.

According to Tyagi there are five sections in listening: hearing, remembering, evaluating, and responding [5]. Each section is a significant process. First, hearing is received sounds. Second, understanding is knowing the meaning conveyed by the speaker. Third, remembering is memorizing the idea of what the speaker is saying. Fourth is evaluating judging the topic of the speaker. Lately, responding is answering the question from the information obtained from the speaker.

Furthermore, some undergraduate students are not able to follow those listening sections. Listening anxiety shows that the undergraduate students encountered five barriers and difficulties: lack of control over the speed at which speakers speak, inability to guess the words, limited time, limited vocabulary, and inability to concentrate.

Based on the pre-observation at University of Muhammadiyah Semarang, the undergraduate students felt confused when the speaker told the fast speech rate. Moreover, they worried and panicky when the time was almost running out until their behavior was fidgets or motor restlessness, as well as my case when I was feeling anxiety on the listening proficiency test, my heart was rapid heart rate. My mind and my concentration were lost until I was failure to complete task, irritability, and attention problem. Hasan says that the identified problem causing listening anxiety were missing parts of the text, not recognizing words, unclear pronunciation, and rapid speech rate [4].

Anxiety is an inclination or feeling when the understudies are in a pressing

factor circumstance and dread. Anxiety can likewise be characterized as an inclination that can be knowledgeable about any part and state of life. Koseler saw nervousness as a troubling mental circumstance that rises out of the interior contentions of the person [6]. Spielberger and Budak characterized it as enthusiastic responses, including strain, sensation, dread, and crabbiness, upsetting musings (concerns), and physiological changes [6,7]. Because of my insight about listening nervousness, the point at which I face the trouble on the test, my brain is alarm indication, pushed and misfortune what the audience members told, and supplanted anxiety. Moreover, high listening anxiety can influence the students in various situations, such as in the test, examination, and listening performance [1].

The present study examines the effect of foreign language listening anxiety factors on listening performance, targeting students of the University of Muhammadiyah Semarang low and high proficiency English foreign language listeners. Therefore, the present research investigated based on the following research questions: 1. How is the relationship between English listening anxiety among undergraduate students and scores of listening proficiency Test? 2. What factors do undergraduate students have in FL anxiety while doing a listening proficiency test?

Research Methodology

In this study, the research subject was undergraduate students' Muhammadiyah Semarang of University, consisting of 101 respondents randomly selected. We gave the questionnaire to those who had already done the English proficiency test. Besides, we collected data on the listening scores only.

This case was conducted from a bachelor's degree at Muhammadiyah Semarang University, which is located in Jln. Kedungmundu raya No.18, Tembalang, Semarang regency, and central Java 50273,

the rationale that we chose my college in collecting data for study because present the country have been already facing Covid-19 pandemic.

Two instruments were applied in the present study, including the 25 items related to the listening proficiency test and interview. Whole items of Foreign language listening anxiety scale had two languages that were English translated into Indonesia language. There was designed on a 5-point Likert scale ranging from "Strongly Disagree" to "Strongly agree" with values 1-5 assigned to them, respectively. The data collections were from distributing 2 instruments such as giving questionnaire and interview.

We used the close-ended questions on the questionnaire to measure the data. Moreover, it applied the Google form to obtain information on the students, which was designed to obtain demographic data about the participants such as nickname, gender, age, experiences of TOEFL courses, and the English listening proficiency test score. In this research, we interviewed the undergraduate students at University of Muhammadiyah Semarang about foreign language listening anxiety by applying a structured interview in gathering the data.

The data were analyzed using SPSS (17.0) software in terms of percentage, mean, and standard deviation to investigate the relationship between students' listening anxiety during English proficiency tests. According to the listening test analysis, undergraduate students in the university of Muhammadiyah Semarang considered the factors that influence undergraduate students' anxiety while doing a listening proficiency test.

The data were analyzed qualitatively by using transcribed and rechecked. The data interview, in this case, was to emphasize and believable.

In collecting the questionnaire data, we applied SPSS to measure the data, then estimate the result of English listening anxiety and listening scores by regression

analysis. The questionnaire was distributed through www.googleform.com to the undergraduate students at Muhammadiyah Semarang University randomly. After we collected the questionnaire data, we interviewed a week for emphasis on the data that had already been obtained. We collected the interview data by using a type of structured interview in the listening proficiency test.

RESEARCH FINDING AND DISCUSSION

The current research applied the questionnaire to explain the English learning anxiety among the students with proficiency Test level. The research was conducted the research on Monday, May 11th 2020 at 09.00 until 3.00 P.M in the evening until 22nd 2020 at 3.00 P.M.

Meanwhile, a questionnaire was given to the students who had already joined English Proficiency Test which of 101 students. The questionnaire is aimed to get understanding the differences in anxiety among the students with proficiency Test level.

Based on the result of a questionnaire that we found through questionnaire and interview instruments. Hence, we could identify the relationship between students' English proficiency scores and listening anxiety to investigate the correlation. A questionnaire was given to the whole students who had already finished taking English proficiency test, which consisted of 25 questions and 101 students randomly. At the same time, an interview was taken 10 undergraduate students at University of Muhammadiyah Semarang. The number of the respondents was 101. Overall, 25 questions, there were a relationship between foreign language listening anxiety and listening score in doing the English proficiency test. It was stated only number four which descript anxiety bothered them to encounter words they could not pronounce while listening to English. Significant level.022 > .05, it can be concluded that there was a correlation.

Vice versa, other questions were not correlated, because there had significant < .05.

The factors do undergraduate students have foreign language anxiety while doing a listening proficiency test, and the factors do undergraduate students have foreign language listening anxiety while doing a listening proficiency test.

It can be explained on the indicator number 1 "learners get upset when they are not sure what they are listening in English" there was 0 student who strongly disagreed, 15 students disagreed, 22 students neutral, 43 students agreed, and 21 students strongly agreed. It could be concluded that 42.8% of students agreed and 20.8% strongly agreed that they would get upset if they were unsure what they heard or understood.

Indicator number 2 "when students are listening to English, they get so confused because they are not able to remember what they are listened" there was 0 student who strongly disagreed, 26 students disagreed, 25 students neutral, 46 students agreed, and 4 students strongly agreed. It can be concluded that 45.5% of students agreed and 4% strongly agreed.

Indicator number 3 "when listening to English I get nervous and confused when I do not understand every word." there was 0 student who strongly disagreed, 23 students disagreed, 24 students neutral, 45 students agreed, and 9 students strongly agreed. It can be concluded that there was 44.6% of students agreed, and 8.9% strongly agreed if they did not understand every word, I got nervous and confused.

Indicator number 4 "It bothers me to encounter words I can not pronounce while listening to English." there was 0 student who strongly disagreed, 14 students disagreed, 27 students neutral, 55 students agreed, and 5 students strongly agreed. It can be concluded that there was 54.5% of students agreed and 5% strongly agreed if anxiety symptom while I am listening English, it bothered me.

Indicator number 5 "I feel intimidated whenever I have a listening

passage in English to listen to.." there was 0 student who strongly disagreed, 52 students disagreed, 23 students neutral, 22 students agreed, and 4 student strongly agreed. It can be concluded that there was 21.8% of students agreed and 4% strongly agreed.

Indicator number 6 "I am worried about all the new sounds I have to learn to understand spoken English." there was 0 student who strongly disagreed, 29 students disagreed, 27 students neutral, 40 students agreed, and 5 student strongly agreed. It can be concluded that there was 30.6% of students agreed and 5% strongly agreed if they worried about listening.

Indicator number 7 "The hardest part of learning English is learning to understand spoken English." there was 0 student who strongly disagreed, 22 students disagreed, 24 students neutral, 48 students agreed, and 7 student strongly agreed. It can be concluded that there was 47.5% of students agreed and 6.9% strongly agreed if they worried about listening if listening was hardest.

Indicator number 8 "I do not mind listening to English by myself but I feel very uncomfortable when I have to listen to English in a group." there was 0 student who strongly disagreed, 29 students disagreed, 38 students neutral, 23 students agreed, and 11 student strongly agreed. It can be concluded that there was 22.8% of students agreed and 10.9% strongly agreed if they listened in a group.

Indicator number 9 "English culture and ideas seem very foreign to me." there was 0 student who strongly disagreed, 30 students disagreed, 51 students neutral, 20 students agreed, and 0 student strongly agreed. It can be concluded that there was 19.8% of students agreed and 0% strongly agreed if English culture and ideas it was very foreign.

Indicator number 10 "I get upset whenever I hear unknown grammar while listening to me." there was 0 student who strongly disagreed, 17 students disagreed, 29 students neutral, 49 students agreed, and 6 students strongly agreed. It can be

concluded that 48.5% of students agreed and 5.9% strongly agreed if they did not know grammar.

Indicator number 11 "I worry that I might not be able to understand when English speakers talk too fast." there was 0 student who strongly disagreed, 6 students disagreed, 19 students neutral, 57 students agreed, and 19 students strongly agreed. It can be concluded that there was 56.4% of students agreed, and 18.8% strongly agreed if the speaker told too fast.

Indicator number 12 "I feel relaxed if there are pictures or videos provide when I listen to English." there was 0 student who strongly disagreed, 2 students disagreed, 32 students neutral, 51 students agreed, and 16 students strongly agreed. It can be concluded that 50.5% of students agreed and 15.8% strongly agreed if they felt relaxed.

Indicator number 13 "I am nervous when I am listening to a passage in English when I am not familiar with the topic." there was 0 student who strongly disagreed, 12 students disagreed, 35 students neutral, 47 students agreed, and 7 student strongly agreed. It can be concluded that 46.5% of students agreed and 6.9% strongly agreed if they was nervous when I was listening.

Indicator number 14 "I have difficulty in understanding speakers with English accents that are different from mine." there was 0 student who strongly disagreed, 14 students disagreed, 33 students neutral, 44 students agreed, and 10 student strongly agreed. It can be concluded that there was 43.6% of students agreed and 9.9% strongly agreed if they heard in a different accents.

Indicator number 15 "I worry that I might miss important information if my mind drifts while listening to English." there was 0 student who strongly disagreed, 3 students disagreed, 9 students neutral, 69 students agreed, and 20 student strongly agreed. It can be concluded that there was 68.3% of students agreed and 19.8% strongly agreed if they worried.

Indicator number 16 "I have difficulty in comprehending English passages when there is background noise." there was 0 student who strongly disagreed, 3 students disagreed, 13 students neutral, 51 students agreed, and 34 student strongly agreed. It can be concluded that there was 50.5% of students agreed, and 33.7% strongly agreed if there was a background noise.

Indicator number 18 "I think other students' listening proficiency are higher than mine." there was 0 student who strongly disagreed, 16 students disagreed, 47 students neutral, 26 students agreed, and 11 student strongly agreed. It can be concluded that there was 25.7% of students agreed and 10.9% strongly agreed.

Indicator number 19 "My minds drifts when I am listening to English." there was 0 student who strongly disagreed, 35 students disagreed, 43 students neutral, 21 students agreed, and 2 student strongly agreed. It can be concluded that there was 20.8% of students agreed and 2% strongly agreed if my minds drifted.

Indicator number 20 students feel the only one who cannot understand in English listening class." there was 0 student who strongly disagreed, 57 students disagreed, 25 students neutral, 16 students agreed, and 3 student strongly agreed. It can be concluded that there was 20.8% of students agreed and 2% strongly agreed.

Indicator number 21 "I worry that I might fail my English tests." there was 0 student who strongly disagreed, 24 students disagreed, 30 students neutral, 36 students agreed, and 11 student strongly agreed. It can be concluded that there was 35.6% of students agreed and 10.9% strongly agreed if they worried.

Indicator number 22 showed that there was 41.6% of students agreed and 20.8% strongly agreed if they knew about history and culture. Indicator number 23 shows 45.5% of students agreed and 18.8% strongly agreed if they felt nervous. Indicator number 24 indicated 26 students agreed, and 6 students strongly agreed that

students feel relaxed when I listen to English lectures. It can be concluded that 25.7% of students agreed and 5.9% strongly agreed if they felt relaxed. Then, indicator number 25 that 41.6% of students agreed, and 7.9% strongly agreed if they worried.

The interview result is to find out the feeling anxious and stressed while the students did listening comprehension test. We asked the students some questions, which divided into listening anxiety. There were 5 questions and 10 students given to the students who had already finished in English Proficiency Test randomly.

The first questions discussed the extent to which the students feel anxious and stressed while doing the listening proficiency test. Most students said they feel anxious and stressed when they could not guess or understand the words clearly. When the dialogue from the audio speaks quickly, minor students said that they were afraid of not understanding something and the speaker spoke too fast. On the other hand, some of the students said that they feel really stress when doing listening tests because the limited time makes us confused and can not focus on what the speaker said.

Second question conversed about the students prefer to listen to short dialogue, long conversation or long talk. Almost every person said that they prefer short dialogue, because it was clear and relatable before long dialogue that led to be understandable. In contrast, the short dialogue has nothing much we were focused on. In contrast, there has some of them said that they prefer long conversation because all of the information was clear and the answer of the questions included in that conversation or dialogue.

The third told discussed the environment that make the students feel less anxious for doing the listening Proficiency test. They mainly told us that they better be on a quiet place, long enough from the noisy sound that can disturb our concentration. In minor is listening at a sufficiently loud volume and if there is guidance.

The fourth questions conversed about the difficult thing that makes the students hard to listen English Proficiency test.

Chiefly students said that what makes us difficult for doing listening test are the speaker speak too fast and sometimes the dialect or accent of the sounds are really hard to understand because they did not familiar with the words or dialect that used in the dialogue or conversation, and minor is they lack of vocabulary to understand of the meaning. Subordinate is the similar answer choices and limited time because it makes us confused on the test and loses control in the listening test. On the other hand, they said that noisy place that can disturb our focus, audio that may err in the middle of the test, the speed of native speaker that sometimes hard to be heard, and missing the pattern or some vocabulary may affect the answer a lot.

The fifth questions discussed the situation that makes the students less anxious and perform better listening proficiency tests. Generally, students told that they feel better listening comprehension when they practice more to the conversation dialogue and understand the tips and trick the ways to answer the questions in the listening comprehension test. Subordinate is when they already prepared or studied a lot before doing the test. They already have exercise enough regarding listening test. There are no interference from outside and inside, and the audio is clear. The minor is when in those listening comprehensions, the words are easy to understand and general vocabulary.

Discussion

After conducting the research of foreign language listening anxiety and online English proficiency test, this case finally reaches in the discussion part.

The relationship between foreign language listening anxiety among undergraduate

students and scores' listening proficiency test

Based on the finding above, It can be concluded that there was only one indicator, that is indicator number 4 which is correlation. It could see at table 4.1 significant value to $.022 < .05$, for other significant value there was $> .05$ because, if the significant was less than $.05$, it is meant correlation. Hence, it is meant that there was not relationship between foreign language listening anxiety and scores' English proficiency test, because of it high than $.05$.

The factors do undergraduate students have foreign language anxiety while doing a listening proficiency test

The percentage of the undergraduate students' questionnaire showed 69 students, 68.3% agreed level who told that they worried that they might missed important information if my mind drifted while listening to English. Minor was 56.4% agreed, and 57 undergraduate students who worried that they might not be able to understand when English speakers told too fast and they felt that I was the only one who could not understand in English listening class, 57 students and 56.4% disagreed. Besides 0 student who was strongly disagreed, it could see on table 4.2 above. Moreover, after calling to interview the undergraduate students, We found that they were fear, worried, panic, stressed until it led to anxiety and unconfident to complete the TOEFL test. On the other hand, anxiety symptom occurs when the undergraduate students face limited time, an uncomfortable environment, and difficulty on the TOEFL test. Finally, the undergraduate students miss what the speaker said and lose concentration. As Hasan says, the identified problem causing listening anxiety was missing parts of the text, not recognizing words, unclear pronunciation, and rapid speech rate [4]. Anxiety has 4 kinds of anxiety symptoms; emotional symptoms, cognitive symptoms, psychological symptoms, and behavioural symptoms.

Meanwhile, when undergraduate students' cognitive got into trouble, they had an attention problem, concentration problem, memory problem, difficulty solving problem, and worry. Besides their behavioral issues, it looks clear because they had irritability and failure to complete tasks even though it was a piece of cake. If their physiological symptoms happened, they were rapid heart rate, headaches, and recurrent, localized pain. There are whole of the factors of listening anxiety while the undergraduate students are doing listening proficiency test.

Conclusion

Based on the research findings and discussion, the relationship between foreign language listening anxiety and scores' listening proficiency test was not a relationship because only one point related to it was anxiety that bothered them to encounter words they could not pronounce while listening to English. The significant value was $.022 < .05$ while the another statements was $> .05$ overall. It showed that this issue was not a relationship. The factors do undergraduate students have foreign language anxiety while doing a listening proficiency test. The result of percentage and interview to support the data, based on the percentage result, the general undergraduate students agreed that issue made them confused, stressed, panic and led them to be anxious. In this case, an undergraduate student was state anxiety because there was a temporary feeling of anxiety. Besides, almost all the students said that they did not understand what the speaker said quickly until they missed the words, instead of fear, anxiety, and stress or panic when they could not guess or catch the words. As well as the limited time made them could not focus on what the speaker was saying.

Furthermore, the students did not listen to long conversations or long talk because they prefer short dialogue to a long conversation or long talk. One of the reasons is to make

the students get trouble quickly in listening proficiency tests. Besides, the students should stay in a quiet place and conducive environment.

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WHEN NO SCHOOL IS OPEN FOR LEARNING: DOES VIRTUAL TEACHING PRACTICE MEET EFL PRE-SERVICE TEACHERS' NEED?

Fika Megawati^{1,2}, Nur Mukminatien^{1*}, Niamika El Khoiri¹

¹Doctoral Degree Program in English Language Teaching
Universitas Negeri Malang
Indonesia

² Universitas Muhammadiyah Sidoarjo
Indonesia

nur.mukminatien.fs@um.ac.id (Corresponding author)

Abstract

Covid-19 pandemic has transformed teacher education programs to shift their academic activities for pre-service teachers. Accordingly, teaching practice are mostly carried out virtually in order to get access to the school learning. This study aims at exploring pre-service teachers' experiences in fulfilling their needs in online classroom instruction during Covid-19 emergency remote teaching (ERT). Five pre-service teachers were involved in this study. To collect the data, interview transcripts and teaching artefacts were analyzed qualitatively. The result of this study show three important points. First, to find out raw model, students' response, school environment and culture, and teaching performance, they were not completely obtained in virtual class. Second, learning process can be carried out effectively if the pre-service teachers and students were supported by sufficient stuffs for doing online. In relation to the platform, there is no single best technology was implemented. Third, pre-service teachers' digital literacy were important to adapt the school policy and to accommodate the learners' situation. In a nutshell, this study implies that the attention in assisting pre-service teachers to face emergency remote situation in their field experience is important to be evaluated.

Keywords: *emergency remote teaching; teacher's need; teaching practice*

Introduction

In response to the spread of Covid-19 pandemic, most of educational institution have decided to implement learning from home. As a result, to facilitate the learning process, online platform, synchronous or asynchronous, should be welcomed by the stakeholders although it is not designed or prepared before. This emergency remote teaching (ERT), indeed, give impact to teacher education program as well, particularly teaching practice activities. The pre-service teachers who have been trained to handle students in the real school or classroom setting are forced to have the skill to teach students in online platform. This experience is believed to become one of important determinants in the success of their future teaching [1].

The principle of teaching practice is basically to introduce pre-service teachers to the real situation of the school and the people there in addition to the implementation of teaching skills in the classroom. During ERT, to fulfill the pre-service teachers' needs that can be used as their inputs later in the real context, the essence of teaching practice is still provided under the control of the policy makers based on the areas' status. Consequently, inequality is found during the field activities among the teacher education programs. In other words, pre-service teachers' needs are not completely available depending on the learners' situation. This is related to their readiness to face students' changing habit in the classroom. Because something unusual is faced during ERT, this calls researchers

to know more about its potential challenges, barriers, and innovations that have been a growing topic recently. Thus, to know the experiences in facing teaching practice during pandemic, the pre-service teachers' perception as the main character in the program is worthy to be investigated deeply. As stated by [2] and [3], the ways to see what they have passed can be from their reflection. The reflection can be explored through various questions, such as giving metaphor and critical incident prompts during the process of teaching practice.

Many studies have reported about emergency remote teaching in different context [4]–[8], but few investigate pre-service teachers' experiences in undertaking teaching practice through the lens of metaphor and critical incidents. [9] in his study found that ERT can decrease the quality of teaching practice program, especially in mentoring process; as a result, limited attention to the success value during the teaching process need more attention. Looking at different view of this matter, this study would concern on exploring Indonesian pre-service teachers' experiences in ERT in relation to EFL classroom and technology use for developing their teaching skill as the primary need in their study. It is expected to give contribution to the innovation in teacher education program as well as the policy maker regarding the enhancement of digital literacy as a part of emerging content courses in their preparation programs.

Research Question:

What are the English pre-service teachers' experiences during teaching practice in Emergency Remote Teaching seen from their metaphors and critical incidents?

Methodology

As a qualitative approach, this study was carried out through interview and document analysis. Five pre-service teachers from different Indonesian

university, particularly state university in east java were involved as the subjects of this study. Five EFL pre-service teachers were involved in this study, 3 male and 2 female. They were from different institution in East Java, and they commonly had approximately a month to accomplish their program, except one pre-service teacher who was selected in international teaching practice in Thailand. She had a-four-month online teaching experience. In this case, she is called PST #5. They all were in the seventh semester when the time data were collected. After completing the consent form, the participants were interviewed 3-4 times during the teaching practice program. At the last session of the practice, they were asked to share their lesson plan as well as other supporting documents to be investigated deeply. As the last step, thematic analysis was implemented to uncover the significant results by applying three steps, coding – categories – themes [10].

Findings and Discussion

The findings were derived from pre-service teachers' transcripts that unpacked two categories, metaphor and critical incidents. Then the two are presented into details in three themes.

Pre-service Teachers' Virtual Teaching Experiences

Referring to the metaphor "Teaching is a journey, not a destination", this study used the prompt to encourage the pre-service teacher express their feeling about teaching in ERT during the interview by contextualizing the sentence into Teaching English in Covid-19 Pandemic is journey. By mentioning this prompt in their story's titles, they focus on telling the reasons behind the mentioned adjective. The results are depicted in Table 1.

Table 1. Metaphors expressed by the participants

Participants	Pre-service teachers' statements	"Teaching English in Covid-19 Pandemic is journey" Metaphor
PST #1	Teaching English in pandemic era is a new challenge for today's and future teacher . Why? Because we should use many platforms to do the learning process. In the other hand, this way of teaching can be useful in the future when the teacher can use technology as well as possible.	Teaching English in Pandemic Era is an unpredictable journey
PST #2	One of the aim in learning English "The students can able to use the language". It means that the students have to try in communicating using English. However, Covid-19 disease force us to adapt with a new way in teaching. The minister of Indonesia education make a rules if there is no offline class or face to face learning. It was replaced with Online Learning. It was challenging for us as a practitioners in education. We have to adapt with every condition during the pandemic. For example, we have to ready 24 hours for our students because not all of students have an access to the internet. We must be creative in getting around online learning	Teaching English in Pandemic Era is an unbelievable journey
PST #3	Pandemic has some effects to people's life, including in education field. All educators and students must do distance learning in case to avoid spreading the virus. Teaching and learning through online is really hard. Teachers must re-think about the materials, assessments, and media used which the students can get or use it easily. Of course, the misunderstanding can't be avoided because both teachers and learners don't know the expression and intonation in the text typing by the others. Sometimes, may be the students think that the teacher is only giving explanation, while in fact, the teacher is also giving a task or question. Furthermore, distance learning is also affected on students' motivation in studying.	Teaching English in Pandemic Era is a challenging journey
PST #4	Frustrating if you're not creative and trying a little bit hard for the class and students.	Teaching English in Pandemic Era is a tiring and confusing journey
PST #5	<i>Mengajar di Masa Pandemi Covid-19 sangat mengesankan. Pengalaman ini sangat menyenangkan karena saya mendapat kesempatan untuk mengajar dengan siswa siswi berbeda negara, mendapatkan pengalaman baru yang berbeda dengan pengajaran di dalam kelas. Berekomunikasi dengan guru dari negara lain serta mendapat ilmu baru tentang Bahasa Thailand.</i>	Teaching English in Pandemic Era is a motivating journey

Table 1 show that the five participants have different experiences. This factors can be from the school placement environment, the students, or even from they themselves. One out of five participants did international teaching practice in collaboration with a school in Thailand. The other four schools are in Indonesia.

Technology Applied in Teaching Practice

This part explains the typical technology application implemented by the pre-service teachers to teach during ERT and communicate with the school stakeholders, primarily students, mentoring teacher, institutional advisor. The metaphors they have concluded in their writing is also derived from this impression since almost all of school are closed for direct learning.

Table 2. Technology used during teaching in ERT

Participants	Technology applied in Teaching Practice	Technique	Critical Incidents
PST #1	WhatsApp	Asynchronous	The student did not give responses to the delivered material

PST #2	Video and Google Form	Asynchronous	My students can get a clear example about how the language/expression used in daily context/ specific purpose from the video. Also, the google form helps me to deliver the exercise for the students. Although not all of the students do my assignment.
PST #3	EPub (for Android, Lithium needs to be installed)	Asynchronous	It's very useful and easy to use. I just had to attach my voice recording and explanation video about the material in it.
PST #4	WhatsApp	Asynchronous	Actually, I want to try discord group, but teacher felt more convenient to use WhatsApp group and suggest me use it as well.
PST #5	Zoom	Synchronous	Sedihnya, video terkadang tidak ada suara saat di aplikasikan dengan zoom sehingga waktu terbuang untuk kendala teknis.

Table 2 shows that the application the students are familiar with are not monotonous. Instead of using WhatsApp as the usual communication tool as well as learning media, they also have used E-Pub (Lithium) and Discord in their daily life, and one of them had applied it in the asynchronous learning. Meanwhile, one of the participants has a great opportunity to have a synchronous learning fully for teaching and learning activities. The implementation of the various applications were matched with the students' ability in accessing the online learning. From the application, it can be highlighted that learning technology can be bridged from communication tool feature such as WhatsApp. Although it refers to the simple way of learning, it can be very beneficial for students with low-

techno support. On the other hand, looking at the Table 2, virtual meeting platform could not be implemented during ERT in all of the institutions. To accommodate their expression when using the technology, in the last column, pre-service teachers told their statements about the process obtained from the application.

Remote Classroom Adaptation

Regarding the adaptation process during teaching practice in ERT, this study underlines four significant events, namely First time in the class, social interaction, managing emotions, and perception on the role of technology in teaching. To identify the excerpts mentioned by each participant, please check the content in Table 3.

Table 3. Components in Remote Classroom Adaptation

Participants	First time when teaching English online	Interaction with the mentor/students/other school teachers	Coping with emotions	Result of Adaptation Process Technology in ERT is...
PST #1	I feel excited but also nervous how we can handle the students	All of the interaction always via WA, but sometimes teacher asked us to have zoom meeting once.	Because this is my first time, I have prepared all of what I need to face the student in classroom. But in the other hand I still get nervous even though we do it in online	one of learning parts. Without technology we cannot give interesting way of teaching to the student
PST #2	Actually, I felt so nervous at the first time came to the class, teach the students, and deliver the materials. However, when	Obviously, as the pre service teacher, I became a visitor or a stranger in this school. That is why I have to give my respect for all	It is usual as pre service teacher without any experience in teaching before. For me, manage an emotion is important before we come to the class. I was teach	Something that make everything easy because we can gather different kinds of source of English

	they can get the point of my explanation, it built my confidence to teach better and prepare the materials well.	person in this school. My mentor (<i>guru pamong</i>) was good in giving the direction about how to teach in VHS and also the other teacher helps us to adapt with the environment. The hardest interaction was the students itself. The condition of pandemic force us to use the mask. It makes us difficult to communicate, or have a discussion together.	in VHS which has different characteristic of students. Start from the students who are easy to cooperate until the students who need a special approach. When I met some students which difficult to follow my class, it makes me angry. First, I can't blame him because I think if there is wrong with my teaching method. However, when I met my mentor, she give me advice. She said if not all students are interested with English, we can't force him to like English subject. I was learn from this problems to be more professional in teaching. I have to use different way about how I teach in the class like that.	materials which can be useful during teaching and learning process. Also, technology is helpful during this situation when we cannot meet each others.
PST #3	It was very excited but nervous at the same time. Teaching in this school is what I had been waiting for so long. Alhamdulillah my teacher advisor was very welcoming and supportive in helping me out.	There was a schedule for us (the pre-serviced teachers) to come to school. My schedule was on Wednesday and Saturday, so I could meet and interact with others in person when I had the schedule to come to school. For students, I just only had the interaction online through WhatsApp Group. I was quite sad because I couldn't meet the students in person.	It was quite affected. There was a time when the students in class didn't give much attention to me, but I kept trying to catch their attention by asking them some questions, or giving them a game.	very helpful for learning English because the students can learn with their own using technology.
PST #4	Shocked, Confused and little bit nervous	I'm glad that the other teachers were very friendly and helpful especially my ' <i>guru pamong</i> ', the students quite active but they usually forgot to send their assignment. I felt nervous and confused at first but as the times goes on it turned into something memorable and not as bad as I thought at first.	I'm tried being professional by ignoring those feelings as much as I can and stay focus to the class and topics even though some of the classes was held online, I woke up early, fetched some breakfast, preparing and checking the material again and then took a bath and dress myself.	perfect, you can literally make a really complex and good way of teaching English if you able to combine many kinds of app/web for your class
PST #5	<i>Saat pertama kali merasa nervous, namun selanjutnya saya sangat senang mendapat pengalaman yang baru untuk mengajar siswa yang bukan dari Indonesia.</i>	<i>Saya berinteraksi dengan menggunakan media Line. Karena perbedaan Bahasa, terkadang terjadi miskomunikasi, namun hal tersebut dapat teratasi dengan memberikan penjelasan melalui Bahasa Inggris.</i>	<i>Untuk menunjukkan rasa senang atau sedih, saya biasanya menunjukkan itu dengan gerak tubuh aau non-verbal communication.</i>	<i>media yang efektif untuk pembelajaran karena siswa siswi dapat mempelajari bahasa Inggris dimanapun dan kapanpun dia berada.</i>

Many aspects can be explored from the practice of ERT. In the context of pre-service teachers, this becomes very informative since they were facing different situation from their first prediction about teaching practice. To relate their experience through metaphor

they expressed and critical incidents happened, integrating first experience, communication process, and emotions seem to be relevant to support the findings. The dynamic process shows the learning phase in the teaching journey.

In this section, to know its relevance with the current issue related to ERT, the results of this study are connected to the previous studies' findings. Before, this part goes to the specific theme found, the contribution of analyzing pre-service teachers' experience through metaphors and critical incidents are big. The critical incidents' role informs two paradoxical side of the pre-service teachers, positive and negative but both of them are in the same underpinning concept of unexpected event that give an important value in their moment [11]. In linguistic section, metaphor can be blended with the pedagogical aspect in term of teacher's feeling in their instruction. Focusing on a journey which can be modified by any adjective depending on the whole impression in the event, this study has presented one of easy ways to introduce figurative language as a reflection of their activity to present knowing, doing, and being [12]–[14].

First, regarding the pre-service teachers' virtual teaching experience, the whole components that becomes the needs of pre-service teachers are not existed. The missing things in the context of pre-service teachers may cover unbalanced portion in developing students' language skill. The tendency to use written communication was found greater than spoken practice [15], [16]. Consequently, the more attention to the content of the written language is expected also to accommodate the model for spoken language skill. Providing supplementary exposure from video as well as teachers' voice messages at least can give inputs to the students on how to speak in English in addition to develop their listening and reading.

The second point deals with technology or application used during teaching practice. When we talk about emergency remote teaching, it refers to two ways of learning, synchronous and asynchronous. Based on the pre-service

teachers' experience, there is no best implementation of the technology. What is so called the best is variation. It depends on the condition from both teachers and students. Variation in online learning also meets challenges. Thus, using only one of ways was not sufficient to accommodate the students' learning environment. For example, when synchronous learning is always implemented like what pre-service teacher did, signal was not perfectly implemented [17]. Therefore, follow up activities through communication tool such as Line in the context of international practicum in Thailand and the use of WhatsApp in the context of local practicum were really supporting. In relation to technology used in teaching practice phase, almost all steps of teaching were done online, namely preparation, implementation, and reflection [18].

Last but not least, remote classroom adaptation is also essential to be discussed. One of the objectives to be adaptable is that to make the pre-service teachers aware of the real condition. This can be similar to the expectation or even far away from the ideal concept. In this step, the pre-service teachers will learn that adaptability can keep the students' engagement in their instruction. strategies applied is expected to facilitate the whole class equally including those that belong to low-resource context [19] To sustain English language skill development, it is undeniable that not all of the skill can be exposed to the learning. [16] found that less speaking skill activities were given during the pandemic. This is in line with this study's findings that students' task tent to be in the written form. This case needs to be evaluated by giving recommendation to use all features of application that enable students to practice the whole language skills comprehensively.

Conclusions

What needs to be pinpointed from this study is that preservice teachers' experiences can be explored through their reflection through metaphors and critical incidents. Regarding to their need, this study reveal that the pre-service teachers' need involve there things, learning to reflect, learning to use technology, and learning to adapt. This implies that as teacher educators, we need to emphasize that teaching is a process that needs dynamic responses and changes for improvement. Unpredictable situation is always existed, including in this pandemic in which nobody knows the ending point of this disease. Through their reflection, it is expected that pre-service teachers keep doing reflection on their best practice in order to be a professional teachers in any situation. Referring to the limitation of this study which involved small scale of participants and two specific area for investigation, guided-metaphor and critical incidents, further studies are recommended to explore more novelties behind this emergency remote situation. One of the suggested topics is about the task focus and feedback given by pre-service teachers. The more investigation on this area will shed light on the effective way to carry out teaching practice during and after ERT.

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TI-ZEL: A MIND MAP MODEL OF ENGLISH SKILLS HABITUATION FOR NON-ENGLISH DEPARTMENT

Nur Rahmiani

IAIN Pontianak

Indonesia

nur.rahmiani15@gmail.com

Abstract

The article aims at introducing a new systematic and structured innovation of overcoming the problems of mastering the English language that may be found almost in many formal educational institutions, especially in the non-English department at Islamic higher education institutions in Indonesia. Employing the stages of analysis and assessment of the quality of issues and causal factors, the paper introduces a foreign language habituation model design that can be applied in tertiary institutions, especially for speaking skills improvement. Applying a design and developmental research method, the paper exposes the Analysis-Design-Develop-Evaluation workflow that is centered on product development, product contribution to theory, and proof of practice being practiced at Shariah Faculty of IAIN Pontianak. The work shows a Mind Map Habituation Model of Academic and Studentship Services based on Time Zone in English Language (Ti-ZEL), which has been adjusted to the needs of the Faculty needs in order to improve foreign language skills in a comprehensive scope ranging from students, academic staff, lecturers, and leaders. In the future, this model can be developed with an online-based design that meets the needs of long-distance habituation due to the COVID-19 pandemic conditions.

Keywords: habituation model; teaching innovation; English proficiency; design and developmental research; TEFL

Introduction

The regulatory developments in higher education and Islamic higher education in Indonesia are very dynamic. This is marked by various changes in government policies and regulations such as the integration of higher education in one house of the ministry of education and culture, the implementation of an independent campus-*Kampus Merdeka* curriculum (1), changes in higher education accreditation instruments that are increasingly complex (2), the choice of university operational standards with an international orientation (3), and updating operational guidelines for assessing credit points and functional positions of lecturers (4). This prediction has been prepared in advance by the Islamic Higher Education, which is under the auspices of the Ministry of Religion of the Republic of Indonesia in

its Strategic Plan on the theme of development IV for 2021-2025 concerning strengthening international competitiveness so that mastery of foreign languages becomes mandatory for all academic communities in tertiary institutions (5). Competition is no longer on a local rank but is already in global competitions (6). This phenomenon strengthens English as the 'lingua Franca', the language of global communication, and the language of academics in the international arena. English can be mandatory as the language of association in the world of higher education if the tertiary institution wants to achieve the targets and targets according to the theme of development IV of the Ministry of Religion of the Republic of Indonesia.

However, the dilemma between theory and practice regarding the use and

habituation of English is still rolling. There are three main problems that the author wants to address, namely, first, Islamic universities have not maximally strengthened the habit of speaking English in the internal of the institution, which is supported by systematic and sustainable regulations. Two, the motivation and self-confidence of the academic community in Islamic tertiary institutions tend to be low. Even if there is motivation, consistency in the habit of speaking English is still very low. English is a compulsory subject for every tertiary institution and has even been studied since elementary, middle, and high school education (7). It seems ironic if language knowledge does not develop according to the increase in learners' education. Third, the environment that is not supportive for implementing the habituation program is why the decline in foreign language skills.

Research that has been conducted in learning English stated the evaluation in tertiary institutions is in an unsatisfactory position (8). If it is assessed based on quality, students are not optimally ready to use English in the international arena. Some of the main problems in learning English can be caused by various factors. Some researchers who took the research locus in non-English speaking countries, stated that there are three main problems in learning English (9). First, materials that do not meet students' needs, the class is too large or the environment is too broad, and students' low motivation. Furthermore, some of the factors that cause it to be difficult for learners to learn English are related to internal and external factors, namely, attitudes towards learning, learning motivation, learning concentration, intelligence and learning success, study habits, the ability to process learning materials, and achievement abilities, however, researcher emphasizes the internal factors that most dominate the difficulties in learning English (10).

If it focuses on the word habituation, several formal and non-formal education

institutions in Indonesia have arranged foreign language programs. For example, every Islamic university in Indonesia has a Language Laboratory. Also, several Islamic boarding schools in Indonesia have two foreign language programs, namely Arabic and English. For example, the Darunnajat Modern Islamic Boarding School created a foreign language habituation program in the form of conversations using Arabic and English, giving speeches in three languages, namely Arabic, English, and Indonesian, habituation of all students of the Darunnajat Modern Islamic Boarding School to carry out activities of giving Arabic vocabularies-*mufrodats* every day, habituation of language tutoring according to a predetermined schedule (11). Kampung Inggris Pare provides an English-speaking settlement where visitors can live or live for some time by experiencing the atmosphere of living in English with all the people in it (12). The habituation model carried out at Islamic boarding schools and villages in England seems to be much more effective because the learning system and management are continuous and sustainable with the expected targets to be achieved. Another model may be needed for Islamic Higher Education, but adopting the existing English habitual patterns has proven successful.

Based on a study of facts and data related to the practice of English language habituation, the author suggests three specific objectives in order to respond to existing deficiencies. First, the Sharia Faculty needs an English language habituation practice where speaking English in several places or leading Islamic boarding schools in Indonesia is not necessarily following the Sharia Faculty of IAIN Pontianak's needs. The second is to suggest designing the Sharia Faculty of IAIN Pontianak's habituation program, considering that the example of habituation design in Kampung Inggris Pare is designed to stay overnight or spend the night with a time interval determined by the organizer. The remote location of Kampung Pare and

the need for organizational maturity to design a habituation model involving the surrounding community will be challenging to materialize considering the many elements of the Tri Dharma of Higher Education that must be fulfilled. Third, the habituation program scheme that is not yet concrete is needed to prepare a long-term sustainable program. Designing the initial framework for activities is essential as the initial foundation for implementing English language habits. The habituation model in question is expected to represent the needs of the world of Islamic higher education which still needs guidance and improvement.

Therefore, the author tries to put forward an idea in the form of a mind map that is suitable in order to habituate the English language at the Sharia Faculty of IAIN Pontianak and fulfill the management aspects. A brilliant idea for foreign language habituation will not be possible because the leadership and organizers support the program. These ideas need consistency and need sustainability. The mind map in question is, of course, needed according to the needs of service users; in this case, students and service providers are leaders, lecturers, and educational staff. Furthermore, the author ascertains whether the mind map product was helpful for universities, especially in non-English departments.

Method

The author developed this article using the Design and Developmental Research method, following the Analysis-Design-Develop-Evaluation (ADDE) workflow centered on product development (13). The product being developed is a mind map for English language habituation, which implies that it contributes to improving English language skills in public Islamic colleges in Pontianak. As the locus of this product development practice is the Sharia Faculty of IAIN Pontianak because the preliminary study conducted by the author by reading the Faculty strategic plan,

the leadership has a program to improve English language skills. However, they cannot concretely describe the desired program design. The author then involved participants, namely students, academic staff, lecturers, and leaders of institutions in the Sharia Faculty of IAIN Pontianak.

The details of the research stages of design and developmental research include identifying problems and needs using the interview method. In this first step, the interviewees were leaders, students, academic staff, and teaching lecturers. Data collected using interview guidelines in the form of open questions. Especially for students, the interview process involved ten people with the consideration that they represented two study programs in the Sharia Faculty, represented student organizations, and of course, they were willing to be interviewed. Especially for leaders, in this case, the interviewee was the Dean with several question items related to the Faculty Strategic Plan and the Attributes of Higher Education Accreditation Assessment related to the Foreign Language program in the Faculty of IAIN Pontianak.

Regarding academic staff, questions were asked about services related to academics and student affairs and those related to the Foreign Language program. Meanwhile, the lecturers interviewed were English lecturers who taught at the Sharia Faculty of IAIN Pontianak. The validity of the interview process was confirmed by using the member-check technique and data triangulation. Second, the data collected is then analyzed on the central issue into several related categories, including man (human development), systems, facilities, and infrastructure and methods. Third, the researcher designed a mind mapping for English language habituation using analysis of the participants' problems and needs, habit-forming model theory, Teaching English as Foreign Language (TEFL), English for Specific Purposes (ESP), stimulation, and mind mapping. The fourth is the development stage which is a continuation of the design stage. The

development stage is the finalization of the design framework, becoming a comprehensive habituation model based on the collected data. The fifth is evaluation. Several things have been carried out by the author at this stage, namely, starting from validation, socialization, and product implementation.

At the validation stage, the author involved three product validators, namely the Dean of the Faculty of Sharia IAIN Pontianak, a Coach from the Training Center for the Development of Candidates for Civil Servants in Ministry of Religious Affairs as a guide for the implementation of actualization activities, and an English Language Education expert who was the first professor of English in West Kalimantan. At the socialization stage, the author submitted a draft of the developed product, starting from the image, objectives, benefits, and program objectives. The author then summarizes questions, suggestions, and input related to product exposure and improves the product if needed. The last stage is product implementation that has been carried out for two months in the Islamic Faculty of IAIN Pontianak (January-February 2020),

involving all leaders, several lecturers, academic staff, and students in the Islamic Faculty of IAIN Pontianak.

Result and Discussion

The author explains results and findings following guidelines of design and development research procedures and issues existed in the research problem, including:

a. Design and Development Requirements

In this part, the author conveys several important issues related to the development of the English habituation program using ADDE workflow as follows:

1) Analysis

The analysis step's purpose is to explore the possible outcomes of a performance gap (14). The author elaborates the results of research at the analysis stage adopted from the theory of need analysis by Hutchinson & Walter (15) and Robinson (16) as follows:

Table 1
 Target needs in steps analysis for the mind map habituation model

Aspects	Target needs
Necessities	<ol style="list-style-type: none"> 1. English language habitual environment 2. Study material 3. Clear and directed rules for habituation in English
Lacks	<ol style="list-style-type: none"> 1. English language skills at the beginner level. 2. Problem skills in speaking 3. Shame 4. Inconsistent 5. There is no enabling environment 6. Lack of motivation 7. Limited vocabulary
Wants	<ol style="list-style-type: none"> 1. Language skills are increasing 2. Can speak English fluently 3. There is a supportive environment 4. Motivation to learn is increasing 5. Self-confidence is increasing

These three aspects are important parts that underlie the fulfillment of the target needs of English language

habituation. Learners understand their shortcomings starting from internal factors and external factors. However, they want

success in English skills, especially speaking skills.

Second, the author analyzes the learning needs of learners by ensuring that the five aspects are detailed as follows:

Table 2
 Learning needs in steps analysis for the mind map habituation model

Aspects	Learning needs
Learners	Learners are students in the scope of higher education.
Learning styles	Combination of visual, auditory, and kinesthetic learning.
Language skills	Speaking skills but fulfills the aspects of learning vocabulary, grammar, and listening.
Selecting teaching materials	All English learning materials that support academic and student services are selected.
Setting and time load	Settings can be placed in the Sharia faculty of IAIN Pontianak every hour of service. However, it cannot be done every day. It needs to be determined within one week how many days but routine.

Then, the results of the target and learning needs are presented in the target situation analysis using the theory of

Chambers (17) and West (18) with the following details:

Table 3
 Target Situation Analysis

Aspects	Target Situation Analysis
Reasons language needed	The needs of the academy, industry, and profession.
Ways language be used	English is used in the classroom and the social interactions of the academic community.
Object for learner use language	The entire academic community, both leaders, educational staff, lecturers, and students, can be objects of learning.
Place for language be used	The Faculty of Sharia in academic and student services as well as English classes.
Time for language be used	Monday and Friday

The author ensures that all interview results have been checked for validity using the member-check technique and data triangulation. The author found the need for English for academic purposes that need to be emphasized in academic and student services in the Faculty of Sharia IAIN Pontianak. The results of this analysis are then continued at the program design stage. The intended program is still at the conceptual stage of design using relevant theories related to learning, language, and habituation.

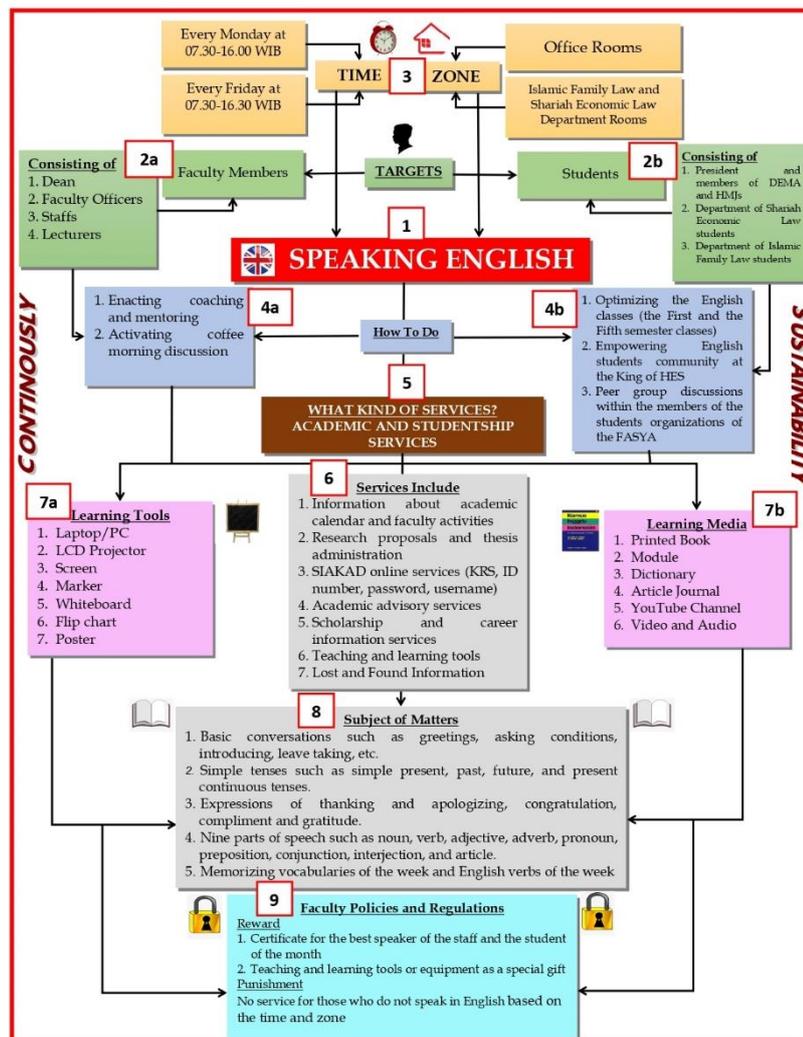
2) Design

The design is known as a systematic process of portraying a blueprint of idea and usually coming up with a solution to problems that occur during in the analysis step (14). The author uses the mind map theory in designing a habituation model in English, Davies (19) and Buzan, T., & Buzan, B. (20) with attention to aspects of connected networks and related concepts; line, colors, pictures, and diagrams use; use keywords; emphasizes in needed keywords, and can be free-form or formal form based

on the creative associations between ideas. Important aspects related to thought ideas that appear in the mind map based on the target situation analysis. This mind map design considers habit-forming elements,

namely cues, routines, rewards by Duhigg in Hartman (21), and environmental and social elements of interaction by Carden and Wood (22). The design can be seen in the following figure.

Picture 1:
 A Mind Map Model of Academic and Studentship Service Habituation Based on Time Zone in English Language (Ti-ZEL) at the Islamic Faculty of IAIN Pontianak



Source: The Author' Document

Notices of Figure 1:

- a) Habituation discourse: Speaking skill (1).
- b) Habituation target: Faculty members (2a) and Students (2b).
- c) Habituation time and place: twice a week, Monday and Friday in the academic and study program rooms (3).
- d) Habituation strategy: coaching, mentoring, discussion, and optimizing both faculty members (4a) and students (4b).
- e) Habituation service: all service in academic and studentship affairs (5) consisting of academic calendar and faculty activities, research proposal and thesis administration, online system of

- student's registration, academic advisory service, scholarship and career information, teaching-learning equipment, and lost-found information (6).
- f) Habituation tool: learning tools (7a) and learning media (7b).
 - g) Habituation material: basic conversations, simple tenses, several expressions, nine part of speech, and vocabularies building (8).
 - h) Habituation regulation: reward and punishment in the implementation (9).

3) Develop

The developing phase focuses on the creation of materials as a prototype to attain teaching-learning production processes (14). The author develops a mind map design into the program curriculum. The program curriculum uses four important English-speaking skills, including vocabulary and grammar, without neglecting pronunciation and fluency (23). Curriculum development includes the following items:

Table 4
 Developing Curriculum

Aspects	Target Situation Analysis
Reasons language needed	Includes: 1. Curriculum background 2. Learning outcomes 3. Sub learning outcomes 4. Curriculum description 5. Curriculum learning objectives 6. Benefits of Learning Curriculum
Ways language be used	Includes: 1. Learning tools and media 2. Learning approach 3. Learning techniques 4. Enrichment material 5. Bibliography of curriculum learning 6. Learning assessments
Subject and object for learner use language	Includes: 1. Learning objectives 2. Mentor / Coach for the implementation of learning
Place and Time for language be used	Includes: Time and place of implementation

Curriculum development follows a syllabus scheme and a temporary learning plan that fulfills the four aspects mentioned in table 4.

4) Evaluation

The aim of assessment is to shape learning objectives and instructional materials, to make teaching practices easy and practical, and to make the classroom environment safe and open to completing the learning experience (24). The author

carries out three stages of evaluation, including:

a) Validation

The term of validation refers to an ensured process to get somehow of expectations by a requirement statement for particular projects from a validator (25). The results of the validation on the mind map can be described as follows. First, there is a need for the availability of enrichment modules or teaching materials. The enrichment teaching materials referred to are included in the way is language be used,

including materials related to academic and student services. With the feedback, the author immediately compiled the simple teaching material that was requested by the validator. The validator approves and ensures that the materials meet the needs.

b) Socialization

The outreach activity resulted from a documented statement of support from the Sharia faculty representatives at IAIN Pontianak. A total of 42 people has signed a statement of support for implementing the Ti-ZEL mind map. Feedback from outreach participants has also been well documented.

Picture 2:
 Socialization Product Mind Map of Ti-ZEL at the Sharia Faculty



Source: The Author' Document

The representative students from student's organization in two study programs of the Sharia faculty (Sharia Economic Law and Islamic Family Law) deliver several suggestions that were

expected to be realized, namely the use of wall magazines, optimizing the English community, and considerations to increase the time allocation for habituation.

Picture 3:
 Students of the Sharia Faculty are giving suggestions for Ti-ZEL program



Source: The Author' Document

c) Product implementation

The implementation took place for two months on Monday and Friday at the Sharia Faculty of IAIN Pontianak. Implementation of implementation was still

limited to academic staff, leaders, and English language lecturers. Activities were carried out in simple services related to academic and student services, in-depth coaching of material on basic grammar using the Ti-ZEL curriculum, and

enrichment teaching materials. There were already rewards given to participants in the best implementation. The implementation participants' feedback was that they were

happy with the implementation process, but they had to learn from the very basics related to the English language material.

Picture 4:
Product Implementation through Coaching of Ti-ZEL Materials



Source: The Author' Document

From the results and findings of the study, the author conveys several discussions based on the research objectives with the following details: The Sharia Faculty needs an English language habituation practice in which the practice of English language habituation in several prominent Islamic boarding schools or boarding schools in Indonesia is not necessarily following the needs of the Faculty of Sharia IAIN Pontianak. It should be acknowledged that the problem in general in learning English in Indonesia, especially Islamic universities, lies in the very low effectiveness of foreign language learning because the allocation of learning time per study group is not possible to add (26). This must be adjusted to the entire curriculum, the ideals of non-language lessons, and other subjects that are the core courses of the institute and study programs in Islamic higher education. However, the state' expectations for Islamic tertiary institutions' quality is getting higher because it refers to their targets and achievements. Thus, the Sharia Faculty of

IAIN Pontianak needs this habituation mind map as an alternative to the program plans that have been prepared in the Strategic Plan of the Sharia Faculty of IAIN Pontianak. Analysis of the faculty strategic plan contents shows that at least 5% of the work programs for each strategic target refer to the achievement of international competitiveness. The strategic targets that are meant are sequences and derivatives of the vision, mission, and goals of the faculty that must be achieved within five years (2020-2024) on a predetermined baseline. For example, accreditation of "international" at least 1 study program within the faculty; initiation of lecturers to become visiting professors; keynotes speakers/invited speakers/expert staff/editors/reviewer of accredited journals receiving international awards; and international journal publication workshops. Coupled with the standardization of higher education quality which has changed from seven to nine criteria as follows: 1) Vision, Mission, Goals, and Strategies; 2) Governance,

Governance, and Cooperation; 3) Students; 4) Human Resources; 5) Finance, Facilities, and Infrastructure; 6) Education; 7) Research; 8) Community Service; 9) Tri Dharma Outcomes and Outcomes, which as a whole measure the level of achievement and exceeding the National Higher Education Standards and the standards set by each university (2). This standard is output and outcome-oriented, where the quality measurement focuses more on the process, output, and outcome aspects, while the previous instrument measures the input aspect more.

Matters relating to regulations and actions of education service providers are exciting to discuss at this point. Several studies confirm that this support's effect shows a strong correlation to support the achievement of mastery of English (11,27,28). Schools or higher education institutions that implement the Foreign Language program in their learning process can reach the target of going international faster because the management has carefully prepared a plan to achieve it. For example, a bilingual school that applies two languages in its teaching and learning process has a document of cooperation with organizations or agencies both domestic and abroad to support English language habituation programs. Especially for the Faculty of Sharia IAIN Pontianak, the manager has formulated a long-term plan by paying attention to many aspects of education in Islamic tertiary institutions in achieving international targets. The author, in this case, finds the basic needs of English skills in the scope of learners. The ability to speak is a priority in the habituation program. This is reinforced by the argument that the ability to speak in English can become a habit if it is continuously trained and uses strategic methods that suit the learners' needs (29,30).

To support speaking skill as the main leaning discourse, there are some explanations as follow. First, to be a communicative learner, speaking is an active skill of English and a fundamental

aspect of communicating. To be more competent and fluency, a learner need to use adequate grammar and terminology, and apply social and cultural norm and value to every language situation (31). This is support what the learners need from English speaking skill. Learners need to encourage worldwide communication whether to achieve the goal in academic purposes and in professional purposes. Second, English skill can be learned by many interested methods and techniques. For example, dialogue, role play, giving opinion, asking question, problem-solving, song, and so on. The mentor can choose comfortably which is more appropriate for the learners. Third, by speaking practice, learners learn more than one skill consisting of pronunciation, grammar, vocabulary, fluency, expression, idiom, and culture regarding the language use (23,29,32). Even, this skill support improvement of learners' confidence regarding to be a public speaker in the small and the large community.

b. Ti-ZEL as the Product of Existing Theory and Practice

The author suggests that the habituation program design required by the Faculty of Sharia IAIN Pontianak adopts a habituation model that considers habit-forming elements, namely cue, routine, and reward (21), then environmental and social elements of interaction (22). The cue means orders, and routine means activity and reward given to those who successfully carry out the habituation program. The second theory added interactions between humans and the environment could encourage new habits. If these five habit elements are connected to learning English, it will be very effective. This is due to the following reasons: speaking in English requires a lot of memorization practice, pronunciation, and vocabulary practice (33). Learners need elements of cue and routine to encourage achievement. Meanwhile, social and environmental interactions are the supporting elements of

the delivery of the message content. The reward is needed if the conversation in English is considered correct in the context of meaning, not in grammar. The goal is that learners do not think learning English is difficult. Paradigm shift through this habit pattern is imperative for this reason that underlies learners' failure to speak English (34). This problem was also found by students who did come from the English department. It is feared that this problem is felt to be much heavier by students from non-English departments. Thus, the author believes a good habit support a successful learning. By formula of a good habit, learners can obtain the best sustainable solution in learning practice (35). When they consistently work hard, they have their own awareness what they supposed to do. There is effortless action like to prompt, chase, or give many advise for them to get specific works because they motivation is growing in the action of successful learning habit.

There is one practice in Pakistan that forced a similar problem in achieving speaking skills. This research examines the relevance of English at the university level, identifying crucial factors that influence English speech, and discussing ideas about how students might improve their own speaking skills was a wonderful experience of collecting statistical knowledge from various universities in Karachi, Pakistan (36). This research recommends a habit program consisted of nine steps to be succeed in speaking English. The program is dominated by some cues, routines, and interactions between humans and their environment. Although there are no rewards and punishments because this is only for an individual program. In relation to this study, the author takes into account to provide a mind map program that more systematic by giving the aspect of reward and wider collaboration and interaction for collective activities. This is also supported by the study of English habit practices in Pare (12) and Brebes (11).

Another practice by a vocational high school in Gorontalo also provided an English pleasure area for improving English speaking. The program used a happy and interesting technique that the author called social and environmental interaction based on the theory of habit-forming. This program had motivated students to use English in a particular area. One of the exciting parts of the habit practice, the teacher invited fellow students and English teachers outside the classroom supported by students who have the ability more in speaking English (32). In accordance with the habit program from Gorontalo, the recommendation for supporting the habit program to recruit English fellow lecturers, however, in the short term, inspiring lecturers could be the most effective way to increase the efficacy of TEFL in non-English departments (37). This way can be imitated for the Ti-ZEL program in future implementation.

c. Ti-ZEL for Long-Term Sustainability Features

The habituation program scheme is necessary for the preparation of a long-term sustainable program. Through the connectivity between the elements of habituation, starting from what, how, who, and where the habituation process is carried out, it will strengthen the cycle that is consciously embedded in the view of education and social change and strengthen this connection why this process should have existed (38). Designing the initial framework for activities is essential as the initial foundation for implementing English language habits. The initial conceptual framework, which is named Ti-ZEL, uses the theory of mind mapping by taking into account the connected network and related concept aspects; line, colors, pictures, and diagrams use; use keywords; emphasizes in needed keywords, and can be free-form or formal form based on the creative associations between ideas. Mind mapping is the graphical representation of text content (19,20). It has been proposed as a

technique to brainstorm and summarize information and a study method (39). Mind mapping allows learners to imagine and explore associations between several concepts (19). This habituation program scheme is expected to be able to answer the need for habituation to speak English in its needs as a language in academic interactions both nationally and internationally.

Habituation requires a challenge to be sustained in a long-term program. Even education is the fundamental aspect of human development; sustainability is going a feature securing in all targets and purposes. Sustainability is the active phase of project' building that not only for maintaining but also creating partnerships, policies, and procedures in becoming a permanent part of the society (40). Then, sustainability for education refers to all levels of whether formal and non-formal education or basic to higher education, for lifelong learning (41). For this habituation, the scheme process for being confident in speaking English depends on the preparation of habituation cycles. Starting from the analysis process, continuing to the design and development, then to the implementation that goes to take an evaluation, recommends a program's readiness and preparedness. Moreover, strengthening the program by policies supported language learning is the best key to the long-term sustainability program's success. Moreover, regarding this pandemic situation, the author should consider developing a set of Ti-ZEL digitalization. Together with the leader of Sharia Faculty, the integration of technology in academic and studentship service is mandatory. This can be a recommendation for an online habituation program regarding the online service for all students.

Conclusion

Some important issues are identified in this work based on the materials developed at the Pontianak State Islamic Institute, especially at the Sharia Faculty, using systematic and comprehensive problem-solving methods. First, a compiling Mind Map Model of Academic and Studentship Service Habituation Based on Time Zone in English Language (Ti-ZEL) has been found at the Islamic Faculty of IAIN Pontianak to the emerging core issues. The invention of this mind map, which has been adjusted to the needs of the Faculty members is advantageous for the institution for its efforts of improving foreign language skills in a comprehensive scope ranging from students, education staff, lecturers, and leaders. This model is expected to be the initial foundation for creative and innovative thinking to strengthen English language habituation in the Faculty of Sharia IAIN Pontianak. So, this Mind Map requires real action from the academic community to increase their English language skills through the application of this mind map according to the predetermined time and zone. The Mind Map Model of Academic and Studentship Service Habituation based on Time Zone in English Language (Ti-ZEL) can be used as a reference to improve the quality of the IAIN Pontianak academic community in general and the Sharia Faculty in general so that they can be more ready to compete in global challenges and need to be tested in a measured manner to impact and effectiveness. In the future, this model can be developed with an online-based design that meets the needs of long-distance habituation due to the Covid-19 pandemic conditions.

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STRENGTHEN, PLAN, AND UTILIZE; EXPLORING NOVEL METHOD FOR TEACHING ENGLISH DURING PANDEMIC

Liya Umaroh

Universitas Dian Nuswantoro
Indonesia

liya.umaroh@dsn.dinus.ac.id

Abstract.

It has been exactly a year into remote learning. At the beginning of the pandemic, all the things became difficult and hard to do. Shifting from classroom to remote learning was challenging for both teachers and students. “Strengthen, plan, and utilize” were chosen as the best strategies in teaching English specifically during the pandemic. When students and teachers are separated by distance, captivating a strong connection between the two becomes even more important. From this engagement, the learning process will run on expectation. The purpose of this article are (1) to describe the implementation of novel method (strengthen, plan, and utilize) during pandemic. (2) to discover students experiences toward this novel method. At the final result of this research found that the novel method was effective because students were enjoy, got benefit, and enhanced their English study

Keywords: *remote learning, strengthen, plan, and utilize*

Introduction

It has been a year Since the COVID-19 outbreak has not yet disappeared from Indonesia. The government together with the Ministry of Education and Culture decided to carry out remote learning activities (PJJ). This decision was chosen because the government wants to reduce the risk of spreading the Coronavirus. Remote learning activities have been in effect since April 2020 until now. Pandemic encourages the education area to prepare and adapt to the changes that occur. The online learning process uses technology 4.0 which used to be considered wishful thinking, now with Covid-19 we are forced and accelerated to use 4.0 technology.

Regarding the implementation of online classes, Carrillo & Flores (2020: 2) explains that the use of technology in supporting online learning depends on three pedagogical factors which include the learning process, learning design, and facilities. in line with what was stated by Suwartono (2016), teacher’s creativity in English language teaching is essential and complex notion. Depend on the ability to analyze and evaluate situation and identify novel ways. Creative teacher always learn a new thing with a lot of from variety of sources.

Likewise a research which was conducted by Holisoh, N & Fitriani, H (2020) showed that teaching english during pandemic using online application such as WhatSapp, Google Classroom, and Zoom revealed students’ response and perception which are diverse and significant to teaching and learning strategies. As a result, the online learning strategies were discovered.

Being an English teacher be accused to technological literacy nowadays because this era called with 4.0, all the activity depend on technology and internet. A reserch with title *Challenges and Strategies Using Application in teaching online classroom during pandemic covid-19* was done by Tukan (2020) stated that teaching English uses online application become the best way for the time being. Teacher should rearrange learning schedule, teaching method and strategy. Regrettably not all the teacher can cover their online teaching through the application, teacher can not control their online class, some of students are quite clear for the explanation and some are confused.

From the above previous research which focuses on teaching English during pandemic, teacher are forced to be technological literacy. Change is the law of

nature. Recent trends, methodologies and developments portray the vital role of education sector in general with its internalization of the education process, stress on quality above quantity, increase in the adoption of technologies, necessity for professional talent etc. The theories and methods are constantly evolving in the field of ELT also, Ilankumaran (2014). For that reason, exploring novel method in teaching English during pandemic is very essential. Through this article we would like to describe the purpose of this article are (1) to describe the implementation of novel method (strengthen, plan, and utilize) during pandemic. (2) to discover students experiences toward this novel method

Methodology

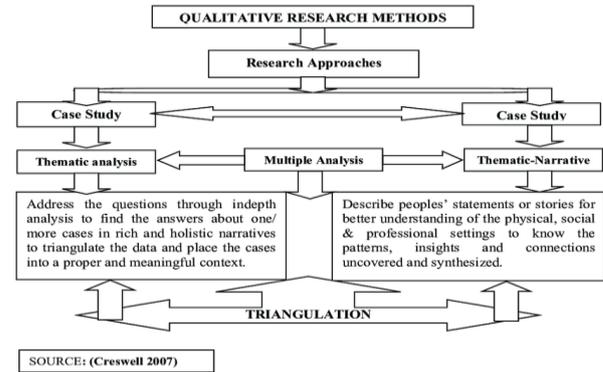
Research Design

Descriptive research is designed to gain specific information, describe what exists, determine the frequency with which something occurs, and categorize information. (Burns & Grove, 1999). While qualitative research method originated in the social and behavioral sciences. The design of research is started by selecting certain topic, composing questions, explaining the result, describing the discussion, and making conclusion. Similar statement also given by Ary (2010: 426), research design is the researcher's plan of how to proceed to gain an understanding of some group or some phenomenon in its context. So this research is focused on descriptive qualitative method. Following is the steps in descriptive research;

1. Statement of the problem
2. Identification
3. Selection of data gathering instrument
4. Identification population and sample
5. Design of information and data collection
6. Analysis
7. Generalization and prediction

Qualitative research method

Picture 1. Qualitative research method



Qualitative research method begins with research approach where interview, document, and observation used as a tool to find the data.

Data Collection

Primary data collection involve focus group, interview, questionnaires, and observation. 11 classes participate on this research. They are students of second semester academic year 2019/2020 from Universitas Dian Nuswantoro Semarang.

Findings and Discussion

In this era of increasingly sophisticated technological disruption, teachers are required to have abilities in learning technology. Such as composing and designing learning material which is varied, attracting and interested. Besides that, the teaching material can be delivered in many ways, Innovation in teaching must be put forward so that students can study comfortably and happily. This is one of the example in creating innovation during pandemic by implementing novel method "Strengthen, Plan, and Utilize.

Picture 2
 Novel method in taching English during pandemic



Strengthen student-teacher interaction

Formerly, classroom is a place where students and teacher meet each other, teaching-learning fully carried out in classroom. All students were sitting in their desks with their book and pen, they also can call each other. Discussing an interesting topic, joking during class hour was memorable activities. Things changed drastically since Covid-19 had been exploded in the early of March 2019.

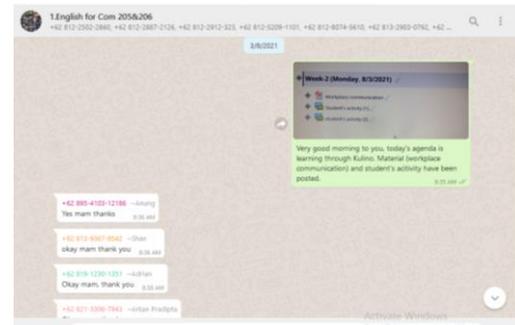
Picture 3.
 Classroom vs Virtual classroom



Building student-teacher interaction in remote learning is important and become critical to create social interaction. It will be very meaningful in every single meeting during virtual classroom. Teacher should quickly adapt with different situation, instruction, and class culture. Some reseaches showed that students study better as they are actively engaged in learning activity rather than listening their lecturer's explanation. One of the example in building student-teacher interaction is initial connection before virtual class is started. We can great them by saying "good morning or asking thier activities" through WhatSaap group, it makes students feel comfortable. So we use both virtual platform and instant messaging platform to

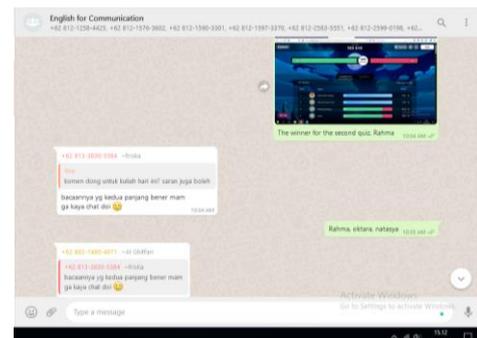
support the class activities. Here is the example of student-teacher interaction before class, middle class, and the end of class.

Picture 4
 Initial conversation before virtual class



It becomes habit before class starts, greet student and give announcement. This initial conversation can build their learning motivation.

Picture 5
 Conversation during class hour



In the middle of class hour, intimate conversation is shown through this chats. It described that they enjoy the class.

Picture 6
 When the class ended

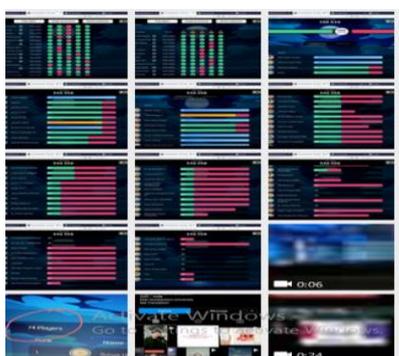


At the last minute, it is a must to take their picture with favorit pose. By seeing students facial expression indicate that they were happy joining English class.

Plans, checkpoints with live responses

To find out whether students understand the material that being taught, the use of online quizzes is very appropriate. This activity also can be used as ice breaker. Exercises were given in quizzes.com. in the middle of virtual class live score showed on screen sharing. They were enthusias joining quizzes. Below is the example of live scores.

Picture 7
 Live score report



While this score report share on screen, students were getting conversation and ask each other “why we could not reach the best score” simple activities but make engagement. Students enjoy seeing real-time responses from their fellow students. Many interactive platform such as quizzes, Ka-hoot, padlet, pigeonlive, and Mentimeter.

Utilize, student-student interaction

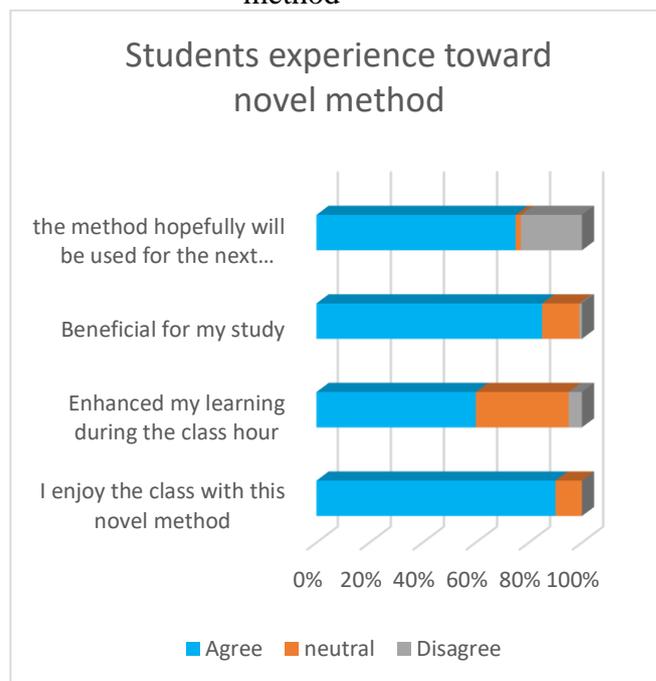
During the lesson, the teacher ensures whether students feel comfortable when receiving lessons, whether their internet network is smooth or problematic and whether they understand when the lecture explanation begins. In order for the class to run smoothly, the activities were divided into several groups for small discussions, at this stage they could get to know a group team more deeply. After the group discussion is over, each team member reports the results of their activities.

This kind of teaching experience can be said to be very draining of energy and diligence, but the end result is so surprising

because students are enthusiastic about interacting by exchanging ideas, and more effective compared to large classes

Students experience in learning English using “ Strengthen, plan, and, Utilize during remote learning

Picture 8 Students experience toward novel method



Survey result from 300 students (11 classes) were collected. It can be explained that 90% agreed and enjoyed in joining the class through novel method (Strengthen, Plan, and Utilize) 10% were neutral, and 0% disagreed. 60% enhanced their learning english, 35% were neutral, and 5% disagreed. 85% got benefit for their study, 14% were neutral, and 1% disagreed. While on the last result 75% agreed to use the novel method in other activities, 2% were neutral, and 23% disagreed.

Conclusions

Teaching English during pandemic requires creativity and innovation so that students are comfortable and happy when taking lessons. The implementation of learning methods in classrooms and virtual classes must be different. Teachers are forced to create a new method so that the students are interested in class. One of the

new method is called by; to strengthen, plan, and utilize. The responses given were very diverse, but most of them said they were happy with the implementation of the learning model as above. The key to successful classroom is to build interactions between teachers and students’ strengthen”, communication must be agreeable and relaxed. To see how do they comprehend the material by giving exercise on Quizzes, it became favorite because they can see the results of their work online, (plan). Group discussion can be carried out during virtual classes through break out room (utilize) where teacher as a facilitator and controller. Survey result from 300 students (11 classes) were collected. It can be explained that 90% agreed and enjoyed in joining the class through novel method (Strengthen, Plan, and Utilize) 10% were neutral, and 0% disagreed. 60% enhanced their learning English, 35% were neutral, and 5% disagreed. 85% got benefit for their study, 14% were neutral, and 1% disagreed. While on the last result 75% agreed to use the novel method in other activities, 2% were neutral, and 23% disagreed. It can be stated that the novel method was effective because students were enjoy, got benefit, and enhanced their study.

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TRANSFORMING ONLINE CHAT DATA INTO ARTICLES: EXPLORING THE STUDENTS' WRITING QUALITIES AND DIFFICULTIES IN GENERATING AND ORGANIZING IDEAS

Wahyu Kyestiati Sumarno

Universitas Pembangunan Nasional "Veteran" Jawa Timur
Indonesia
wahyu.kyestiati.ds@upnjatim.ac.id

Abstract

The Covid-19 pandemic has forced everyone to be skillful in using the technology willy-nilly. Consequently, training the students to take data digitally and then proceed them into any mode of reports became a necessary matter. This study will examine how students transform online chat data into articles, especially in terms of their writing qualities and their difficulties when generating and organizing ideas. Generating and organizing ideas play the primary role in the initial phase of the writing process, but a limited study is available in the literature that addresses this case. This descriptive study invited 66 students to answer the research questions by analyzing the questionnaires and evaluating their writings. The findings indicated that most students faced problems when generating and organizing ideas and that their articles' quality was still poor. Data analysis showed that the problems ranged from not fluent in writing in English, lack of practice to generate and organize the ideas, and not skilled at writing articles. Most of them did free writing and just write with the flow without thinking of the article's generic structure. Half of them were also unsure whether they used one of the suggested ways to generate and organize ideas. Some pedagogical implications were discussed, including stimulating the students' metacognitive skills during the process of writing and giving more explicit exercises to generate and organize ideas with frequent constructive feedback from the teachers.

Keywords: Generating, Organizing, Ideas, Difficulties, Writing

Introduction

Making a start in writing is somewhat not easy, even for adult writers. It commonly happens for many reasons, such as lack of ideas, the writer's belief that their idea is not good enough [1], or even too many ideas that come up in mind. The number of ideas which a writer struggle with seems to be poured all in one stroke. However, it will be better if these ideas are channeled in an orderly and smooth manner to produce a qualified writing. The activities to make the ideas structured and delicate are called generating and organizing ideas. These actions are in the pre-writing stage of the writing process. Based on the writer's observations, students who have received process writing material still find difficulties when being asked to do correct pre-writing steps [2]. This is because they

are not used to it. Therefore, writing is a skill that must routinely be practiced.

According to Oshima & Hogue [3], several things need to be done during the pre-writing stage, namely generating the ideas, which could be done by choosing and narrowing down the topic and then brainstorming. Brainstorming itself can be done through various techniques, for example, clustering, freewriting, or listing. Brainstorming may seem unnecessary at first, but after doing that a few times, their usefulness will be realized [3]. These pre-writing techniques have been shown to help students develop thinking skills and self-confidence in generating ideas [1]. After generating the ideas, a writer can organize the ideas into an outline. With an outline, it

should be relatively easy to write a paragraph.

Students' ability to generate and organize ideas will affect the richness and quality of their final writing. Most students usually do not plan their essay but jump-in and just start writing. They write without a plan and just go with the flow. However, some students still feel that thinking for a moment to determine what to write is necessary. Therefore, it is expected that students are trained to understand that writing is not an emergency activity but a process that includes planning, pre-writing, organizing, drafting, revising, proofreading, and producing a product. All of these stages are important to create a quality product.

To generate and organize ideas properly, students must start the writing process with full awareness and concentration. Students need to convey their perspectives and think creatively to get new ideas. In other words, students must decide what to write, develop a topic, research a topic, produce original thoughts, elaborate the ideas, use prior knowledge, think critically, and apply new and learned concepts. In his research, Kumari [4] also emphasized the importance of this cognitive process in writing.

Abbas and Herdi [5] had conducted a study to investigate EFL learners' ability to generate, organize, and elaborate ideas of an argumentative essay. They found that the learners' ability in generating, organizing, and elaborating ideas is at a low level of ability. The learners had low alertness and carefulness in writing, low motivation to write an essay, low confidence when writing, and seldom to practice writing at leisure time. They suggested that an appropriate writing strategy supported by suitable learning media is needed to facilitate and improve the learners' ability to write the essay.

Wahyuni and Inayati [6] also found in their research to seventh-semester students who were drafting research proposals that most of the students' reported facing problems when generating ideas during the

initial phase of research writing. The issues range from the topic development, theoretical frameworks identification, relevant theory search, trusted sources evaluation, research ideas, suitable theory connection, and problems and theory assessment. To overcome this problem, they highlighted the importance of providing constructive feedback promptly and discussing ways to evaluate quality resources.

Furthermore, Heong et al. [7] noted in their study that most of the technical students (69.6%) believed that the difficulty of generating ideas was a key factor affecting the achievement of their assignments. This difficulty led to the students' problems in completing the assignment. The deadlock of ideas was the most frequent factor experienced by the students. Hence, they argued that the students need to learn higher-order thinking skills which are essential skills enabling students to generate ideas and consequently complete assignments.

Those studies mentioned above inspired the researcher to conduct this study. This study is a preliminary study to identify the students' writing quality and problems in generating and organizing ideas. Since it is currently in a pandemic situation, the researcher assumes that to train the students to take data digitally and then proceed them into any reports became a necessary matter. Therefore, this study explores the students' writing qualities and difficulties in generating and organizing ideas when transforming online chat data into articles. It is hoped that the identification found in this study will give implications to writing instruction and future studies.

Methodology

A descriptive qualitative study was employed to answer the research questions in this study. First of all, the writer evaluated the students' writing qualities using a writing rubric. The rubric (adapted from Brown [8]) contains a scoring guideline to see whether the idea,

organization, grammar, vocabularies, and mechanics of a text have been good enough or not. Then, each writing piece was assessed qualitatively by comparing the data and the article. The writer looked closely at every data and article to observe the problems that may occur when the students transformed the information into their articles, particularly on how idea generation and organization were made. This analysis was then compared with the data gotten from the questionnaire. The questionnaire was given to the students at the end of the class, which contains some questions about their feelings, strategies, and obstacles when generating and organizing the ideas in their writings.

The writing assignment that the students need to accomplish was as follows.

"In this individual project, you are asked to make a communication with a

person from another country either via chat or video conference. Your partner can be a friend from one of the English-speaking countries or countries that regard English as a foreign or second language. Make at least three times of conversation with three different topics. The first topic must be self-introduction so that I know your friend's background. The second and third topics are up to you as long as they are not personal topics to discuss. Do not forget to record all of your discussions. Based on your three times of conversation, pick an interesting topic you can write and develop into an article to be submitted. Write your article in Ms. Word between 300-500 words."

The students' articles were then evaluated using the following writing rubric in Table 1.

Table 1:
 Writing rubric

Dimension	Weight	Score	Descriptor
Ideas	3	5	The idea is relevant to the substance of the assignment. The topic sentence is developed by accurate and adequate details. Rich insight about the topic.
Organization	3	5	Ideas are arranged logically and cohesively. Ideas are conveyed smoothly and effectively.
Grammar	1	5	Using complex and effective sentences Inconsiderable mistakes in agreement, tense, words order, articles, pronouns, and prepositions
Vocabulary Style	2	5	Rich with vocabulary The selection and the usage of words and idioms are accurate and appropriate with register Good mastery of words formation
Mechanics	1	5	Showing good mastery in writing convention Showing good ability in using punctuation and capital letters accurately Considerable spelling mistakes

Findings and Discussion

The analysis of each article based on the rubric of writing showed that the students' articles' quality was still low, with an average total score of 62.9. Table 2 presented in detail each component's average score. Although the assignment asked them to write and develop only one

exciting topic among the three topics that they needed to discuss their chats, but most talked about all of the stories. It made the score of idea development became low. It seemed that they did not care about the relevance of their writing with the assignment, and it could be noticed that the insight about the topic was not rich since

they must write about three general topics rather than only one deep topic. The topic sentence was also not clear, not accurate, and adequate details were not found. Similar to the development of the ideas, the organization of the articles was also scored low because they did not follow the correct generic structure of an article, did not make a plan or outline, and just write as they felt right. Besides, the ideas were not arranged logically and cohesively. However, they were clear but not smooth and not effective.

Regarding grammar, most students used simple sentences but effective. Considerable mistakes in agreements, tenses, prepositions, and words were still found but not severe. Their vocabularies were also not rich, although the selection and usage of words were accurate and appropriate. Poorly, many of them did not show good mastery of writing conventions and good ability in using punctuation and capital letters. It showed their reluctance to do the assignment well. Yet, inconsiderable spelling mistakes were found.

Table 2:
 Average Scores for Each Writing Component

Components	Average Scores
Development of Ideas	64
Organization	62,65152
Grammar	62,77273
Vocabulary	63,24242
Mechanics	62,25758
Total	62.9

After analyzing the articles using the rubric, the researcher looked at each article and compared it with the chat data. The researcher wanted to see how the students

generated and organized the chats' ideas into the articles. Table 3 described these observation results.

Table 3:
 Observation of Ideas Generation and Organization

How they begin their writing process—generating their ideas	Number of students	Percentage (%)
a. Jump-in-start writing	20	30
b. free-write but a bit structured	37	56
c. brainstorm – follow the generic structure	7	11
How they organize their ideas		
a. telling all topics	58	88
b. choose one topic only and develop it	6	9,1
How they develop their ideas		
a. poorly developed	5	7,6
b. developed just like the data	53	80
c. creatively developed	6	9,1
Organization of ideas		
a. logical order	41	62
b. not in a logical order	23	35
Copy and paste articles – following their data	2	3

It can be noticed that there were still very few students who did the proper way to start writing by doing steps of generating

and organizing the ideas. 20 (30% of) students seemed just to jump in and start writing without thinking of one impressive

topic they actually can generate from their data. They only told what they had done, just like telling a story. What made them even worse was that they bundled their long story only in one single paragraph. Then, the other 37 (56% of) students were seemingly had attempted to be structured by doing free writing, but each paragraph's topic sentence was still not clear. If only they did more seriously by rereading and revising their articles, their writings would be better. Only 7 (11% of) students were noted following the correct generic structure, namely introduction, body, and closing, and it seemed that they also did brainstorming to generate their ideas. It can be seen from the quality of each paragraph they wrote, in which it had an accurate topic sentence and adequate details.

In terms of the way they generated their ideas, it can be seen that only 6 (9,1% of) students picked one topic among the three topics they discussed in the chat and then creatively developed it. While the rest of the students were just telling the three topics that they had discussed. The researcher also noted that from the 58 (88% of) students who said the entire topics, only 53 (80%) wrote similar to the data they got. While the other 5 (7,6% of) students wrote very poorly and told less information than they had. It seemed that they were not serious about doing the assignment.

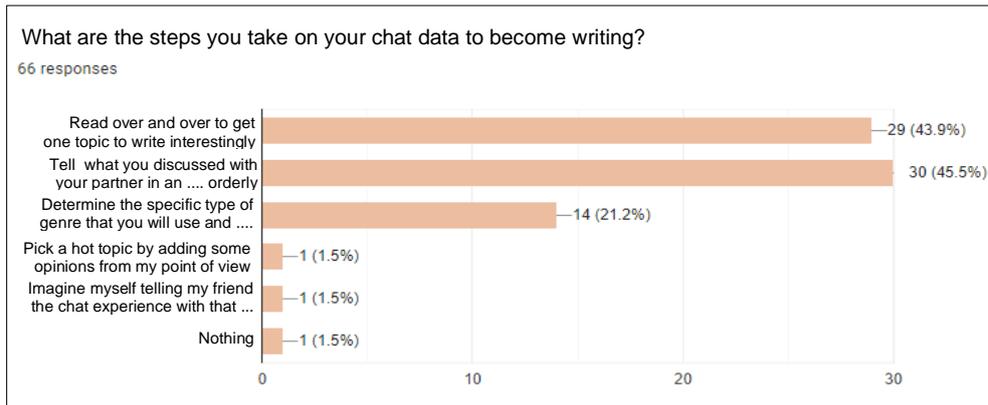
Furthermore, it was found that 41 (62% of) students had written in a logical order, while 23 (35% of) students were still writing in confusing orders. Logical order here means that the students organized the sentences to help the reader follow the development of their ideas or understand their points. While not in logical order implies that the students wrote as they

wanted or felt was correct without thinking about the readability of their texts. In this analysis, those 23 students wrote their article in only a paragraph, even though their information was many. This way of presentation would make the readers confused.

Besides, it was found two students who did not do the articles by themselves. It was say so because different information was identified between their articles and the chat data they got. Hence, these two articles were scored very low.

Meanwhile, the questionnaire's analysis noted some points that are actually in line with the findings above. First, in terms of the students' strategies to transform their data into articles or generate ideas, 45% of the students confessed that they just naturally told what they had discussed with their partner. It means that most of them did not follow a proper process like narrowing down the topic and brainstorming to proceed their data into an impressive article. They only wrote what had happened. Besides, although 43.9% of the students said that they read for many times to find one interesting topic to be written, as explained above, only six students wrote an article with one interesting topic. The rest of the students were telling all of the topics that they had talked about. At this point, the writer assumed that they did reread their data to find ideas or points to write, yet not to find one topic to be developed. Then, 21.2% of students said that they tried to write their articles based on the elements of a particular genre, namely opening, body, and closing.

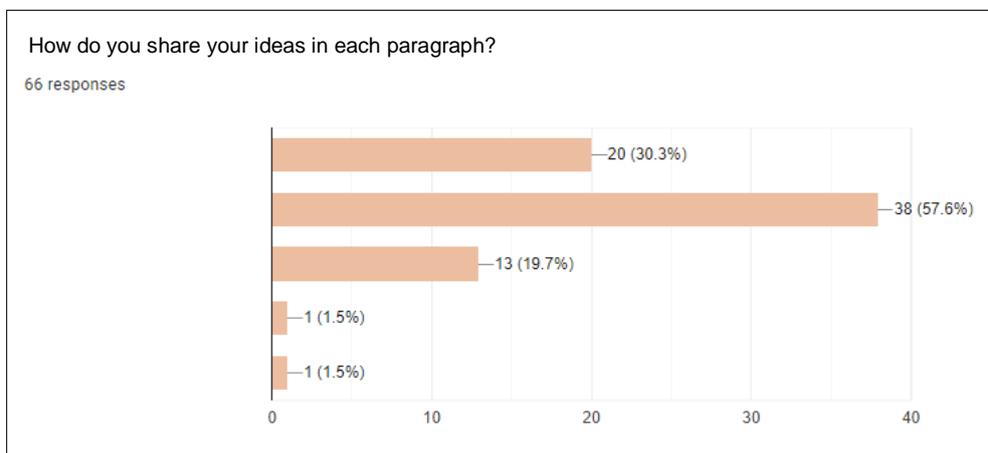
Graphic 1:
Ideas Generation Strategies



Regarding the way they organized their ideas into paragraphs, it was found that 57.6% of students wrote with the flow based on their feeling. This case is similar to 19.7% of students who declared that they used their feeling when making a new paragraph. The writer argued that this was what happened to most of the articles. The students seemed to make new paragraphs when they felt it was the time. This way of writing need to be repaired, and more practice should be given. They should try to make a plan or outline before writing.

Meanwhile, 30.3% of students said that they made a mind map for each paragraph. It was expected that the students could make better articles if they had made a mind map, but the results of the analysis did not say so. Therefore, it must be checked whether the students had made a correct mind map. Further, two students also said that they had decided what topic to be discussed in each paragraph. These just the same with making a mind map, as discussed previously.

Graphic 2:
 Ideas Organization



Graphic 3 described the students' answers when asked about their problems in generating and organizing ideas. It was noted that 56.1% of the students felt that they were incapable of writing in English. It means that the students need extra time to practice writing in English, including pre-writing stage practice, which consists of choosing and narrowing down the topic and

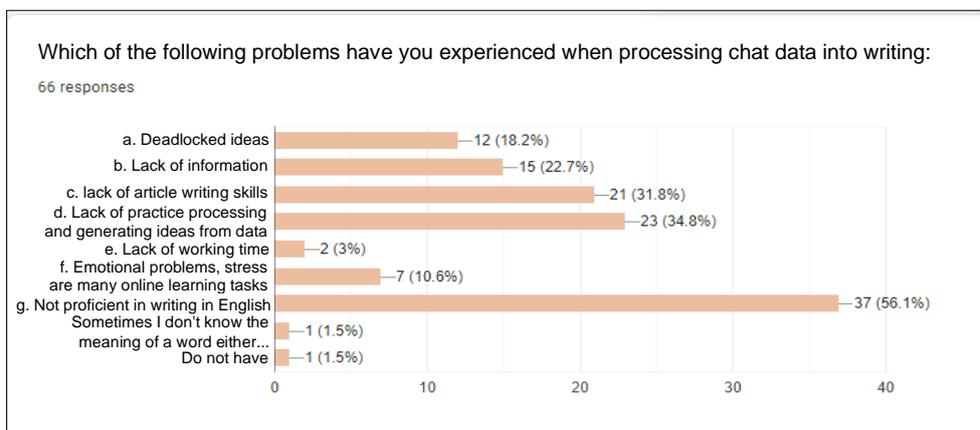
then brainstorming. Some of them said it was difficult to start writing or write the first sentence in the introduction and then bring it to the main topic. This case is likely to happen, yet with more pre-writing practice, it can be minimalized.

Furthermore, they also felt less skilled in processing and generating ideas from the data (34.8%), specifically

analyzing and processing chat data, then generating and organizing the ideas obtained into a writing framework or outline to be developed. These activities are part of the pre-writing and planning stages. In fact, exercise is the only thing that will make students more proficient. Then, 31.8% of students admitted that they were less skilled at writing articles, including making effective sentences and arranging

them into paragraphs. This is because they rarely do it and tend not to know what should be a part of an article. Some students stated that they lacked information about their assignments (22.7%) and stuck ideas (18.2%). 10.6% of students stated that personal problems due to the stress of many online assignments were also the cause, and 3% of students felt that they were not given enough time to complete the assignment.

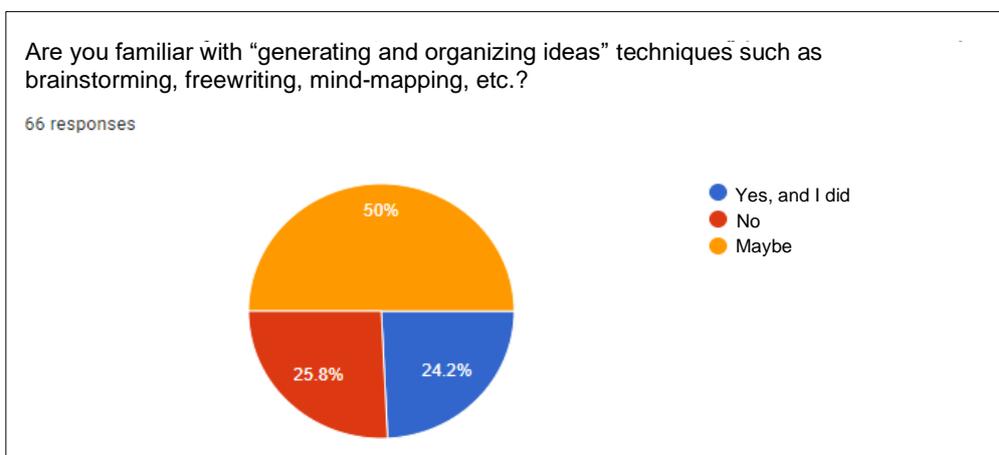
Graphic 3:
 Difficulties in Generating and Organizing Ideas



Furthermore, when they were asked whether they were familiar with generating and organizing the ideas, most of them (50%) said that they were not sure. In this case, the writer argued that they had learned about this, either in Bahasa Indonesia or English class, but they were not sure since

they got inadequate practice. Meanwhile, 24.2% claimed that they did know about it and had done it. The rest of them (25.8%) said that they were not familiar with generating and organizing ideas. Graphic 4 presented these results.

Graphic 4:
 Familiarity with the Generating and Organizing Ideas Techniques



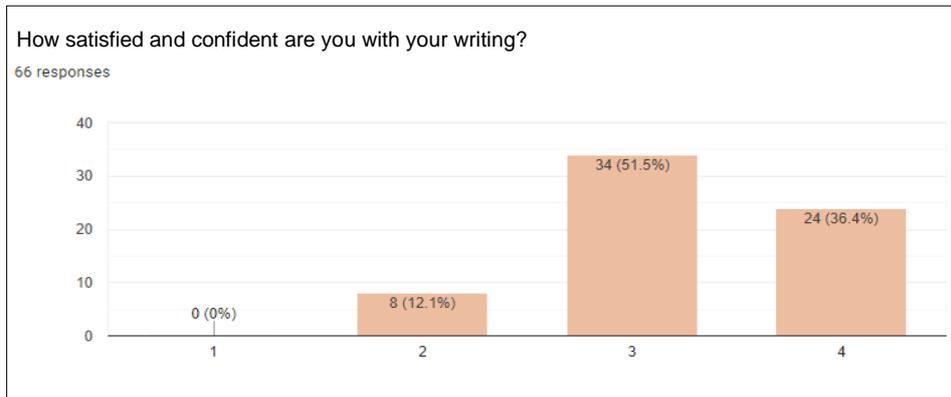
Finally, when asked whether they were satisfied with their writings, 51.5% of

students said they were satisfied, 36.4% were very satisfied, and 12.1% said they

were reasonably satisfied. This level of satisfaction actually indicates that they were quite confident with their writing no matter the difficulties they faced, and even though

when being analyzed, their writing qualities were still low. Graphic 5 presented these results.

Graphic 5:
Satisfaction with their Writing Products



These results showed that there were still very few students who followed the proper way of generating and organizing ideas to transform the chat data into an article. Only one-fourth of them claimed that they have known about and did the techniques of generating and organizing ideas. Still, based on each article's observation, only 11% of them had seemingly done a correct brainstorming. Besides, most of them did the same failure, namely wrote all of the topics rather than choosing and narrowing down the topics into one interesting topic to be developed in the article as instructed in the assignment. Just 9.1% of students did this thing. That is why the average writing score of the students was still low, i.e., 62.9.

The students' writing's low average score was caused by many problems, including the difficulties in generating and organizing the ideas, which is a determining factor in this assignment. This assignment was designed to enable the students to take data digitally and then proceed them into any mode of reports, especially an article. In this case, the skill of generating the ideas from the data taken and organizing the ideas into an outline to be developed and written became very prominent. However, the score

results showed that the students face many problems in doing these stages. Their difficulties ranged from less proficient in writing in English, not skilled in processing and generating ideas from the data, not sure about the techniques to generate and organize ideas, less skilled at writing articles, misinformation about their assignments, deadlocked ideas, personal problems due to the stress of many online tasks, and not enough time to complete the assignments. These problems were somewhat similar to what had been found by Abbas and Herdi [5]. They noted that the learners' ability in generating, organizing, and elaborating ideas is at a low level of ability. The learners had low alertness and carefulness in writing, low motivation to write an essay, low confidence when writing, and seldom to practice writing at leisure time. Besides, these findings are also in line with Heong et al. [7] study results which noticed that the difficulty of generating ideas was a key factor affecting the students' problems in completing the assignment. The deadlock of ideas was the most frequent factor experienced by the students.

Based on the discussion above, several steps aimed at improving the quality

of articles to overcome the obstacles in generating and organizing ideas need to be done. This improvement step requires collaboration between students as target individuals and also teachers as facilitators. Since generating and organizing ideas are part of cognitive processes, it is valuable to stimulate the students' meta-cognitive skills during the writing process. Metacognitive skills are the skills to realize what is being thought to be more strategic in taking steps. Metacognitive stimulation will encourage students to be aware that they are writing and improve the quality of their writing [2], [9]–[11]. Besides, the teacher can provide more explicit practice to generate and organize ideas with more frequent constructive feedback. Writing assignments must not always be individual because collaborative writing is also effective and offers many advantages [12]. It is also necessary to provide scaffolding that builds writing [13]–[16] and provide a list of questions [17] or authentic assessment [18], [19] to organize ideas. Providing good examples of text also helps in generating ideas for writing [20]. Besides, the use of idea generation strategies, such as brainstorming, effectively prevents students from unnecessarily pausing pens and frequently erasing what they produce [21].

Conclusion

Based on the findings and discussions, it can be said that the students' quality of writing was still low due to some problems in generating and organizing the ideas. These problems including less proficient in writing in English, not skilled in processing and generating ideas from the data, not sure about the techniques to generate and organize ideas, less skilled at writing articles, misinformation about their assignments, deadlocked ideas, personal problems due to the stress of many online tasks, and not enough time to complete the assignments.

To overcome those problems, in future studies, other researchers can observe whether stimulating the students'

metacognitive skills during the process of writing and giving more explicit exercises to generate and organize ideas with frequent constructive feedback from the teachers are effective as suggested in this research.

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UTILIZING KAHOOT! IN VOCABULARY TEACHING FOR STUDENTS WITH SPECIAL NEEDS

Anandha, Dini Anggraheni, Adiprana Yogatama

Semarang University
Indonesia

anandha.pbi@gmail.com, dinia85@usm.ac.id, adiprana10@usm.ac.id

Abstract

This research purpose is to enhance the English ability of Students with Special Needs in learning English vocabulary. The use of online learning media now was needed especially on distance learning in which Schooling from Home is the only choice during the pandemic era. The use of Kahoot! meet the needs of online teaching-learning activity. The research subjects were an English club in SLB D YPAC Semarang. The descriptive qualitative method was used in this research. The research result is the English ability enhancement in gaining the new vocabularies. The result is satisfying, students of SLB D YPAC Semarang were highly motivated in using Kahoot! Because they can directly see the winner podium. The final conclusion stated that utilizing Kahoot! Could enhance the English vocabulary for Students with Special Needs.

Keywords: *Kahoot!, Vocabulary Teaching, Students with Special Needs*

Introduction

The world was rapidly changed during the pandemic era. Many shiftings of education style from schools into Schooling from Home brings many experiences on English learning. The conditions that changed were very interesting to seek. The pandemic of Corona Virus 2019 or Covid-19 changes the way of teaching English in most parts of the world including Indonesia. The chalk-and-talk approach in English vocabulary changed into online quizzes, games, QR code, etc. The suitable media needs to be chosen so that students would be able to grasp the material given. The pedagogical technique changed were needed in this situation.

The teacher should be used the right teaching technique, used any kinds of media to teach their students in online teaching. They should make teaching-learning as interesting as possible, it takes efforts to reach that point. They usually combine their teaching material with the use of online technology. This research used Kahoot! as the learning media to teach English

vocabulary. Students learn English as their second language, which means English here is the foreign language for them. As stated by Lessard-Cluoston that educator needs to begin with some vocabularies that are relevant to English [1]. It could be taken from their native language that has similarity with English vocabularies.

The terms of children with special needs usually addressed to children who have abnormalities or deviations from the normal children in general on their physical, mental and social behaviour characteristics [2]. In the education settings, the government places its limitations on measuring their service needs, especially on education services. There are several types of children with special needs [3] are mental retardation or children with developmental disabilities (child with development impairment), learning disabilities, hyperactive (Attention Deficit Disorder with Hyperactive), disabled (Emotional and behavioural disorder), deaf speech (communication disorder and deafness), blind or children

with visual impairments (Partially seeing and legally blind), autistic, physical handicapped, and giftedness and special talents. YPAC foundation located in Jalan KH. Dahlan 4, Pekunden, Semarang. It is a foundation for Children with Disabilities or YPAC. The institution provides formal education for children with special needs started from elementary to high school levels. It provides formal education for SLB C and SLB D. There are several skills on informal education they can choose. The schools provide several specific classes so that students can learn and practice their skills.

Several factors need to be considered about selecting the engaging activity for students. The activity should correlate with the curriculum and materials. According to Fercec [4] several issues that must be considered by language teachers when choosing games for their students are, the game should have a specific purpose, fit with the students need, and easy to use. To meet the students' needs during the pandemic era, online game is one of the alternatives. Based on the previous field observations, the students engage actively in the communicative learning method [5]. One of the communicative teaching technique is using the game in the class. The game would trigger the students actively involved in the teaching-learning process. Moreover, it would motivate them to learn and grasps the material given.

Some research about Kahoot has been conducted. According to Sutirna [6] most of the educators agree to use Kahoot! in the class during the learning process. To use Kahoot! during the teaching and learning process requires a strong internet connection to succeed. To make students actively engage, the educator should be creative. The other research results [7] stated that students happily engaged in the learning process using Kahoot! Application. They said that the application was very easy to use. The research by them also stated that this application is suitable for a teaching-learning situation. The other research by

Suyidno in his article stated that Kahoot! Is an online application that suitable for teaching on classroom situation. A conclusion could be drawn that Kahoot! is a good application in the classroom setting in which students could be involved in. Moreover, this article will highlight how to utilize Kahoot! to teach English vocabulary to students with special needs at Y-Eclub SLB D YPAC Semarang.

1.1 Kahoot!

Fun learning circumstances motivate students to study harder [8]. It has proven that Kahoot! is an effective medium to use in the classroom setting. The user can access it on <https://getKahoot!.com>. It is a free website that allows teachers to create game-based quizzes and surveys. The participants would compete against each other actively [9]. The result scores are taken based on accuracy and response time. The winners revealed in each answer session. At the end of the game, the scoreboard displays the top five best score and the result can be export into a type of document [10] that can be used as teacher documentation.

How to use Kahoot! from the web [11]: first open Kahoot! on the address <https://Kahoot!.com>. Click Signup to create an account or select the Login button when the account has been successfully created. The easiest way to create an account is to select the Login with Google account. Second, Teachers can create quizzes or browse quizzes according to the theme topic being studied by students by click Discover. Third, after chooses the appropriate quiz, the user connects the computer to the screen available in the class and shows the Game PIN randomly generated by Kahoot!.Com. or in the online setting, the teacher can share the pin with the students. On the web, the teacher can select the game mode. For small classes, teachers can choose the classic mode, for a large class, teachers can choose team mode. Fourth, after selecting the game mode, the teacher can direct students to access the game on students gadget by

entering the Game PIN. Fifth, after entering the PIN, students answer the questions shown on the screen, selecting the answers provided by pressing the colour symbol. Finally, the result can be seen on the screen.

The online application Kahoot! is easy to use and useful for teaching-learning setting, it helps both educators and students [12]. It is an internet-based application and educational because it provides features that can be medium in the learning process and it is an innovative way to teach [13]. The use of Kahoot! in the teaching-learning process would be able to help the evaluation in learning.

1.2 Vocabulary Teaching

The knowledge of knowing and use second language words was the aim of vocabulary teaching. To be able to use the words in all four main language skills needs a lot of practice, on the contrary, mastering the knowledge of vocabulary is a challenge to every language learners [14]. Kahoot! provide a competitive learning situation in which students can learn and have fun at the same time. The needs for learner-centred learning situation in online vocabulary teaching makes Kahoot! easily accepted.

Students learn the second language through the various kinds of words in context use. The form, meaning, and use of vocabulary are several things that need to consider in vocabulary learning [1]. Students can learn new vocabularies in many different ways. The teacher can expand their student's vocabulary knowledge by giving them activity which not focusing intentionally on vocabulary [14]. The teacher can use tools such as the dictionary, vocabulary explanation, etc.

The English lesson for students with special needs at SLB D YPAC Semarang are giving and asking for information, description of objects, instructions, announcements, the text of procedures, and reading.

1.3 Students with Special Needs

Children with special needs need health care and other services including educational services that are different from other children in general. Special forms of treatment and services required due to their needs. Government give attention to it. The Bandung Declaration stated that Indonesia Towards Inclusive Education 2004 states that the existence of children with disabilities and other children with special needs in Indonesia has the same rights in speech, opinion, education, welfare and health. It also guaranteed by the 1945 Constitution and also get full rights and obligations as citizens. Abdul Rahim [15] in the Salamanca Declaration UNESCO at 1994 stated the equal opportunity for individuals persons with disabilities to get an education as an integral part of the education system.

Children with special needs have special characteristics and abilities that are different from other children. The types of special needs according to Kauffman and Hallahan [16] are mental retardation or children with developmental disabilities (child with development impairment), the difficulty in learning (learning disabilities) or underachieving children, hyperactive (Attention Deficit Disorder with Hyperactive), Emotional and behavioural disorder, deaf speech (communication disorder and deafness), blind or children with visual impairments (partially seeing and legally blind), autistic, physical handicapped, and gifted children (giftedness and special talents).

The children with special needs classification related to the education system in Indonesia are, part A is the term for children with the blind condition, part B is for the group of children that deaf or have disabilities in hearing, part C is the term for a group of children that retarded mentally, part D is the term for a group of children with physical disabilities, part E is the term for groups of children with physical disabilities, part F is the term for the group

of children with above-average or superior abilities, part G is the terms for the group of children with doubled-disabilities. Based on the classification, YPAC Pekunden Semarang include in part D. It is the designation for children with disabilities. In this research, the researchers focus only on the English club called Y-Eclub SLB D YPAC Semarang. YPAC is a foundation that provides services for children with special needs. This institution is located in several places, one of which is located at Jalan KH. Dahlan 4, Pekunden, Semarang. This institution is an institution that provides education from elementary to high school levels. This institution also provides therapy services for children with special needs.

YPAC Pekunden Semarang provides formal school services for children with special needs SLB C and SLB D. Not only formal school, but this foundation also provides therapy for children with special needs. Children with deaf hearing and speech impaired children could have therapies in this place. YPAC Pekunden Semarang also has a dormitory for students so that they can stay and live together with twenty-four hours of supervision. The location of YPAC in Pekunden is very strategic because it located near the Semarang city centre. The additional income for YPAC is the restaurants that rent some space in YPAC and the mall parking space for motorcycles that rent some space field.

Y-Eclub stands for YPAC English club is a club of students who have an interest in learning the English language. Those who are joining the club have various motivations. As a result of primary field observations, it was found that many students were interested in learning the English language, especially in speaking practices so that Y-Eclub became a place for them to explore their ability. Disabled children at YPAC Pekunden Semarang not only provided with formal education but also skills. Various skills are facilitated, special spaces also provided for them.

Students can choose skills that meet their interests. Several special classrooms are provided so that students can learn and practice skills that meet their interest and meet their needs.

Methodology

In line with Arikunto, the method used in this research was a qualitative method to get specific data [17]. The approach that used was descriptive to get the data result [18]. Those methods would describe the study results. The study object is students in SLB D YPAC Semarang who are interested in English. They have their club called Y-Eclub that consist of students from several classes. It stands for YPAC English Club.

Findings and Discussion

The things highlighted in this research is the Kahoot! use in improving *English Vocabulary* at Y-Eclub SLB D YPAC Semarang.

3.1 Findings

In conducting the research, a face-to-face online meeting held by zoom. The zoom application used a paid zoom application because it is flexible and have no time limit. The research team conducted the meetings in November 2020. At each virtual meeting on zoom, the material was delivered. They act as a facilitator and mentor to the students. The English material with a specific theme was different at each of the meetings. The questions on Kahoot! given was in the form of ten multiple choices questions in English. The research was held in four meetings. Each of the online meetings uses a paid zoom application. In each meeting, the mentor provided a set of questions, the instructor also explains the topic of the material.

During the learning process, the researcher was also the instructor. The instructor introduced themselves and then provide understanding and insight into English. In the next stage, the team gave

English material to students who are members of Y-Eclub using Kahoot!. At this stage, the instructor only acts as a facilitator when students experience difficulties in learning. The instructors deliver English material on each meeting with a specific theme, then followed by ten questions in English. The result can be seen after all students have been finished. Here are the results.

At the first meeting, the material theme delivered was about *Daily Activities*. The Kahoot! podium shows three winners of the class. It was the fun part of the quiz. The first question answered correctly by 100% of the respondents. The second question was answered correctly by 80% of respondents, while 20% of respondents answered incorrectly. The third question was answered correctly by 80% of the respondents. All respondents answered the fourth and fifth questions correctly. The sixth and seventh questions were answered correctly by 80% of the respondents, while 20% of respondents choose the wrong answer. The eighth and ninth questions were answered correctly by 60% of respondents, while 40% answered incorrectly. The tenth question was answered correctly by 80% of the respondents, while 20% answered incorrectly.

The second meeting topic was *Daily Activities*, and the results were satisfying for the respondents. This podium motivates students to do better in answering questions. In the first question, all respondents answer the question correctly. The second question correctly answered by 83% of respondents. The third question correctly answered by all respondents. The fourth question was correctly answered by 50% of respondents. The fifth question was answered correctly by 50% of respondents. The sixth question answered correctly by 100% of respondents. The seventh question was answered correctly by 67% of the respondents. The eighth question was answered correctly by 67% of the respondents. The ninth question states that

67% of respondents correctly answered the questions given. The tenth question 83% of respondents were able to answer correctly.

The third meeting theme was *Vocabularies at School*. There were ten questions given. The first question can be answered correctly by 100% of the respondents, the second question can be answered correctly by 100% of the respondents. The third question was answered correctly by 83% of respondents, while 17% answered incorrectly. The fourth question was answered correctly by 50% of the respondents. All respondents answered the fifth and sixth questions correctly. The seventh question was answered correctly by 83% of respondents. The eighth question was answered correctly by 50% of the respondents. The ninth question was answered correctly by 50% of the respondents, and the tenth question was answered correctly by all respondents.

In the fourth meeting, the first and second questions can be answered by 90% of the respondents, the third to sixth questions are answered correctly by 100% of the respondents, the seventh and eighth questions are answered correctly by 90% of the participants and the ninth to tenth questions can be answered correctly by 100% of the respondents. From the score of the last meeting on this research, it was proven that Kahoot! motivate students to learn so that they can understand the English vocabularies well.

3.2 Discussion

The research showed that students could grasp the new vocabularies and apply them in context. In each meeting, there were several vocabularies obtained by the students. At the first meeting, the vocabulary that students got was: jumps, brush his teeth, does his homework, bed, wakes, hear, listen, breakfast, dinner, flies, comb, jump, watch, play, see, bathroom. In the second meeting, the vocabulary the students got was: run, study, fall, ground,

cry, teach, play, do, jump, dance, yelled, soccer, kids. In the third meeting: ruler, learn, sports centre, baseball, schoolyard, yard, canteen, trumpet. In the fourth meeting: paper, glasses, sticky notes, folding paper, wrapping paper, magnifying glass, stairs, jail, telescope, step, ladder, coat.

The results show there were many words that students knew and understood. The researchers noticed that students actively participated in speaking using their English ability. The student's feedback in answering the questions demonstrate the effectiveness of Kahoot! in teaching English vocabulary to students. The podium result also motivates the students to get the best score. The vocabulary learning experience that including adrenaline is a very fun activity for the students.

There were several obstacles found in the meeting. The first is technical, the second thing is the signal. Those obstacles affected the Kahoot! score. The next obstacle is the problem with the devices used, in this case, the student's gadget is unable to access the link given. Kahoot! could be easily paired with other teaching methods. In the future, the use of technology will be incorporated into teaching and this research could give insight into the national curriculums.

Conclusion

There were four meetings held to utilize Kahoot! is an online platform that can be used by educators to teach English vocabulary effectively. The research was used zoom application. The result obtained the enhancements of Y-Eclub SLB D YPAC Semarang English vocabulary. In each meeting, the new vocabulary obtained by the students.

Kahoot! is an online platform that can be used by educators to teach vocabularies. To use this platform, they should make sure a stable internet network connection and prepare the material. Schools could use Kahoot! as an alternative to teaching English communicatively. The

researcher found that students' actively participated in the activity. The researchers highly recommend using Kahoot! Online application to reinforce the English vocabulary material to other teachers and implementing it into their curriculum at school.

The next researchers can elaborate on this theme using other theories, or develop another research focusing on online teaching. The educators can integrate several learning styles adopted on their local curriculum to get new results that would be another evidence on the teaching-learning world.

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THE ROLE OF PEDAGOGICAL GRAMMAR IN ENGLISH LANGUAGE TEACHING AS SECOND AND OR FOREIGN LANGUAGE THROUGH E-LEARNING PLATFORM: ZOOM MEETING IN PANDEMIC ERA

Erna Nawir
Universitas Negeri Padang
Indonesia
erna.nana97@gmail.com

Abstract

Due to the pandemic of covid-19, ensuring the continuity synchronous English language learning, this article deals with the importance of pedagogical grammar learning in second and or foreign language acquisition. An adaptable learning and teaching approach mediates the possibility to have effective language learning in real and contextual practice which is also known as Communicative Language Teaching (CLT). One of the alternative approaches based on CLT is through e-learning. Focusing on CLT's experiential learning method, zoom meeting platform is one of the media that is applicable in language learning classes. Some principles are worth to be considered as teaching and learning guidance related to its effectiveness which are reflected from the learning activities focusing on fluency-focused activities and accuracy-fluency activities. Nevertheless, supported accurate instructional materials have to be taken into account that should be designed so as in teaching foreign and or second language with the help of the media utilized through zoom meeting. In conclusion, undeniably, there are two basic guidance of teaching pedagogical grammar through e-learning platform 'zoom meeting' in improving EFL learners' language element for their language skill online, namely how to use it (the function) and the content-related help (the pedagogical).

Keywords: Role, Pedagogical Grammar, Pandemic, Zoom Meeting Platform

Introduction

The urgency of mastering language knowledge and language skills is no longer something new, especially in foreign languages. The implementation of the use of foreign languages is no longer seen as a language that has only an orientation focus on motoric physical development, but has included all domains of language learner development as a whole as well (Gallahue 1989). Mastery of vocabulary and grammar are the two main assets for learning a language, especially in mastering a foreign language. These two aspects are often an inhibiting factor in communication if the learner does not master the language (Santosa 2017). English grammar as one of the factors

must be mastered when learning English, both in oral and written form (Burke 2007). The aim is to make language learners have language competence as native speakers do (Juango 2017). Therefore, the integration of grammar, which is one of the micro linguistics scopes of education, is needed as a very important element in the language learning process.

Educational linguistics is an interdisciplinary science that combines the world of linguistics within the world of education (Suhardi 2017). A modern approach in educational linguistics that is intended to assist the learning of foreign languages and second languages in the context of their acquisition has led to the

presence of grammar that is made specifically for the benefit of language learners. The mastery of language elements, especially for language teachers, is a main thing to enable the language competency desired for language learners to be achieved. This approach is known as pedagogical grammar (Leech in Odlin 1994; Bygate et al 1995). Recognizing the existence of essential pedagogical grammar in the field of education, especially in teaching English as both a second language and a foreign language, various studies have emerged that are oriented towards teaching this pedagogical grammar.

Several studies have been carried out so that language acquisition through the desired competencies can be achieved, for example teaching approaches carried out by teachers either deductive, inductive, structural or communicative approaches in order to identify and overcome problems experienced by language learners during the learning process (Effendi et al 2017). Then another study that explores the aspects behind the language teaching approach carried out by the language teacher by Yusuf et al (2019) which shows that the belief in language teachers that comes from the background of teaching experience greatly affects the teaching methods which is applied by the teacher in his language class. Furthermore, it is not only the aspect of view that is seen from the teacher as a teacher, but one other side that is the main object of achievement in teaching, namely the language learners themselves, as in the study conducted by Almazloun (2018) which emphasizes that the beliefs of learners in the language learning process are also something that needs to be put forward as a crucial factor for consideration. Pedagogical grammar learning, focuses on language skills, is also one of the many focuses to lead language learners towards maximizing language competence as in the study

conducted by Omar (2019). The ability to write from an academic side is considered very necessary to see this ability as one of the requirements in graduation at the higher education level as outlined in their final paper. The students' writing ability cannot be fully realized due to the lack of students' knowledge, especially in following the rules of English grammar that should be in their writing.

Due to the importance of learning pedagogical grammar, the sustainability of the effectiveness of this learning process is questionable considering the ongoing global pandemic outbreak. Synchronous learning is difficult to be put in practice. Based on the explanation that has been stated above, the author needs to explore further about the role of pedagogical grammar in learning English as a foreign language and a second language through zoom meetings which is one of the e-learning platforms as an alternative medium for language learners in mastering language competencies, especially in this pandemic era

Methodology

The methodology used was library research to collect and analyse the data. As asserted by Zeid (2004) "Library research is a research used library sources to get the data". The writer integrated her ideas by synthesizing to make conclusion. Therefore, the writer used some sources and books as references, or in other words, the data did not come from field.

Findings and Discussion

Pedagogical Grammar Learning in English as a Second (Foreign) Language

The relationship between pedagogical grammar learning, in this case the grammar of English, with the acquisition of this language as a foreign

language and / or a second language is one of the three main areas explored which builds the framework for any research carried out by both researchers and language teachers. According to Ortega (2003) and Wang (2003) in Keck & Kim (2014: 3), there are three main areas, namely Grammar Description, Acquisition of Grammar as a Second Language (L2 Grammar Acquisition), and Learning Grammar in Second Language (L2 Grammar Instruction). These three domains are three elements that cannot be separated from each other because of the interaction process between one element and another that supports each other and is mutually supportive in providing the required

information. For example, although a grammar of a language can be documented for learning purposes that are not related to pedagogical aspects, the grammar designed is intended for learners of foreign languages as a second language which still involves both linguistic descriptions of the language itself and considerations based on the objectives and learning needs of the learner. Then in the realm of language acquisition research, grammar descriptions also play a very important role, especially when trying to delve deeper into the nature of the language learner and its development. For more details, it can be seen from the following image:

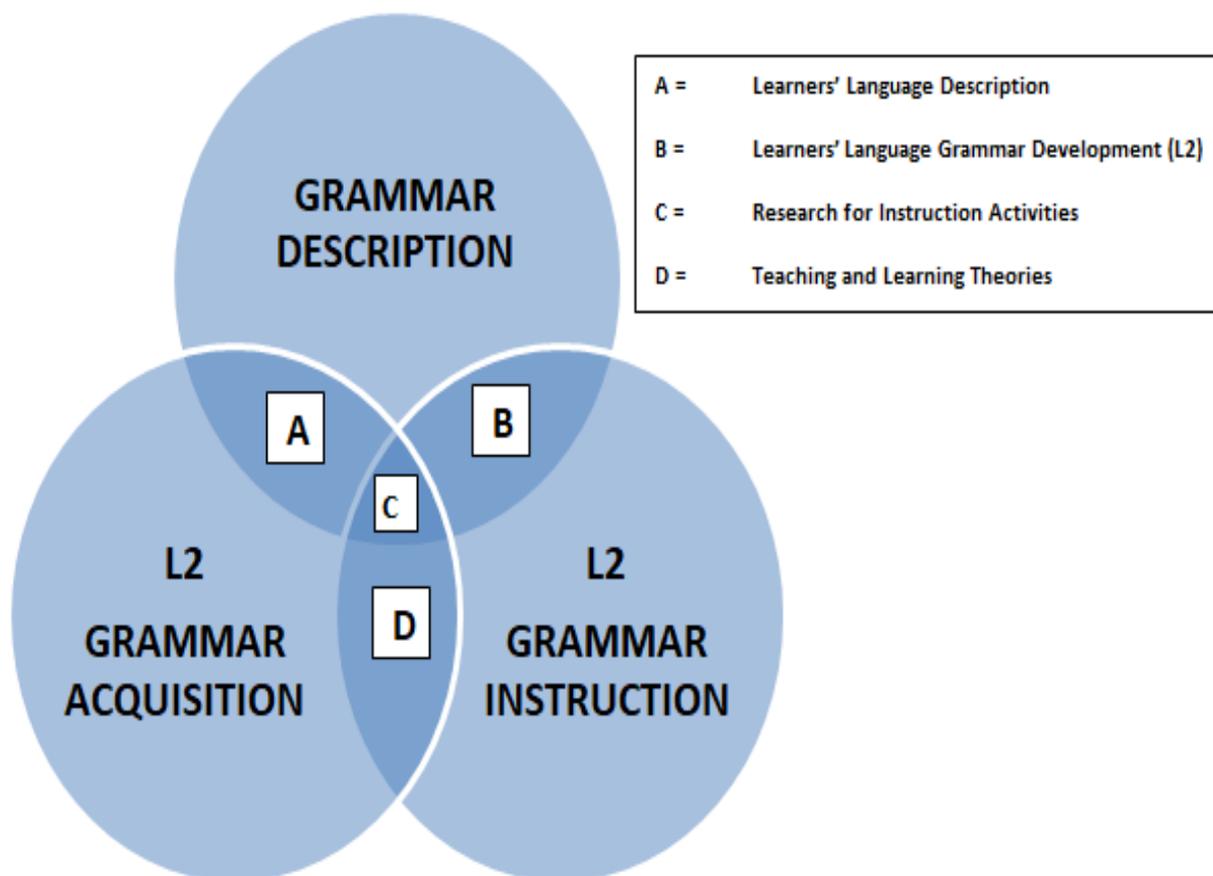


Figure 1. Learning Framework for Pedagogy of Grammar (English as a Second or and Foreign Language) (Ortega and Wang in Keck & Kim, 2014).

The three domains of pedagogical grammar have a very important role for teachers of English as a foreign language and a second language in professional decision making. According to Freeman (2003) in Keck and Kim (2014: 4) that each domain still has its own aspects which become the basis for consideration in teaching pedagogical grammar. In the realm of grammar description, aspects that need to be considered, for example, are explaining what grammar actually is, how it interacts with the linguistic system and how it can be described to learners. Then in the realm of grammar acquisition itself, an aspect that needs to be considered is to question what is actually meant by language acquisition, how and when that acquisition occurs, and what the role of learning in the process really is. Then in the realm of grammar instruction, the questionable aspect as input for consideration is what is the relationship between pedagogical grammar and the research that is being carried out based on context and in what ways this research can provide a clear picture of the way grammar teaching being carried out.

Learning Through the E-Learning Platform: Zoom Meeting

Internet technology-based long distance learning developed in the 1990s or what is known as e-learning is one option that can be taken to ensure that the learning process and progress in education

(Agustina et al 2016). E-learning is electronic learning or learning by using electronics (Chusna 2019). E-learning is also defined as any teaching and learning that uses electronic circuits (LAN, WAN, or the internet) which aim to convey the content of learning materials, so that learning interactions occur, and or tutoring (Koran 2002 in Yazdi 2012). Therefore, e-learning is a technology-based learning media which can be in the form of internet operation through electronic devices which aims to deliver teaching materials and the continuity of learning interactions to occur, so that everything related to the learning process still runs well.

According to Situmorang (2016), the steps of the learning model through e-learning are divided into three stages. The first stage is the stage called the constructivism stage which is in the form of activities aimed at repetition of previously taught material whose purpose is to motivate students to learn the next material. Then the second stage is called the cooperative learning stage where students are given the opportunity to open e-learning, log in and study and work on lab sheets through collaboration with friends aimed for interaction between students in addition to improving their social life but also increasing their understanding of the material they are learning through the activities they do. Then the third stage is the stage of teacher's acts as a facilitator to ensure the learning process can run well. So in other words, the steps above are

stages that can direct how the learning process occurs in the e-learning learning model.

The benefits of learning with the e-learning model provides several benefits (Elyas 2018), for example in terms of flexibility, especially in terms of time and place which provide the widest possible space for students to access lessons, then in terms of independence which provides flexibility for students to being able to learn on their own in the sense of the word which determine when students want to start, when students decide to end it, from which starting point students can determine to start learning teaching materials and at what intensity students can repeat all the teaching materials they want to learn. Then in terms of costs, both financial and non-financial costs such as transportation costs, accommodation costs, administrative costs, and other costs needed to carry out the learning process. Therefore, maximizing the benefits of this learning model, teachers must consider three important points in producing an attractive e-learning model so that the quality of learning can be improved, namely simple (making it easier for students to get access), personal (teachers interact well with students) and fast (being responsive to all students' complaints and needs).

Zoom Meeting is an application platform used as an alternative in e-learning using video as a medium which was inaugurated in 2011 in San Jose by its founder Eric Yuan (Hakien & Rahman 2020). The effectiveness of using this application greatly supports the learning process carried out remotely because it helps the learners to absorb material and participate in the learning process smoothly (Ismawati & Prasetyo 2020). The effectiveness of using this

application is in terms of time and place, user volume and facilities (Rosyid et al 2020). In terms of time, the learning process does not make learners spend too much time, because it is enough to activate the internet network and open the application, and in terms of place, no space limitation so that the learning process continues outside the class. Then, in terms of user volume, the availability of video conferencing features that can be carried out simultaneously in a much larger number of users than in conventional classrooms which makes the teacher or lecturer is easier to monitor the process and more effective. Then in terms of facilities, through this application, users, both teachers and learners, can take advantage of the available features such as conversation transcripts and video calls, enabling them to carry out the process of recording conversations and video calls without having to activate or operate additional applications by simply activating the available settings.

The Role of Pedagogical Grammar through the E-Learning Platform: Zoom Meeting

Pedagogical grammar learning means how grammar taught to language learners through a language classroom teaching approach which is not only teaches a description of the grammar system itself, but also how to teach and its implementation in the actual context. The approach of teaching English grammar pedagogy as a foreign language and or a second language not only shows how language learners perceive the grammar, but also how to learn it, and in what ways it can be taught (Larsen-Freeman in Keck & Kim 2014) Astrid (2011) explained that learning grammar through the

CLT (Communicative Language Teaching) approach can be an alternative way taken by a language teacher in pedagogical grammar learning since it is emphasized on learning objectives oriented towards the ability of learners to be able to communicate through a learning process that combines knowledge, skills, and values through direct experience known as experiential learning. As asserted by Larsen-Freeman (2000), in another words, grammar learning approach is not only sufficient to the structure of the language itself or what is also called the linguistic structure-centered approach, but has shifted to a communicative approach as well.

In this era, e-learning is very much needed as it is today, a language teacher must pay attention to some basic principles of communicative approach in pedagogical grammar learning which must be reflected in learning activities which are developed in two types of activities, namely activities that emphasize fluency (fluency-focused activities) and activities that emphasize accuracy (accuracy-focused activities). Selection of the right e-learning media such as the zoom meeting application is considered as "a nearly face to face interaction" (Blum 2020) which will be a very effective means of achieving language learning goals to maximize the acquisition of English as a foreign language and or a second language shown from the learner's language competence by taking into account the stages of acquisition development either naturally or in a structured context (Keck & Kim 2014: 128).

Zoom Meeting as a computer-assisted learning tool is an effective communication tool offers a similarity between face-to-face and web-video-based conferencing technology (Giebers et al, 2014). This

platform provides the possibility of synchronous learning (Johns Hopkins University 2010 in Hong Ng, 2020). Along with the basic objectives and specific features of the communication-based learning approach (CLT) for contextual teaching that is directly related to the life or real conditions of the learner, there are several principles in relation to the use of this zoom application which should be used as a guide by instructors or teachers in this CLT-based learning process. These principles are as follows (Hong Ng 2020):

1. The availability and use of authentic learning materials as a basis for facilitating the learning process such as current topics to engage learners.
2. An instructor or teacher not only functions as a facilitator but also as a supervisor of the learning process.
3. It is necessary to group the learners during the learning process in small groups to ensure the maximum use of the time allocated to each learner in communicating.
4. In CLT learning, there are needs to conduct learning activities based on accuracy, for example the movement of teachers in monitoring learners from one group to another to provide suggestions and input, directing answers, monitoring the appearance of learners, or making important notes during learning process.
5. Take advantage of all the features in the zoom meeting application that have the potential to carry out synchronous learning, such as:

- Teaching equipment, such as audio devices, videos, text conversations,

whiteboards, polls conducted externally and created by the teacher or instructor and break or break rooms.

- Audio equipment (e. g only one person can talk at a time).
- Video image (via network camera): large image for the speaker and thumbnail for the participants as well as simultaneous screen sharing
- Create a special creation of text and images.
- The possibility of using video.
- The possibility of using parallel video, audio, text speech and whiteboards.
- Slide and video shows
- Utilization of the automatic recording feature for each session to allow participants to conduct reviews.

With the above principles, guidance is required as well so as functional (how to use it) and pedagogical (providing content-related help) to ensure learning material delivered through online helps the learners learn comfortably

Conclusion

Learning pedagogical grammar has become a special urgency in the world of education. Considering that there are still many cases found that focus on language competence, especially in communication competence, language learners in this country show low communicative competence, compared to other countries where English as foreign and or second language. Choosing the right learning approach, especially in the era of the

current pandemic, *e-learning* model is one of the choices that can be used as the right approach in helping language learners to develop their language competence and skills. Grammar learning that is specifically for the benefit of learners needs to be explored deeper to get the right facilities and infrastructure that can help the effectiveness of learning achievement in accordance with the context of *e-learning* learning, especially for those using a zoom meeting platform which is believed to replace face-to-face learning, due to the similarity between the two. The principles that underlie the development of communication competencies must always be the basic considerations in learning pedagogical grammar in the context of *e-learning*

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THE UTILIZATION OF E-LEARNING MEDIA ASSISTED BY GOOGLE CLASSROOM AND GOOGLE MEET IN LEARNING TEST OF ENGLISH AS A FOREIGN LANGUAGE (TOEFL) PREPARATION DURING THE PANDEMIC

Maria Safriyanti

Universitas Riau

Indonesia

maria.safriyanti@lecturer.unri.ac.id

Abstract

The purpose of writing this article was to describe narratively how the implementation of TOEFL Preparation learning process for 2020's new students who took online learning such as the use one of e-learning platform like google classroom and google meet during the Covid-19 pandemic. The learning method used was in the form of giving assignments through google classroom and direct learning practice with google meet based on the given assignments. The learning results showed the enthusiasm of students in participating in this learning activity. This was evidenced by the fact that almost students attended this online learning. However, there are obstacles faced, namely the lack of good network at certain times so that there was a student's lack of understanding of the material presented. However, from the results of direct observation during the implementation of learning, it can be said that the use of e-learning, especially in the use of google classroom and google meet, are able to help students to continue and to participate in distance learning.

Keywords: Online, Learning, Technology

Introduction

The 2019 corona virus outbreak (Covid-19) has led to various changes in living systems around the world in all sectors including the education sector. In Indonesia, we can see evidence of changes in the education sector with instructions from the government, especially in the policy of the Indonesian Ministry of Education and Culture to impose distance learning (PJJ) using various e-learning tools. The application of distance learning is applied to all levels of education from elementary, secondary and higher education levels. Especially at the higher education level, the Minister of Education and Culture has issued a circular letter from the Ministry of Education and Culture of Higher Education no. 1 of 2020 which states that every higher education institution, both public and private, is required to carry out teaching and learning online.

Based on the ministerial circular letter in 2020, Universitas Riau, which is one of the state institutions in Riau Province, has instructed every lecturer in Universitas Riau to take advantage of e-learning technology in the form of using google classroom and google meet as the learning support. Hence, Lecturers are asked to be able to use those learning platforms as the learning management system (LMS) in each teaching during the odd semester of 2020.

E-learning technology is learning that uses digital electronic tools and media (Hoppe et al.:2003). According to Dong in Nurlinda (2018) defines e-learning as an asynchronous learning activity through an electronic device which can obtain learning and teaching materials through an electronic system. According to Rosenberg (2001) emphasizes that e-learning refers to the use of internet technology to deliver a series of solutions that can increase knowledge and

skills. It can be said that the use of e-learning cannot be separated from the role of the internet network as a connection for every learning process. With e-learning, learning can be carried out both synchronously and asynchronously according to the needs of each individual in an effort to help improve the quality and effectiveness of learning.

With the development of the times that have entered the revolutionary era 4.0, one of which is marked by the rapid development of electronic applications that can help carry out activities in the field of education. One of the current applications that is a "fraction" of e-learning is the use of google classroom and google meet. The google classroom application has been used by educators and students at the University of Riau since 2014. Meanwhile, the google meet application has only been used since the end of 2019. Both of these applications have been further utilized by lecturers during the Covid-19 pandemic. All teaching staffs at the University of Riau have made these two applications to be the main learning management system (LMS) for online learning.

On the basis of the LMS policy at the University of Riau by utilizing the two applications owned by the Google Company, article authors have been used by article writers in the TOEFL Preparation learning process for students of class 2020. Before the pandemic, TOEFL learning was carried out directly with classroom learning activities. However, in this semester, learning is carried out in full with an online system. Therefore, the author has designed the TOEFL learning technique for 14 meetings by combining the use of the google classroom and google meet applications. The learning process and learning materials have been arranged as effectively as possible to help students understand the material provided. Descriptions of the learning process and the use of teaching materials will be presented in a descriptive narrative in the discussion section. The writer hopes that this article

can benefit for readers about the implementation of online TOEFL preparation learning.

Findings and Discussion

The purpose of writing this article is to provide descriptive narrative information about how the implementation of TOEFL Preparation learning for Riau University students in 2020 using the google classroom and google meet applications. Before presenting a technical description of the implementation of learning activities, the writer would like to convey some articles references in which the writers showed about various ways on the use of e-learning for online learning during the Covid-19 pandemic. This is done to prove that the use of various e-learning technology has become the main means of learning in this millennial century.

In an article written by Mursyid K. N (2020), he describes the implementation of the zoom application, google classroom and whatsapp group as a means of online learning in English courses. The results showed that using these three platforms has helped lecturers and students interact effectively remotely despite technical constraints, but lectures can be completed until the end of the semester. Next, the article written by Idad S and friends (2020) revealed that the use of the google classroom application in Biology learning is quite good and effective in helping students in the learning process and understanding the material. Furthermore, the article written by Danin H and Aqilah A.R (2020) states that the use of the zoom meeting application has helped lecturers and students easily communicate face-to-face even though they have never met in person. Research conducted by Ericha W.P (2020) states that the use of zoom, google classroom, schoology, and edmodo applications can be carried out effectively even though there are technical obstacles at unexpected times regarding the lack of an unsupportive internet connection. The

conceptual article written by Shivangi D (2020) concludes that the use of e-learning tools for online learning during the pandemic is an alternative solution to help the learning process in the world of education. Research conducted by Antonius S and friends (2020) on student perceptions of online learning during the Covid-19 period. The results showed that students were quite familiar with various e-learning platforms. However, they still need time to understand the platforms used. And also they are concerned about the very limited internet package so they somewhat object if learning activities are carried out face-to-face using zoom or google meet. It is better if you take advantage of google classroom by giving assignments. Research conducted by Surakhsha S and friends (2020) on the use of e-learning during a pandemic for nursing students in Nepal. The results of this study concluded that e-learning is a technology that should be used as an alternative means for developing countries such as Nepal. With the use of e-learning for

lecturers and students, the learning process can run effectively during the Covid-19 period.

Referring to several research results conducted by several education practitioners regarding the use of 'varieties' of e-learning tools, the author also describes how to use the google classroom and google meet platforms for TOEFL learning during the Covid-19 period, especially for 2020 class students in the scope of Riau University. Before the odd semester learning was carried out, the author had designed TOEFL Preparation learning using the google classroom and google meet platforms. The reason for using these two platforms is to make it easier for students to interact both directly and indirectly so that the target achievement of the final results of the student's TOEFL score can increase according to the graduation standard of at least 450. Therefore, the author shares learning activities using these two platforms alternately. The form of the learning design can be seen below:

**LESSON PLAN FOR TOEFL PREPARATION ACTIVITY
 UNIVERSITAS RIAU
 2020**

MEETING	TOPICS	ACTIVITIES DESCRIPTION	MEDIA/SOURCE
1/September 2020	Pre Test	Pre-Online TOEFL Test	UPT Bahasa Team
2/28 Sept-03 Okt 2020	Introduction	-Policies for TOEFL Preparation activities	WA, Google Meet/ Power Point
3/05-10 Oct 2020	Focus on Sound and Meaning	-To explain about sounds varieties in English words -Practices	WA, Google Meet/file latihan/power point
4/12-17 Oct 2020	Focus on Short Conversation	-To explain about some strategies to answer short conversations - Practices	WA, Google Meet/file latihan/power point
5/19-24 Oct 2020	Focus on Longer Conversation	-To explain about some strategies to answer longer conversations -Practices	WA, Google Meet/file latihan/power point
6/26-31 Oct 2020	Focus on Talks	-To explain about some strategies to answer talks - Practices	WA, Google Meet/file latihan/power point
7/02-7 Nov 2020	Focus on TOEFL Structure	-To explain about some strategies to answer structures - Practices	WA, Google Classroom
8/02-7 Nov 2020	Focus on TOEFL Structure	-To explain about some strategies to answer structures - Practices	WA, Google Meet/file latihan/power point
9/09-14 Nov 2020	Focus on TOEFL Written Expression	-To explain about some strategies to answer written expression - Practices	WA, Google Classroom
10/09-14 Nov 2020	Focus on TOEFL Written Expression	-To explain about some strategies to answer written expression - Practices	WA, Google Meet/file latihan/power point
11/16-21 Nov 2020	Focus on Reading Comprehension	-To explain about some strategies to answer reading comprehension - Practices	WA, Google Classroom
12/16-21 Nov 2020	Focus on Reading Comprehension	-To explain about some strategies to answer reading comprehension	WA, Google Meet/file latihan/power point

		- Practices	
13/23-28 Nov 2020	Focus on Reading Comprehension	-To explain about some strategies to answer reading comprehension - Practices	WA, Google Classroom
14/23-28 Nov 2020	Focus on Reading Comprehension	-To explain about some strategies to answer reading comprehension - Practices	WA, Google Meet/file latihan/power point
15/30 Nov-05 Dec 2020	Review	Pra- Post Test and All Topics Review	WA, Google Meet/file latihan/power point
16/Dec 2020-Jan 2021	Post Test	Post-Online TOEFL Test	Tim UPT Bahasa

Based on the learning design above, the implementation of TOEFL Preparation learning is carried out with the google classroom and google meet applications and is also assisted by the Whats App group as a communication link between the two platforms. At the initial meeting (meeting 2), the author used the google meet application because at the learning contract stage there should be face-to-face meetings between the teacher and students so that the content or learning material and the subsequent learning process can be understood by all students. At meeting 3 to 6, the writer and also as a TOEFL teaching lecturer uses google meet in explaining and practicing listening material. This must be done face-to-face because we want to know the extent to which students are able to understand the dialogue being played. Whereas for meetings 7 to 10 where learning is focused on understanding the grammar structure of English, learning activities are carried out using the google classroom and google meet platforms alternately. This is done so that students are given the opportunity to study independently first, then discussions and questions will be carried out at the next meeting using google meet. Likewise with learning activities for meeting 11 to meeting 14, learning activities are carried out alternately in the use of the learning platform. In essence, grammar and reading comprehension materials can be done independently first. After self-study, it will be followed by a discussion session about things that are less understood. At the last meeting (15) before the post-test, the implementation of learning was carried out by using google meet. This is done to

review all activities and ask questions and preparations that must be done before the exam. Meeting 15 is used as an evaluation “arena” during the learning process. From the results of conversations with students with TOEFL Preparation teaching lecturers about the use of e-learning tools in the form of google classroom and google meet, it can be said that almost all students benefit from the media used. Even though they have never met in person, they are still excited to take part in TOEFL learning. They hope that online learning using these two platforms can be reused in the following semester. However, there are still technical obstacles that are commonly encountered in online learning, namely the limitations of internet packages and network disruptions.

Conclusion

From the results of the description of the TOEFL Preparation learning process activities using google classroom and google meet, it can be concluded that the use of e-learning technology assisted by google classroom and google meet has had a positive effect on the implementation of learning and enthusiasm in trying to understand the material being taught. Students have more time to study independently according to instructions given through the google classroom application and they are given free opportunities to have direct discussions on matters that are not yet understood. Even so, they hope that there will be a policy to implement online learning, especially TOEFL learning, even though the pandemic period is over because the online learning system gives them plenty of time to study

independently and explore material and prepare various kinds of questions to ask.

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STUDENTS' VOICE OVER TECHNOLOGY-BASED SPEAKING CLASS

Yesika Maya Ocktarani

Universitas Muhammadiyah Semarang
Indonesia
yesika.alinguist@unimus.ac.id

Abstract

During the Covid-19 pandemic, not only teachers, English Learners have to deal with new media in their online speaking classes. At the end of the class, they may be satisfied with the learning result but some of them may be disappointed. Previous researches claim that students have different perceptions of the success of using a certain platform for gaining their speaking skills. However, the perception of students in using combined-platforms in speaking class remains indefinite. Therefore, instead of measuring the effectiveness of certain platforms in achieving learning targets, this study aims to observe students' perception of their speaking ability. To achieve this goal, 37 participants from Basic Speaking Class get involved in portraying their speaking skills and how effective are the used platforms during the class. As descriptive qualitative research, this study analyses students' responses as the main data from the interview regarding the use of WhatsApp, Flipgrid, and Zoom platforms to enhance their speaking skills. As a result, most of the students believe that the combination of those platforms enhances their speaking ability and only a few students remain unsure due to unsatisfied scores. The result of this study paves the way for English teachers to design more student-friendly syllabus which considering students point of view in using technology for speaking class

Keywords: Student's Perception, Speaking Class, Learning Media, Technology, Digital Platforms

Introduction

The Covid-19 pandemic forced both teacher and learners to adjust with a new way of learning. For typical offline speaking class, it is not an easy task to make students speak up. Most students even lack sufficient opportunities to practice their English-speaking skills (1). Thus, a teacher have to be more creative in stimulating students to practice their speaking skills. This condition is worsened by online learning where teacher cannot directly stimulate students to talk without any hesitation and anxiety. Therefore, the concept of language learning using technology has allowed both language instructors and learners to explore the effectiveness of the online learning approach (1).

Most of the time, researches focus on the effectiveness of certain media or tools

in a class. One of which is about the effectiveness of using WhatsApp in teaching English. It shows that the platform effective for helping students understand descriptive text (2). Other researches have investigated students perception regarding the use of English Vlog, Flipgrid or YouTube. Those platforms are applied separately. For instance a research that portrays students' perspective in using English Vlog to improve their English speaking skill (3). Another research measure students' perspective of using YouTube in a speaking class which resulted that students believe that YouTube is a good learning media in speaking class (4). While the use of Flipgrid has been investigated, and the result is that students found Flipgrid is a valuable

learning tool that enhanced students' language learning and positively affected the development of their speaking and listening skills (5). Only a few which aimed to measure the students' perspective of using a combination of certain tools or platforms. Therefore, this research on the media or method used by the teacher.

Different from those researches, this study aims to reveal the students' point of view in using technology during Basic Speaking class. From all digital scattered platforms, this study focuses on the combination of both synchronous and asynchronous learning activities. The synchronous uses Zoom platform and the asynchronous applies WhatsApp and Flipgrid applications. This study aims to investigate students' perception in using combined digital platforms to enhance their speaking skills.

Speaking is one of the four macro skills necessary for effective communication in any language, particularly when speakers are not using their mother tongue (6). Speaking as a skill covers both knowledge and skill of oral speaking (7) which can be formed as skills to use certain vocabularies as well as grammatical and pronunciation rule to convey the speaker message.

To measure students speaking skills, teacher has developed certain criteria based on the aim of the course. On the other hand, students may have different perspective of their own speaking skills. Perception is always different from one and another. Perception is the process where people interpreted something based on their own experience as the result of stimuli in producing information (3). Therefore, to know students' perception in a process of learning is essential to make sure students enjoy the process as well as based line to set the better class in the future.

Based on the explanation above, this study reveals two questions. First, whether the students satisfy with the use

of combination of WhatsApp, Flipgrid, and Zoom in Basic Speaking class. Second, whether the integrated platform is believed to enhance their speaking skills. The answer of those questions will be explained in the next part of this paper.

Methodology

This study applies mixed method as qualitative and quantitative approach is used to reveal the answer of this research questions (8). However, mostly qualitative will be applied to this study as this study describe in detail regarding students' opinions.

This study involved 37 respondents from Basic Speaking class. They are in first semester of English Literature programme aged 19-21 years old consist of 18.9 % male and 1.1% are female.

The data collection uses Google form which covers 16 questions related to the aim of the study. Then, the data are categorized and analyzed based on the framework of the theory. In the end, all data presented as evidence of research answer.

Questioner distributed after their course score was published. Anonymity and information of the purpose of the questioner were stated at the beginning of the questioner. After data is collected, then categorized and interpreted based on the theory.

Findings and Discussion

This study results that combination of the platform helps students in enhancing their speaking skills. Most of the students are satisfied not only with their score but also with the applied digital platforms during English speaking class. They clearly answer questions regarding their score as stated at the beginning of this chapter, then followed by the reason why they believe that integrated digital platforms help

them in reaching the score. Later, they also mention that each of the platforms provide opportunity to practice their speaking skill particularly in any description text. They mention which platform that they like most and how if the platforms used together in a class.

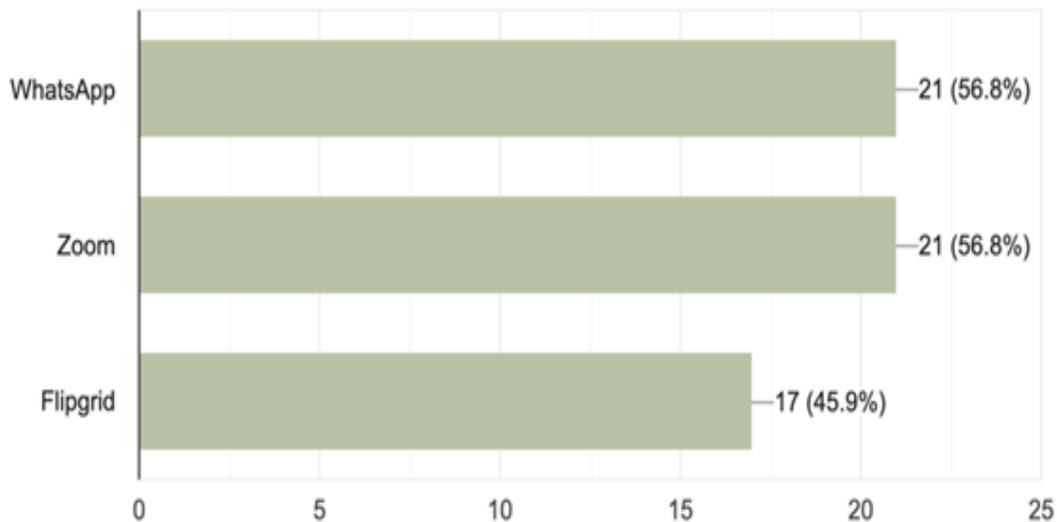
The Satisfaction: Score and Platforms

Most of the students satisfied with their speaking score (67.5%). While 21.43% answered no or not really. The reason is that they expect more than what they have got. However, when the question was do you think your English speaking is improving, only 10% responding not improving because they feel they lack of practice.

During the class, each platform which used in Speaking class shared almost

equal proportion. Both Zoom and WhatsApp has chosen as more favourite platforms than Flipgrid, although the discrepancy is not really wide. This graphic represents the proportion and students can choose more than one platform that their like.

Graphic 1



When question investigate which platforms give opportunity to practice, the response shown as in table 1. The table depicts the percentage of students who

prefer either one, two, or three of the platforms which used during English Speaking class.

Table 1

Platforms	RESPONSES (in per cent)		
	NO	YES	Others

Flipgrid	13.5	86.4	-
WhatsApp	16.2	75.6	8.1
Zoom	5.4	86.4	8.1

From the table can be seen that most of the students are willing to use the platform. Only small number of students do not like the platform and the reason is because they are nervous when speak directly in front of their friends. Other response means three persons do not answer the questions or giving irrelevant answer. While the Flipgrid lovers, they prefer this platform because they can speak freely, check the result, and rerecord the better video. Moreover, they can also check their friends' recording as comparison. These are two of the response as example of their satisfaction:

R29: ' We trained to speak confidently on a platform that everyone can see, kinda embarrassing at beginning but now we used to.'

R17:' Since i'm start the class and mam yes introduce about flipgrid, my speaking skill increase. I'm really enjoy when make a Video at flipgrid, i can improve with the Topic, i can speak everything on flipgrid of course with the Topic.'

Different from the Flipgrid, the reason of using WhatsApp in speaking activities is more on practicality as mention in the following data:

R5: ' I think yes, because several times the lecturer sent material through WA and I better understand the pronunciation.'

R27:' Very good and quite effective too because if via WhatsApp we don't need to have a quota, we can access it.'

From the data, it can be seen that students focus on model from teacher when giving task orally via voice note feature. While R27 mention that WhatsApp is the cheapest platform compare to the other ones. Thee rest of the students only mention the process of sending the voice note is the reason. So they think of spontaneity right after the oral task is given by the teacher.

When the students use Zoom as mean to speak, they feel more like in the real class with different model of room. They can speak real time with their friends, get chance to have ice breaking session, even practice with smaller group synchronously.

R6: ' with its features that can accommodate many people and we are like a video call with many people at once'

R32: 'In fact, zoom is more helpful for communicating like face to face, so we can know how to pronounce, and anything'

From the data, students believe that by having Zoom meeting, they can directly interact with their friends and teacher. Having face-to-face session also help them to make any correction if they make a mistake.

Integrated Digital Platforms

When speaking class run using those three platforms, students consider that it is a perfect combination. In total, 97 per cent of the students provide 'yes' answer without any hesitation. From all respondents, there is only one student who disagree with the rest of the class.

The reason even contradictory with one of the students. These are the statements:

R25: ‘No, because too many applications were used when they had almost the same function’

R8: ‘Yes, karena menurut saya setiap aplikasi sudah memiliki fungsinya masing-masing’

(in English: ‘Yes, because I think every application has its function’)

Those two responses depict that perception over one thing can be contradictory. However, the point is that their voices are heard and valuable to design the next speaking class. By understanding the voice of the students regarding their experience in English speaking class, teacher has involved students in learning process. The result of this study paves the way for English teachers to design more student-friendly syllabus which considering students point of view in using technology for speaking class.

Conclusion

The conclusion of this research is that, the students satisfy with their speaking score and the use of WhatsApp, Flipgrid, and Zoom in enhancing their speaking skills. Although each of them has different preference when been asked to choose, in the end they agree that combination of those three platforms provide sufficient chance to practice their English speaking. The result of this study strengthen the design of English speaking syllabus which is more student-friendly by considering students point of view in using technology

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A CRITICAL DISCOURSE ANALYSIS AND ILLOCUTIONARY ACTS OF JOKO WIDODO'S SPEECH FOR THE 75th SESSION OF THE UNITED NATION GENERAL ASSEMBLY

Fatimah Aqillah Irani

Universitas Muhammadiyah Surakarta
Indonesia
irannyaqillah@gmail.com

Abstract

Discourse is a unit of language which it's formed larger than a sentences used by the society in communication. Discourse also conducting social issues and used a specific language as information structures to deliver specific purposes. The present research designed based on descriptive qualitative research, employed Critical Discourse Analysis approach to investigate Joko widodo's speech in the 75th session of United Nation General Assembly which aired on the 23 September 2020 virtually, focused on illocutionary act base on speech acts theory. The result showed that the speaker his speech not only addressed to the audience but also to the people in the world. The purposes of Jokoi's speech are to congratulate the participant of United Nation for their efforts on making peaceful world and convey his hope for the freedom of all of country including Palestine. The speaker was answer the three concepts of question of critical discourse analysis, the speaker also produced the five types of illocutionary acts; representative, directive, commissive, expressive, and declaratives. However, the most illocutionary acts used by the speakers is Directive speech acts in his speech in order to inviting the participant and the people around the world to set a peaceful world together.

Keywords: Speech, United Nation General Assembly, Critical Discourse Analysis (CDA), Illocutionary Acts, Speech acts.

Introduction

People share the information or even what they tough by producing some utterances in communicating with others. Language could build someone identities in social environments. It could be seen in our social context; if someone could fluently speak English are considered socially and culturally dominant because they speak language that socially and politically dominant people. Therefore, critical discourse analysis was not primarily aim to contribute any specific discipline, paradigm, or any educational theory. In addition, it is primarily interested and motivated by a social issues, which hoped found a better understand through discourse analysis.

However, that was happened in a speech, the speaker tries to influence the audience by producing what they tough.

The audience need being critically on analyzing content of speech in the speaker utterances. The meaningful utterances produced and delivers to the society is part of discourse. The speech being analyzed in this study is the speech of President of Republic of Indonesia Mr. Joko Widodo on addresses the 75th session of the General Assembly of United State, which virtually aired on 23 September 2020. There was the first time for President Joko Widodo do his speech for addresses United State General Assembly. United Nationis a word organization that has function to bring the peaceful between the countries. President Joko Widodo in his speech mentions Indonesian encouragement and commitment on succeeding the peaceful future among the countries in the world.

The speaker of the speech Mr. Joko Widodo is also known as Jokowi, is an Indonesian politician and businessman who is the 7th and current president of Indonesia. Jokowi was elected in July 2014 as the first president not to come from an elite political or military. Jokowi previously the Mayor of Surakarta from 2005 to 2012 and the Governor of Jakarta from 2012 to 2014. Moreover, the participant and the audience of the United Nation General Assembly of the 75th session was the delegation of each country of the member of United Nation and the core members of United States. The topic of speech was about social world issue that related with the critical discourse analysis that focused on society issues.

There are some previous study that could be used to validate this research. The first previous study entitled “Contrast and Critique of to Approaches to Discourse Analysis: Speech Act Theory” written by Van Han (2014). The study was described the approaches to discourse analysis through conversation analysis and speech act theory, Van Han also explain the contrast point between both approaches. The second previous study entitled “A Critical Discourse Analysis of Mohamad Nasir’s Speech” written by Shanti Widiastuti (2020). The study was described the ideology of the speech delivered by Mohamad Nasir and the structures of the speech. The third previous study comes from Muhammad Kiki (2019) titled “Illocutionary Acts in President Rodrigo Duterte’s Speech”. The study was focused on find out the type of illocutionary acts produced by the president Rodrigo Duterte’s Speech based on the speech acts theory proposed by Searle.

According to the background of the study, the researcher in this study will analyze President Joko Widodo’s speech for the 75th session of United Nation General Assembly which aired virtually on 23 September 2020 based on critical discourse analysis framework and the illocutionary acts theory.

Literature Review

In this section the researcher showed off the references related to the topic in order to build a strong theoretical review to make the clear understanding of the background knowledge for both critical discourse and illocutionary acts theory.

In the study of language, discourse often refers to how the use of language dialect and the acceptable statements in society. According to Vandijk (1998) critical discourse analysis (CDA) particularly concerned with the analysis of any discourse, whether written or spoken from the discursive practice in a society. Brown and Yule (1985) explain that language not only used for the description of things but also used for doing as well. Therefore, critical discourse analysis use to analyze how language is used in a real life and how language used to reveals the culture and social background. Critical discourse analyses focus on how language reflects the discursive practice in the social relation. According to Fairlough (2010), critical discourse analysis focused on the language and discourse and relations between discourse and social issue; power relation, ideologies, institution social identities, education and so forth. Halliday (1978) regarding to critical discourse analysis has a same though that language is considered to be a social act due to how people communicate is part of a social setup. Whereas language and society were a dependent then linked in terms named communication.

Moreover, Young (2006) defines that critical discourse analysis is an approach of how language to examine ho ideology and power expressed produced and reproduced through discourse. Young also categorized the critical discourse analysis into three parts: (1) Type I question: Who is doing what to whom. (2) Type II questions: Attitudes, beliefs and Opinions. (3) Type III questions: Holding the discourse together. According to Young categorization, there are some question needs to be answered in each parts of types in order to understand more about the content of the speech. In

type I question, there were some questions to be answered; to whom is the discourse aimed to?, Who are involved in this discourse?, what is the intention or the purpose of this purpose? and so forth. The type II question, there were some question to be answered; what discourse that impress speaker's feeling? In which phrases are used to indicate the feeling? etc. Then the type III question was to answer the question of how the topic of speech or the content could influence the listener? What is the general conclusion of the speech? and so forth.

Furthermore, in this study the writer also analyze the illocutionary acts produced by speaker in his speech. Illocutionary acts under the speech acts theory proposed by Austin. Austin explained that Speech act is an action performed by the speaker while producing an utterance. Austin in Yule (1996) also introduced the three basic act in speech namely; (1) Locutionary act; is the basic fact of utterance because it produces a meaningful linguistic expression, (2) Illocutionary act; is performed by forced communicative utterance in order to make statement, offer, explanation or other purposes, and Perlocutionary act; is done to have an effect from the utterance to the listener. The illocutionary acts has an communicative force of an utterance is known as illocutionary force. There are five illocutionary acts to be analyzed in the speaker utterance based on the speech acts theory there are; Representative, Directive, Commissive, Expressive, Declaration. (1) Representative is about suggesting, putting forward, swearing, boasting or concluding action uttered by the speaker. (2) Directive, is about asking, ordering, requesting, inviting, advising, begging. (3) Commissive, is about Promising Planning, vowing, betting, opposing, threatening. (4) Expressive, is about thanking, apologizing, welcoming, deploring, congratulating. (5) Declaration is about declaring, firing etc

Methodology

This study designed based on descriptive qualitative research. The data was taken from the speech delivered by the president of the republic of Indonesia Mr. Joko Widodo on the 75th session of United Nation General Assembly that virtually aired on 23 September 2020 by You Tube channel of United States.

The speech was downloaded from the official You Tube channel of United States. The researcher then watches and listens to the video for several times. The video of speech has about nine minute twenty four second then, had been transcribed by the researcher in order to make it easily to analyze. The researcher read and observing the transcribed speech, then selecting the data.

The speech of President Joko Widodo is analyzed by applying Critical Discourse Analysis (CDA) based on the theory of three type of question categorized by Young (2006) and used the illocutionary acts under the speech acts theory proposed by Searle (1979).

The speech firstly analyzed used three type question categorized of critical discourse analysis proposed by Young (2006); (1) Type I question was to find out who is the speaker addressee his speech. (2) Type II question was to find out the Attitude beliefs and opinions. (3) Types III question was to holding the discourse together and find out the conclusion of the speech. Secondly, the speech analyzed used the illocutionary acts types proposed by Searle (1979) there are; representative, directive, commissive, expressive, and declarative.

Findings and Discussion

In this section the researcher tries to presenting the result of analysis. The first research findings delivered by the researcher is the speech analyzed based on critical discourse analysis categorized by Young (2006). The researcher started by analyzing the type I question "for whom the discourse aimed to?" to find out to whom

Joko Widodo addressee his speech. There were some parts of speech which showings who are involved in the discourse.

The first critical discourse analysis will answer the type I question categorized by Young (2006) as follow;

“His Excellency President of United Nations General Assembly”

His Excellency – here refers to the president of UN General Assembly who attend the 75th session of United Nation General Assembly. The speaker used the word His Excellency to greet the president of United Nation General Assembly and by being polite and to show respect. Whereas, the greet specifically referring to Mr. Volkan Bozkir as the seventy-fifth President of United Nations General Assembly for the 75th session. Therefore, the type I question was answered that the addressee of the discourse was Mr. President Volkan Bozkir as the seventy-fifth president of United Nation of General Assembly.

“His Excellency United Nation secretary general”

His Excellency – the referring of the second His Excellency is for the secretary general of United Nations General Assembly. The speaker produced such utterance on greeting to show his respect to the secretary general of United Nation General Assembly Mr. Antonio Guterres as the ninth secretary general of the United Nations General Assembly since 1st January of 2017 as the referring or the addressee of the discourse.

“And the Distinguished Leaders of the member Countries of the United Nations”

Distinguished Leaders – the speaker used the phrase in order to greet the audience of the 75th session of United Nation General Assembly. Whereas the audiences were the leaders from the member countries of the United Nations then the discourse was addressee to all of the 193 leaders of the member country of the United Nations.

“Mr. President, in this 75th anniversary of the UN, we must ask ourselves. Have we succeeded in creating the world that we dreamed of?”

Mr. President – in this discourse the speaker mentioned Mr. President in his utterances in order to assert that there was something to be heard and need an attention by Mr. President who is referring to Mr. Volkan Bozkir, the seventy-fifth president of United Nation General Assembly from Turkey. Moreover, the speaker also produced the pronoun of “We” in this discourse. The pronoun “We” - here was referring to all the audience including Mr. President Volkan Bozkir and Joko Widodo himself. The discourse uttered by the speaker above was mean to inviting all the audience and also Joko Widodo himself to contemplate again about the purpose of United Nation of creating the peaceful world.

“The UN should continue to improve itself through reforms revitalization and efficiency. The UN need to prove that multilateralism delivers. Especially, during the time of crisis UN needs to be more responsive and effective in tackling global challenges”

The UN – The speaker tried to become general by producing the reference UN, while convey some of the speaker’s though for United Nations on creating a peace, stability, and prosperity world. The speaker referring “The UN” to all the audience of the United Nation General Assembly including his own nation Indonesia as the member of United Nation the to work together on creating a peace, stability, and prosperity world together.

According to the result of the research on analyzing the critical discourse analysis used Young categorization, the answer of the first type I question about the addressee of the speech done by Joko Widodo in his speech for the 75th United Nation General Assembly was addressee to the seventy-fifth president of United Nation; Mr. Volkan Bozkir, Mr. Antonio Guterres as the ninth secretary general of

the United Nation General Assembly, and all the 193 leader of the member of the country of United Nation including Indonesia as the speaker's own country. According to critical discourse analysis through the critical social analysis, the speech deliver by Joko Widodo has showed a normative critique that assesses the extent to which the speaker matches up to various values for decent societies (Fairclough, 2010).

The type II question about analyzing the purposes of the speech was designed as follow:

“This year mark the 75th anniversary of the United Nations. 75 years ago the UN was born so that a great war, the second world war will not happen again. 75 years ago the UN was also established to create a world that is more peaceful, stable and prosperous. Because war will no benefit no one”

The discourse uttered by the Joko Widodo in his speech on the 75th session of United Nation General Assembly was purposes to congratulate the United Nation for its existence since 1946 and its great effort on preventing the second world war and still do their effort bring the peace and stability for the world.

“Mr. President, in this 75th anniversary of the UN, we must ask ourselves, have we succeeded in creating the world that we dreamed of? I believe all of us have the same answer, not yet. Conflicts are still happening all over the world Poverty and even hunger are still suffered by many. The principles of the UN Charter and international law are often neglected, including the respect for sovereignty and territorial integrity. All of us are concerned with this situation. Our concern grew even deeper. In the midst of Covid-9 pandemic”

The discourse above was delivering by Joko Widodo addressee to Mr. President seventy-fifth president of United Nation; Mr. Volkan Bozkir and all the leader of member of the United Nation as the audience in order to express the speaker and

all the member of United Nation concern and worriedness about the conflict in the present situation. Whereas, these concern become even deeper in the midst of Covid-9 pandemic spread on all over the world.

“We must unite and always promote a win win approach in building relations among state that is mutually beneficial. We all understand the tremendous impacts of the pandemic both on health and the social economy.”

The discourse produced by President of Indonesia on delivering his speech for the 75th session of United Nation General Assembly was purpose to solicit and inviting all the member of United Nation including the present President and secretary general of United Nation to work in unite and rule out the rivalries to creating stability and prosperity for all the countries.

“It has always been our commitment Indonesia will continuously contribute to world peace as mandated by our constitution Indonesia will continue to play a role as bridge builder as part of the solution Consistently, this commitment is continuously upheld”

The utterance produced by Joko Widodo on his speech on addressee the 75th United Nation General Assembly above was conducting a purpose to affirms in front of all the audience as the leader of member of United Nation about the commitment of Indonesia will consistently contribute to world peace and will play a role as the bridge builder as part of the solution for creating a peace, stability and prosperity of the world.

“The UN needs to be more responsive and effective in tackling global challenges and all of us bear the responsibility to further strengthened the UN, so that the UN remains relevant and contributive in keeping with the challenges of time”

The fifth purpose found in Joko Widodo's speech addressee the 75th session of United Nation General Assembly was to convey his thought and to give a feedback or advise for United Nation, so this world

organization could be better on the revealing the conflicts in the present or even future issues.

The result of the speech content analyzed used the type II question categorized by Young (2006) has answer some issues about social critical of ; Attitude, beliefs and opinions which describe the purpose of the speech deliver by Jowo Widodo in the 75th United Nation General Assembly. The researcher found there are five purposes in Joko Widodo's speech being concluded. The first was to congratulate the 75th session of United Nation General Assembly. The second was to convey the speaker's though of concerned about the current conflicts according to the poverty, hunger which getting worst in the midst of Covid-19 pandemic. The third was to inviting and solicit the strengthened of the United Nation by work in unite to creating a peace, health, stability and prosperity in all of the country. The fourth was to affirm the commitment of Indonesia as the speaker's country that Indonesia will continuously contribute to world peace and will become a bridge builder as the solution for gaining the world peace. The fifth was to convey his tough by giving an advice for United Nation for its better performance on facing the present or even the future conflict. In term of critical discourse analysis this speech containing explanatory critics more than just a normative critique, which explained by showing the structure were being postulated (Fairclough, 2010).

The type III question will analyze the overall impression of the speaker's feeling and the phrase or clauses indicate the feelings. That will be explained as follow;

Feeling of Proud

"This year mark the 75th anniversary of the United Nations. 75 years ago the UN was born so that a great war, the second world war will not happen again"

The president Joko Widodo in uttering these discourse in his speech showed the impression of the feeling of

proud to the United Nation for its efforts on preventing the world war and to always tried on creating a peace stability and prosperity of the world.

Feeling of Worried / Concerning

"Conflicts are still happening all over the world. Poverty and even hunger are still suffered by many. The principles of the UN Charter and international law are often neglected. Including the respect for sovereignty and territorial integrity. All of us are concerned with this situation. Our concern grew even deeper in the midst of Covid-9 pandemic"

In the speech deliver by Joko Widodo on addressee 75th session of United Nation General Assembly the speaker showed the impression feeling of worried by convey his concern about the present world conflicts.

Feeling of Sincerity

"It has always been our commitment Indonesia will continuously contribute to world peace as mandated by our constitution Indonesia will continue to play a role as bridge builder as part of the solution consistently, this commitment is continuously upheld"

Joko Widodo on producing the utterance in his speech for the 75th session of United Nation General Assembly showed the impression feeling of sincerity on declaring Indonesian commitment to continually contributed creating a peace and prosperity world.

Feeling of hopefulness

"Cooperation in tackling Covid-19 must be strengthened in terms of the health aspects as well as the socio-economic effects" and "We need to work together to ensure that all countries have equal access to a safe vaccine with affordable price"

The speakers in his speech also produce the utterance that showed his impression feeling of hopefulness for the available vaccine against Covid-19 and stabilized the social economic for all the countries.

The type III question is holding the discourse together that found the correlation

between the type I and type II question then could be describe the speaker’s feeling while delivering the speech. Through the discourse analysis it could be seen that there are four impression feeling showed by Joko Widodo as the president of Indonesia and the member of United Nation while delivering the speech in front of all the member of United Nation General Assembly. There are the feelings of proud, worried or his concern about wide world’s conflicts, sincerity, and the hopefulness of the best solution of the conflicts.

The next analysis is to investigate the Illocutionary acts produced by the Joko Widodo in his speech on the 23 September 2020 addressee the 75th session of United Nation General Assembly. This investigation used the theory of illocutionary act under the speech acts theory proposed by Searle (1979). There are the concluded results of the illocutionary acts analysis of Joko Widodo speech;

Table 1. The frequency of Illocutionary Acts

Illocutionary Acts	Frequencies
Representatives	28
Directives	10
Commissives	-
Expressives	9
Declaratives	3

The table above was showed the result of Illocutionary Acts analyzed based on Searle in (979) the three kinds of Illocutionary Acts there are; Representative Directive, Commisive, Expressive and Declarative produced by President Joko Widodo in his speech adreseee the 75th session of United Nation General Assembly. Joko Widodo produced only the fourth illocutionary acts; representative, directive, expressive and declarative. Whereas, commissive illocutionary acts did not produce by the speaker.

Moreover, the highest frequency of occurrence was the type of Representative

which was occurs 28 times in Joko Widodo speech, followed by directive occurs for 10 times, expressive 9 times and declarative 3 times. Representative speech acts used for showing the truth statement, claiming, complaining and even suggesting. Joko Widodo in his speech seems to tell the truth statement and claiming the action. The directive speech act used for ordering, commanding, requesting in polite advising and even recommending. This speech act occurs on 10 utterance due to the advice or convey though of Joko Widodo on give some advice. The third was expressive with 9 times occurrence; expressive is used for

thanking, congratulating, pardoning, blaming praising and even condoling. The fourth was declarative which occurs for 3 times in Joko Widodo's speech; declarative is used for declaring something such firing, committing and so forth. the last as commissive speech act, which due to commissive is a presenting of promising, vowing and offering, then this type speech act did not occurs in Joko Widodo's speech for 75th United Nation General Assembly. The speaker necessarily did not promising, vowing or offering something in his speech.

Conclusion

The investigated of Joko Widodo speech addressee the 75th United Nation General Assembly done by the researcher was analyze used the critical discourse analysis of the three type question categorized by Young (2006) and the illocutionary acts of the speech used the speech act theory proposed by Searle (1979). From the result and discussion it can be concluding that the social critic issued could be analyzed used the three type question mentioned before. The answer for the type I question about to whom the addressee of the discourse could be found in this study was addressee to the audience and also to the speaker himself.

The type II question was found out the attitude, beliefs and opinions of the speaker there was five purpose found on the speaker's speech; (1) to congratulate the United Nation for their existence for successes the United Nation's dream, (2) to convey the speakers though and concern about the current conflicts, (3) to solicit and inviting all the members of United Nation on work together to united for creating a peace, stable and prosperity world, (4) to affirm the speakers as Indonesian membership for continuously contributed on promoting the peaceful, healthy, stable and prosperity country, (5) the last was to giving an advice for a better United Nation on facing the present or even the future conflicts. The type III question was found holding all the discourse answered in type I

and type II question to show the impression feeling of the speaker. There are four impression feeling found; (1) proud, (2) Worried or concerning, (3) Sincerity and (4) Hopefulness.

In addition, this study also analyzed the type of illocutionary acts produced by the speaker in his speech. The researcher used the five classification of speech act in illocutionary act proposed by Searle (1979). There are four speech act found being produced by the speaker in his speech; (1) Representative 28 times occurrences, (2) Directive 10 times occurrences, (3) Expressive 9 times occurrence, (4) Declarative 3 times occurrence, and there no occurrence for the commissive speech act.

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REFUSAL STRATEGIES AND POLITENESS IN VIRTUAL COMMUNICATION: A CYBERPRAGMATICS STUDY

Dinda Noor Azizah

Universitas Pendidikan Indonesia

Indonesia

dindanoor@upi.edu

Abstract

This study aims to investigate the use of speech act refusal strategies in virtual communication via instant message application, *WhatsApp*. This study uses cyberpragmatics and relative relations studies to determine the form of a politeness strategy for the participants who are involved in virtual communication. The object studied are screenshots of the WhatsApp chat between a banker and a prospective bank customer which is analyzed by using a qualitative descriptive and Discourse Completion Task (DCT) methods. The results showed that the dominant refusal strategy that emerged was the indirect refusal strategy, which included reason, statement of regret, and promise of future acceptance. Also, the use of negative politeness has a more tendency towards the use of refusal strategies.

Keywords: *Cyberpragmatics, Refusal Strategies, Politeness, Relative Relation, Virtual Communication*

Introduction

The rapid development of Information Technology triggers linguistics phenomenon dealing with the IT media. The internet-mediated interaction is a lucrative object of research to explore in the field of pragmatics and communication sciences that coined the term of cyberpragmatics are one of the linguistics phenomena [1]. The special interest of this analysis is the role of intentions and the quality of the interpretation when the internet-mediated interactions take place along with the employment of virtual politeness. The cognitive pragmatic interpretation and the virtual politeness are often influenced by the textual properties and conventional attitude of the media.

In analyzing the study of cyberpragmatics, several aspects need to be reviewed, namely speech acts which include types and functions of speech acts describing the speaker intention of delivering such utterance through chat rooms interactions or internet mediated audio-visual interactions, and utterance and propositional attitude [1]. The

interpretation of the intended interpretation it is important to identify the speaker's propositional attitude upon coding the utterance (or in a more general sense, the relationship between the speaker and the thought expressed by the utterance) because the eventual interpretation will be different depending on whether the speaker is regretting, ordering, asking, advising, etc. with the utterance. One way to identify the speaker's propositional attitude is the speech acts used in the message and how the speech acts are conveyed both explicitly and implicitly [1].

One type of speech acts is refusal and rejection. Refusal and rejection can be illustrated as a form of disapproval of the intention conveyed by the speaker. Searle and Vandervelen [2] in Chen [3] define that refusal strategies are one type of illocutionary speech act is the negative counterparts to acceptances and consenting rejections and refusal which functions as a response to an intrinsic act and is considered a speech act that "a speaker fails to engage in an action proposed by the interlocutor". Every individual has their

way of rejecting something, be it an offer, suggestion or invitation, either directly or virtually. In this case, virtual communication is a major concern. Even though communication via the internet is virtual, this still does not take into account the ethics used as indirect communication. In terms of type, politeness on the internet is called netiquette (from the net and etiquette). Others define it as chatiquette – when politeness is used in chat rooms. Cybermedia ethic covers communication strategies on the internet to produce electronic messages [4].

Beebe et al [5] classified refusal strategies into three categories, namely direct strategies, indirect strategies, and adjuncts. Direct strategy includes *performative* and *non-performative statements*. This indirect strategy includes *statement of regret, wish, reason/excuse/explanation, consideration of interlocutor's feeling, exemption of the interlocutor from any responsibility, promises of future acceptance, statement of alternatives, statement of philosophy, statement of principle, set conditions for future. or past acceptance, repetition and avoidance*. While adjuncts include *positive opinion, gratitude, pause fillers, and willingness*. The entire system is included in a semantics formula that can be used on different speech acts such as requests, invitations, offers, or suggestions. "The form, sequence, and content of these suggested strategies may vary depending on the type of speech act that elicits them" [5]. Therefore, it should be noted that not all forms of refusal strategy are used to respond to all forms of speech acts delivered by the speaker.

Apart from refusal strategies of speech acts, politeness theory is important to avoid and minimize shifts in interpersonal meanings [6]. Politeness involves taking account of the feelings of others. When it comes to refusing, the addressee is the main concern. Furthermore, Brown and Levinson (1987)

stated that politeness involves us showing an awareness of other people's face wants. In this case, the theory of politeness in Indonesian culture, Aziz [8] in Chojimah [9] explains that politeness in Indonesian culture is constructed from the Principle of Mutual Consideration (PMC) which includes Harm and Favor Potential, Shared-feeling Principle, Prima Facie Principle and Continuity Principle.

The use of the refusal strategy will be different in each context. In the study of cyberpragmatics, at least there is a social context, a societal context, a cultural context, and a situational context. Social context is a horizontal social relationship, while societal is vertical. Cultural context refers to the dimensions of cultural assumptions, both personal and communal, philosophical considerations that are inseparable from local cultural aspects. Besides, sociocultural competence refers to the speaker's knowledge of how to express messages appropriately within the overall social and cultural context of communication, in accordance with the pragmatic factors related to variation in language use [10]. The situational context includes aspects of participants in speech acts, participant actions in speech acts, relevant speech situations, and the impact of speech acts [11]. Besides, Holmes [12] states that refusing "involves assessing social relationships along the dimension of social distance and relative power or status". In 1987 [7] suggested three variables that influence the choice of politeness strategy: relative power (P) of the addressee towards speaker; social distance (D) that includes intimacy and familiarity between the interlocutors; ranking of imposition (R) of an act on the interlocutor's face.

In the study of cyberpragmatics, there is a term contextual constraints [13] which relates to strategy refusal in virtual communication via internet media. This includes non-proportional feelings, emotions, impressions and so on that are

indirectly deliberate by the locutor or interlocutor, because this is part of communication activities related to cognitive effects that come from the propositional context. In addition, virtual communication via internet media is also influenced by interface-related and user-related qualities that change communication activities. This relates to user interface management and the relationship between locutors and interlocutors so that this can also produce successful and unsuccessful outcomes from a virtual communication [13].

Several previous studies have investigated refusal strategies, namely English Speech Act Realization of "Refusals" among Iranian EFL Learners [14], Investigating Refusal Strategies in Situational Comedy: A Case Study of Sheldon Cooper, Ph.D. [15], Refusal Strategy Performed By Indonesian EFL Learner [16], Refusal Strategies Among Omani EFL Students [17], and Refusal Strategies in Offers and Directives: An Overview of Selected Texts from Radio Drama Episodes [18]. All of these studies examined strategy refusals indirect speech without going through virtual media.

Based on this, this study aims to investigate the form of speech act refusal delivered by prospective customers to bankers of one of the banks in Indonesia through *WhatsApp* in offering these bank products and investigate the use of refusal strategies based on politeness and relative power relations in virtual conversations. This research also deals with the pragmatic aspect of virtual media which is known as cyberpragmatics.

Methodology

This study uses qualitative method and Discourse Completion Test (DCT). The choice of using qualitative methods in terms of research objectives is to understand how a group or individual accepts and understands certain issues.

Also, qualitative methods help provide rich descriptions of phenomena. Qualitative methods encourage understanding of the substance of an event. Thus, qualitative research is not only to fulfill the desire of researchers to get interpretations or explanations, but also to help get deeper explanations [19]. The DCT was initiated in 1982 by Blum-Kulka in her study. According to Blum-Kulka in [8] DCT is a brief description which clearly identifies the setting, the social distance between participants, and their relative status. DCT was originally a form of questionnaire that represent some natural situations to which the respondents are expected to make refusal. In this case, the questionnaire are altered by *WhatsApp* chat since the main concern of this study is cyberpragmatics. Refusal strategies can be used to refuse requests, invitations, offers, and suggestion but the refusal strategy was only used to respond offers in this research. The use of DCT in this research is to find out relative relation between locutor and interlocutor in making refusal strategies in virtual communication. The object and sample data in this study were taken from 30 chat screenshots containing the Bank's product offerings through the *WhatsApp* instant messaging application between the banker and several prospective bank customers from May 2020 to January 2021. All data were identified based on the category of speech acts refusal strategies put forward by [5] and describe the context in virtual communication.

Findings and Discussion

Of the 30 data that have been analyzed, 41 types of refusal strategies, both direct refusal strategies and indirect refusal strategies are used by prospective bank customers to bankers when offering these Bank products but in general, indirect refusal strategy were favored by the prospective bank customers as in the following table:

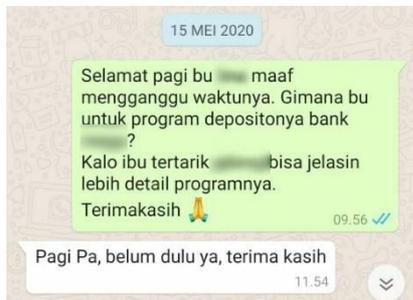
Table 1:
Result of Refusal Strategies in WhatsApp Chat

DCT Item	Refuser/Interlocutor Status (Relative to the Banker)	Situation	Refusal Strategies	Semantic Formula Code	F	%
Offer	Higher	The banker offering bank's product to prospective bank customers.	Direct	Negative willingness	7	17,07%
	Equal		Indirect	Reason	17	41,46%
				Statement of Regret	10	17,07%
				Promise of Future Acceptance	7	24,39%
Total					41	100%

To find out the refusal strategy, several dialogues in WhatsApp are raised in this section. From these data, several types of refusal strategies were found as follows:

Direct Refusal Strategy

Picture 1



Source: WhatsApp chat

Datum 1

Banker : Good Morning, Mrs. A, sorry for interrupting your time. What about our Bank deposit program? If you are interested, I can explain the program in more detail. Thank you.

Customer A : Morning pak, not now. Thank you.

Picture 2



WhatsApp chat

Datum 2

Banker : Good afternoon, Mrs. B, sorry for interrupting your time. About the USD deposit, has it considered?

Customer B : Not now.

Source:

The context of the situation in the virtual speech event shows a banker making a deposit offer to a prospective Bank customer who has been contacted via *WhatsApp* before the rejection occurs. The refusal strategy used by the two prospective Banks is the Non-performative Direct

Refusal Strategy: Negative Willingness which is contained in the proposition *Belum dulu* (not yet). Negative willingness is a type of refusal strategy in refusing offers used by the two prospective bank customers. Both decided to be direct but could still sound friendly to the banker.

Indirect Refusal Strategy



Picture 3

Datum 3
Banker : *Assalamualaikum, Mrs. C. Sorry ma'am, if your husband gone to Bandung this Saturday or Sunday, may I and Mrs. X (Banker) met your husband to talk about yesterday's topic?*

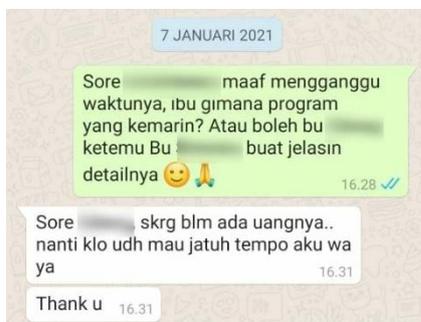
Mrs. C : *Walaikumsalam. Sorry mas (banker's name) my husband said later, it seems that for now he doesn't want to.*

Source: WhatsApp chat

The context of the situation shows that a banker makes a deposit offer to a prospective Bank customer who has been contacted before the refusal occurs. This communication occurs virtually via *WhatsApp*. However, the prospective customer refuses the offer previously described by the Banker because the husband of the prospective customer does not want to deposit funds in the form of a

deposit. The refusal strategy used by the two prospective banks is a statement of regret, as in the proposition *Oh iya, punten mas* (Sorry *mas* (banker's name)) and reason as contained in the proposition *Suami aku bilang nanti aja, sepertinya untuk sekarang belum mau katanya* (my husband said later, it seems that for now, he doesn't want to).

Picture 4



WhatsApp chat

Datum 4
Banker : Good afternoon, Mrs. D sorry to interrupt your time, has yesterday's program considered? May I have chance to see you to explain it in more detail?

Mrs. D : Good afternoon, (banker's name). There's no money for now.. next time I'll call you. Thank you.

Source:

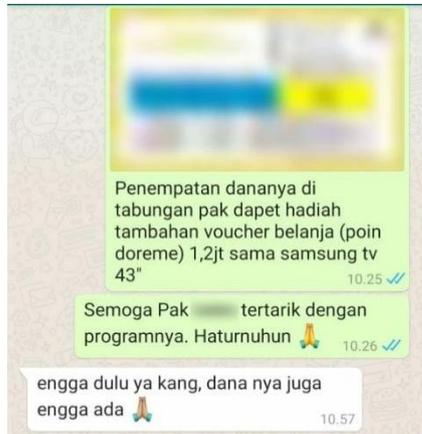
The context of the situation shows that a banker makes a deposit offer to a prospective Bank customer who has been contacted before the refusal occurs. This communication occurs virtually via *WhatsApp*. In this case, the prospective

customer in the conversation refuses the offer that has been explained by the banker because the customer does not yet have more funds to save deposits at the bank. Besides, these customers also have deposits in other banks. If the deposit at the other

bank is close to maturity for withdrawal, the customer plans to transfer the deposit to the bank where the banker works. In this case, the refusal of the strategy used by the two prospective Bank reasons, as in the present proposition *Sekarang belum ada uangnya*

(there is no money for now) and the promise of future acceptance as contained in the proposition, *Nanti kalau udah mau jatuh tempo, aku whatsapp ya* (later when it is about to maturity date, I'll call you).

Picture 5



Datum 5
Banker

: (...) Placement if funds in saving, you will get an additional gift of shopping voucher of 1.2 million and samsung tv.

Mr. E

: Not now *kang*, there are no funds either.

WhatsApp chat

Source:

The results of the data show that the indirect refusal strategy reason, promise of future acceptance, and statement of regret are semantic formulas that are often used instead of the direct refusal strategy by prospective customers when the banker is offering the Bank product. Reason is a type of indirect refusal strategy that is most widely used in refusing an offer. This strategy builds a rationale for resisting and preventing confrontation. Besides, reason serves as a justification for an event. When speakers give or explain a reason, speakers usually give reasons for rejection for the interlocutor to understand [20]. Also, based on the principles of PMC, this shows that both the speaker and the speaker understand each other's feelings. In delivering a speech, both direct speech and written utterance such as in the chat room on the *WhatsApp* between the Banker and the prospective customer, a speech can trigger other strikes should be avoided. Thus, the use of indirect strategies in virtual communication is also used to avoid social disharmony known as hints. Hinting, according to Kartomiharjo in [9] is considered more polite than the use of the word no or no.

In refusing, the refusers tend to use reason or explanation and general acceptance when their position are equal to the banker. Meanwhile, the direct refusal is used by the refusers when their position is higher than the banker. Concerning relative power relations, a speaker, in this case, a banker, considers himself to be powerless compared to his said partners, in this case, the prospective customer is determined by the distance between the banker and the prospective customer. In this research, it is found that the banker puts his position in a lower position and does not have a close relationship with the prospective bank customer, so the banker uses negative politeness. As in all the data that has been described above, the banker uses negative politeness, this is shown in the use of the address terms '*Pak*' and '*Bu*' which mean Mister (Mr.) and Missus (Mrs.), where the two terms are used as honorific terms usually used in Indonesian culture to refer to an older person who is respected so that it shows that the Banker is in a lower position. Turning to the written utterance perspective expressed by prospective bank customers in chat rooms on the *WhatsApp*,

prospective customers who use this indirect refusal strategy use a combination of negative politeness and positive politeness. Negative politeness is shown in the use of honorific address *Mas* (Javanese culture) as in data 3 and *Kang* (abbreviations of *Akang* in Sundanese culture) as in data 5. The use of *Mas* and *Kang* is a pronoun to a young male. In this case, the prospective customers consider that the Banker is younger than the prospective customer and does not have a close relationship with the Banker. Besides, positive politeness is shown in propositions that contain strategic refusals: reason. In the politeness strategy, giving reasons for rejection is a form of positive politeness strategy which is considered an external modification device, and positive politeness is used to make the banker feel good about himself.

In the focus of contextual constraints related to virtual communication on the results of the analysis of the conversation strategy refusal on WhatsApp media, there are emojis as done by locutors and interlocutors. In this case, Lesduska in [13] emoji is included in the culturally constrained because it provides a different pragmatic function outside of the whatsapp media users. Yus has another opinion, he states that when viewed from the pragmatic function, there are eight emoji functions in virtual conversations [13]. In the results of this analysis, the emoji function contained in the conversation between the Banker and the prospective customer is to signal the proportional attitude that underlies the utterance which would be difficult to identify without the aid of emoji [13]. This is included in the contextual constraints in the speech act on virtual communication via WhatsApp.

Conclusion

Based on the results of the research findings refusal strategy on virtual

communication, it can be concluded that indirect refusal strategy: reason dominates the refusal form of all data because participants in virtual communication have the same pragmatic background knowledge based on social, societal, cultural, and situational contexts. Indirect refusal strategy reason, both in conventional conversation and virtual conversation (cyberpragmatics) is an alternative way of rejection and is followed by a statement to clarify a refusal. Associated with relative power relations, the indirect refusal strategy aims to make prospective customers look more polite than saying no to the banker and apply PMC principles based on the culture in Indonesia, which is an important point that prospective bank customers reject in an applicable and acceptable manner. even though through virtual media, which one cannot see directly, the context of communication is still running well.

Due to time constraints in this analysis, the authors hope in further research to study cyberpragmatics not only in the form of written utterance, but also emojis and emoticons that are usually found in chat rooms between speakers and speech partners. Since online interaction is mostly formed in the form of writing, aspects of gestures, emotions, facial expressions, body language, voice interactions and moods shown by the speech partner can be seen directly by the interlocutor. In a study of cyberpragmatics, it is tough to interpret texts without social cues. Fortunately, the internet furnishes its users with emojis and emoticons to append close by the writings to address individuals' expected feelings identified with multimodal analysis. This opens up pleasant regions of cyberpragmatics examination that move past the inflexibility of composed content and into more unique mixes of text and image in virtual communication.

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ANALYSIS OF SEMANTIC DENSITY IN LEGAL DOCUMENTS

Indah Arti Fisilla¹, Wawan Gunawan²

Universitas Pendidikan Indonesia

ifisilla@upi.edu¹, wagoen@upi.edu²

Abstract

This study investigates how context and complexity are often realized in legal documents. The area of investigation covers a thought of complexity representing knowledge practice in the legal discourse. This study used qualitative inquiry involving linguistic analysis and description. The data were taken from six written legal documents including three decrees and three police summons published in the internet in 2019-2020. The analysis shows that legal documents are featured with linguistic characteristics in realizing knowledge to maintain and change social relations, increase consciousness of readers, representing their own discourses. The practical implications of this analysis are discussed in this paper especially to interpret readability of the legal texts for common readers.

Keywords: Complexity, Legal discourse, Legitimation Code Theory, Semantic Density,

INTRODUCTION

Law uses language as a medium interaction to enforce rules and regulation. Language and law are closely related to form legal language term. Linguistically, legal studies are divided into two basic types of legal language: Written legal language and language of legal practice (Pichlak, 2014: 6). The example of written legal language were lawsuits, pleas, civil case papers, government regulation, decrees, summons, etc. On the other hands, the example of legal language of legal practice used in profession such as legislative drafters, lawmakers, lawyer, prosecutors, judge, etc (Said, 2016: 188)

In semantics, a word and term in the field of law requires two conditions, namely the words and terms have a mono-semantic character (have only one meaning) and the terms must be well defined, easy and clear (Soeroso, 2006: 184). This study explores the knowledge practice through the combination of legitimation code theory

focusing on semantic density and systemic functional linguistics. Legitimation code theory (LCT) on semantic density, it describes how meanings interconnected in knowledge practice (Martin, Maton, Doran, 2019: 37).

LCT breaking down languages of legitimation as messages that should be valid knowledge. On the other hand, legitimation codes spotted as arranging beliefs. Knowledge is the information that we may not know that lead against our thought (Maton, 2016: 3). Because of that, the knowledge that the practitioners deliver to the readers are often varies. It opened up space the debate appears in higher study in particular way. Knowledge then become a tool that can be used to critic any aspects of education enterprise. As well as the way communicate cross discipline, using the same higher study language to discuss problem occurred.

Complex words are often employed on the academic discourse though it is not defined. This then give a result to the readers to have difficulty understanding what being delivered in the text (Matton, Doran, 2017: 48). Thus, it recognized to help education aspects to develop a thought of complexity for knowledge practice that is so called semantic density.

This study focus on Semantics code. Semantics is to do with meaning that divided into two, namely semantic gravity and density. Once it moves across towards stronger (+) semantic density, it is moving to the strong complexity in terms of representation. In other respects, semantic gravity shows the real world and abstract concepts. Further, this research accommodating frequent activities of how context and complexity were appeared in the chosen data. This then recognized to help education aspects to develop a thought of complexity for knowledge practice that is so called semantic density.

There were some previous studies conducted on semantic waves in classroom activities such as Analysis focused on semantic waves for knowledge building (Ramadhan, 2019: 39-44), analysis that revealed Semantic Waves on Crazy Characters (Waite, Curzon, Maton, Tuttiett, 2019: 1-7), Investigation on Semantic Density and Semantic Gravity Wave Profile of Teachers When Discussing Electrophilic Aromatic Substitution (Cranwell, Whiteside, 2020: 3540-3550). For example, a study focused on knowledge blindness. The finding shows that knowledge blindness in classroom practices gave obstacles in knowledge building. Another study focused on comparison between of complexity of spoken language in classroom. The research pointed out that semantic waves could be usefully enlighten

educational context.

On the other hand, there were limited studies that focused on semantic waves in legal discourse for example, study of semantic on written law products (Said, 2012: 187-375), problems in the use of Indonesian legal language (Ahmad, 2017:145-157) and the construction of semantic waves on High school students' natural science writing (Blackie, 2019: 46-61).

There have been few studies investigating semantic waves in educational context especially in way of teaching. However, there were limited studies focused on semantic density in legal discourse. Thus this study focused on how context and complexity were appeared in knowledge practice relies in legal discourse specifically on decrees and police summons.

To appraise more on this study, it makes an effort to reveal frequent activities of how context and complexity were appeared in chosen data. In analyzing this current study uses Legitimate code theory (Martin, Maton, Doran, 2017: 70) on semantic density.

Legitimation Code Theory

Legitimation Code Theory or 'LCT' is a basis for research that is developing. It contains perspectives from a variety of factors. LCT used for an approaches like systemic functional linguistics, to discuss a number of topics, activities and contexts in education and beyond (Maton, 2016a: 36). LCT distinguishes between practice aim and practice framework. Standards focus on a language use in validating the information. Thus, the basic learning

concepts are designed as legitimacy codes. LCT also defined as 'the cultural studies of opportunity' (Maton 2014: 3). It offers a means to broaden the scope of identification of implications that possible to decide what cannot be done. People's actions contain signals as to what would be the main accomplishment metrics in an area (Maton, 2014: 4). Therefore, legitimation language is needed to validity the information being inferred.

Complexity and academic discourse

Complex words are usually used to describe something that has high-valued meaning in practice knowledge. In academic discourse, complexity described as being straightforward in their definitions. The practice of knowledge in education is to understand the difference in known information that could be accounted for and changeable at any time. In order to conceptualize ambiguity in knowledge practice, semantic density in legitimation code theory (LCT) used for translation device that could detect the level of complexity. LCT analysis demonstrates where changes in semantic density forces become essential for the development of understanding (Maton, 2013: 3). Thus, it is concerns how the analysis realizes epistemic-semantic density. It also emphasizes a distinction in the condition to be interpreted by the framework. The overview of a translation device is not meant to disrupt but more to support the practice-oriented types of indications. It is risky to talk about discourse, because it is still a severe presumption that considers the definition of an occurrence as a guide for this trend. This may confuse a translation device containing discourse. The device

provides a variety of textual classification at various discourse stages, which reflect continuous change of epistemic-semantic density and word condensation, including word grouping, clause breaking.

Legal concept of law

The language of law is very continuous with human life. The law regulates people's lives in behaving. Language and law have a close relationship so that could produce legal language terms, it designed to formulate legislation and all provisions stipulated by the government (Said, 2011:188). The language of law is used in all legal products such as constitutions, government decrees, police summons. The language of law is formulated by practitioners such as prosecutors, police and lawyers. Practitioners must have the ability to master standardized languages to produce qualified legal products.

The characteristics of legal language are straightforward, firm and meticulous. Legal language is not soft and has multiple meanings (Qammar & Djanggih, 2017: 338). Multiple meanings will bring ambiguity in language. The language of law is not allowed to have a language that can be multiple interpretations because if the community interprets a regulation it is not in accordance with what the government means. If the public misinterprets the law, it means that the drafters have failed to serve to help the community to follow the regulations it has made.

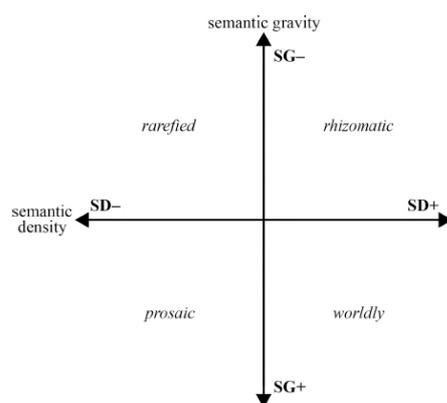
Semantic density

Semantic density suggests complexity: the higher, the more

complicated are the behaviors in the semantic density. The power of semantic density is not inherent in a process, but refers to the semantical arrangement on it (Maton, 2016: 61). The examples of complex words in a sentence are mixed names, places, times, and abbreviations altogether. On the other hand, weaker

semantical density (SD) can be defined, as with switching from either a strongly concentrated sign to one with less meanings. All respondents in such stages of education had a greater semantic density; that is, the vocabulary used was complicated, with several advanced words (Cranwell and whiteside, 2020: C).

Graphic 1: Semantic Plane (Maton, 2016: 16)



As seen from the Graphic 1.1, semantic density can be measured depending on the field and its form of data. Measurement is therefore developing 'translation devices' which convert among each of these ideas and different form of data. Thus, this strength will differ depending on how semantic are produced.

Semantic plane axis includes four major modalities of semantic gravity and density power are being represented (Maton, 2016: 64) as:

- Rhizomatic area: lower semantic gravity with higher semantic density, in which comparatively knowledge and specific positions put an effort for accomplishment;
- Prosaic area: higher semantic gravity with lower semantic density, in which more context-based and easier to

understand;

- Rarefied area: higher semantic gravity with lower semantic density, in which comparatively more context-independent;
- Worldly area: higher semantic gravity with higher semantic density, in which context-based and more complex.

Wording

ESD is a tool for measuring the strength of complexity. Wording is used to analyze the practice knowledge through the discourse to spot the patterns contained in it. The tool analyzed specifically 'content words' such as nouns, verbs, adjectives and adverbs (Maton, 2016: 50). Wording tools are very useful for determining condensation in analyzing discourse. To determine the complexity of a word, it could be analyzed by breaking down the clauses.

In words exploration, complexity depend on the location of the meaning in social distance and social relations between speakers. This then divided into two: technical word is where the meaning has stronger semantic density and more specialized (ESD+) included conglomerate and compact words; everyday word on the other hand, is where the meaning has weaker semantic density and less

specialized or in commonplace use (ESD–) included consolidated and common words

Tabel 1: Wording tool for epistemic-semantic density (Maton, 2016: 68)

ESD	Type	Subtype	Sub-subtype
+ ↑ ↓ -	<i>technical</i>	<i>conglomerate</i>	<i>-properties</i>
			<i>-elements</i>
		<i>compact</i>	<i>-properties</i>
			<i>-elements</i>
	<i>everyday</i>	<i>consolidated</i>	<i>specialist</i>
			<i>generalist</i>
<i>common</i>		<i>nuanced</i>	
		<i>plain</i>	

Communication happened with someone who has a close social relationship in commonplace might result more common senses in the conversation. Vice versa, if it is located in specialized place, it results more uncommon sense in the conversation.

For example, a word ‘gold’ in everyday use, is defined as yellow, shiny, expensive, jewelry and beauty (Maton & Doran, 2017: 59). In everyday use, the word is not associated with anything particular, this limits the relationship of the word with other meanings. Though, in technical use, a word gold of chemistry is related to a chemical element and atomic number. Thus, this word is specialized that have less common meaning to interpret. The meanings forcing the interpretation to relate it with other meanings such as composition

Maton & Doran (2016: 63).

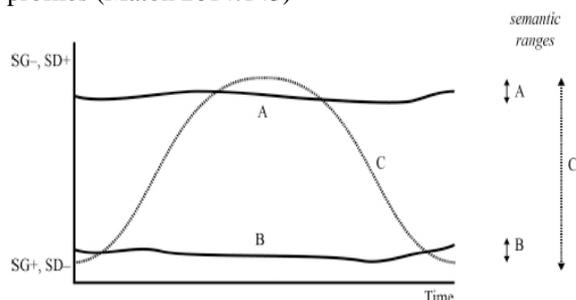
structure, stock company and taxonomies. Hence, gold is a complex word that has more than one meaning that could be interpret in specialized in greater area of meaning. One word may have both types of wording, technical and everyday words. Words in technical may be used in everyday use as well and vice versa.

The characteristic wording of technical are often long words or combination of names and places such as a word of microorganism. The meanings of technical words are supposed to interpret within specialized area, otherwise it is emphasized in an article with an italics font. On the other hand, everyday words are shorter and typically use most of the word classes. As it is not attached to other area, everyday words have higher fluidity in meaning making.

Semantic profiles

Tracing each word in discourse is not needed method, profiles help to draw conclusions and describe patterns that exist in discourse. This method allows the readers to spot the more epistemic density words. The figure shows that the proportional strengths on vertical (SG+SD) and horizontal (time). It moves the emphasis from forms of information to how knowledge evolves through time viewed as a continuum research.

Graphic 2: Three illustrative semantic profiles (Maton 2014:143)



The illustration above shows to reveal the semantic density by looking on y-axis for the strength and x-axis for the time appearance on the text. Three illustrative in the excerpt then portrays a strong semantic *flatline* (A), a weak semantic *flatline* (B) and a semantic wave (C). It also presents that (A) and (B) have weaker ranges than (C). The semantic profiles form a curve according to the semantic density contained in text.

METHODOLOGY

This study used qualitative descriptive method. The method suits the study because it summarized data from naturalistic inquiry, that study specific everyday events (Lamberts, 2012: 255). This study accommodating frequent activities of how context and complexity were appeared in the chosen data.

The data were taken from six written legal document that formed as letters included three decrees and three police summons published in the internet between 2019-2020. The letters chosen were law documents because law makes society became citizens. Law control how society behave, thus, the language used must be clear to all parties (Dworkin, 1986: 3). In semantics, a word and term in the field of law requires two conditions, namely the words and terms have a mono-semantic

character (have only one meaning) and the terms must be well defined, easy and clear (Soeroso, 2006: 24). Thus, the data were derived from law documents because it forced the practitioners gain awareness of the use of complex words that difficult to define by the readers.

The data were analyzed using Legitimation code theory specifically semantic density. Several steps were conducted (Martin, Maton, Doran's, 2019: 69). First the data were differentiated by labelling it using summon 1, summon 2 and summon 3 for police summon letters. For decrees, labelled were given as decrees 1, decrees 2 and decrees 3. Second, the data then examined on their wording. By then, it was necessary to display the epistemic-semantic density profile in each excerpt in purpose to revealed an outlines from the pattern through the discourse. Finally, the findings were investigated to see the consistency of semantic density in writing the legal text.

FINDINGS AND DISCUSSION

Wording

The findings of analysis reveal that there are two wording categories found on the chosen data: technical and everyday wording. The study shows that from the total of 23 expressions, it is found 16 times technical wording appears in enactment, description and abbreviation of information, while everyday wording appears 7 times in notifications, command and event information. Thus the analysis found that the practitioners did not used lower level complexity in the data.

Tabel 2: Wording categories through the findings

NO	TECHNICAL WORDING	TIMES OF APPEARANCE	EVERYDAY WORDING	TIMES OF APPEARANCE
1	Information	3	Notification	3
2	Enactment	5	Command	1
3	Description	3	Event Information	3
4	Abbreviation Of Information	1		
5	Recall Enactment	4		
	Total	16		7

Complexity arises in practice knowledge when stronger semantic density (SD+) appear more frequently than weaker semantic density (SD-) (Maton, 2011: 192) explains. In this case, the stronger semantic density (SD+) is technical wording and the weaker semantic density (SD-) is everyday wording. In accordance with the results obtained by the data, technical wording appears more frequently than everyday wording, it can be concluded that from the results of the analysis that has been carried out, the complexity of legal documents was found. Practitioners wrote complex documents, which can have multiple interpretations for the public to read.

Summon2: Unit IV SUBDIT IV **Cyber Crime** DIT RESKRIMSUS Polda Metro Jaya.

As seen from example occurred in the data, it found that most of the word were technical words. This can be seen in Excerpts Summon 2 where there are both technical and everyday words. It is found that in technical words, there were 3 consolidates words 'Subdit, dit reskrimsus' and 1 compact word 'Cyber Crime'. In everyday words, it is found that there was

one common type (Unit and polda metro jaya). In sum, in this clause, it is technical words that dominated.

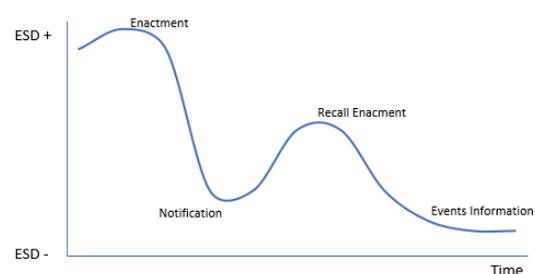
Decreases 3: Bahwa keputusan sebagaimana dimaksud dalam **huruf a^P** telah berakhir masa berlakunya

On the other hand, the result shows that the occurrences in several clauses dominated by everyday words in the clause. As shown in Excerpts above, it is found that only one type occurs in the clause namely common types that include to everyday words.

Semantic profiles

After the wording categories classified, the semantic profiles were examined. Semantic profiles are needed to avoids centralizing and portrays a theoretically infinite number of relational positions. As a result, putting certain instruments into action will reveal the complexity of knowledge practices.

Graphic 3: ESD profiles of data summon 1



Graphic 3 portray the outline and structures change throughout the data. The example shows that on Enactment, the ESD is higher than the events information. It is highlight that practitioners begin the text with high complexity words. This happened when the technical words were dominated in the discourse. As can be seen in the example, less complicated word realized in

delivering notification to the reader. Then, in re-conveying the enactment the complex words were reused. At the end, the closing of the discourse conveys event information where the use of the 'everyday' word is applied to make it easier for the reader to understand the contents of the discourse.

CONCLUSION

The complexity is a key to understand the rules conveyed in a legal document that has public as a target reader. For example, the defining techniques of daily use may be drawn through materials considered to be definitive by practitioners in law field using reference books or encyclopedias. Altogether, proof read by editor in charge will help insure that the documents is indeed reliable and valid.

This research offers insight into the complexity of the language used in legal documents. Studies offer the formulation and choice of words in formulating language that is related to the wider community. The textual function, according to Halliday (1998), is continuous with how the assistance language is coherent and coherent, both verbal and non-verbal. Therefore, the realization of complexity in legal documents, it is concluded that practitioners convey information and try to formulate legal documents with a high level of complexity that causes the wider community to be confused and suspect the information presented. This finding raise further question, that why the patterns on the legal documents, especially decrees and summon letters were dominated by technical words. Furthermore, it is make way for other researchers to find out whether these patterns could entail other kinds of movements.

Finally, it can be concluded that the use of complex words affects people's understanding of the legal language. As a final note, in semantics, a word and term

must have one meaning and be conveyed briefly, concisely, clearly so that the public does not suspect the information being delivered (Soeroso, 2006: 24).

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DISCOURSE IMPLEMENTATION ON SONG LYRIC #2019GANTIPRESIDEN THROUGH ONLINE MEDIA MASS REPORTS

Saiyidinal Firdaus

Universitas Indonesia, Depok
Indonesia
Saiyidinalfirdaus1995@gmail.com

Abstract

On June 18, 2018, the public was shocked by a song entitled *#2019GantiPresiden*, composed by Sang Alang. The music was created as a form of socio-political criticism related to the democratic party in Indonesia in 2019, to be precise, the moment of the presidential election on April 18, 2019. The song *#2019GantiPresiden* contains an exciting meaning and represents the socio-political reality that occurs in society at the time. Sang Alang's attention indicates that there is a discourse that he wants to build through the song. The author uses Van Dijk's (1997) critical discourse analysis method in reviewing the speech made by Sang Alang through the song lyric *#2019GantiPresiden* based on the element of text, social cognition, and social context. The song lyric implements the socio-political criticism before 2019 presidential election through online mass media reports. In this study, the song lyric *#2019GantiPresiden* will be based on the song's stanza, in which each stanza will implement the discourse built through online mass media reports. Based on this phenomenon, the speech developed by the creator and singer of the song *#2019GantiPresiden* will focus on online mass media reports, which containing the problems regarding the increasing unemployment rate due to the influx of foreign workers, rising basic needs, and the lack of seriousness in eradicating corruption cases. Each stanza of the song contains socio-political criticism of the government's policies because the existing guidelines are not in line with what the people expected. The song *#2019GantiPresiden* is a manifestation of the aspirations of the people's voices who want change, where the difference is a change in government leadership.

Keywords: CDA, Media Mass, socio-political, #2019GantiPresiden

Introduction

#2019GantiPresiden is a song title created by a legendary Indonesian rock musician named Sang Alang and published on YouTube on June 18, 2018. The song's creation is due to Indonesia's socio-political phenomenon in 2019, which coincided with the moment of the presidential election, which held on April 18, 2019. This song turned out to be taken seriously by the chairman of the *DPP Partai Keadilan Sejahtera (PKS)*, Mardani Ali Sera, along with fellow musicians, artists and politicians such as Ahmad Dhani, Dery Sulaiman, Amien Rais, Fadli Zon, Ustadz Hasan Haikal, Fauzi Badillah, and Neno Warisman. When uploaded on the internet and YouTube, the song went viral and managed to get 316 thousand views.

The song *#2019GantiPresiden* was built through lyrics related to socio-political

issues resulting from the people wanting change at the time of the political party, namely the evolution of the previous presidential government with the new president. Sang Alang created the song *#2019GantiPresiden* to convey ideas, thoughts, and even tell things that happen around the community, so the song *#2019GantiPresiden* can also function to get particular meanings and views to listeners. With this phenomenon, the authors assume that song *#2019GantiPresiden* contains an exciting substance and represents society's socio-political reality. Sang Alang's attention indicates that there is a discourse that he wants to build through his song.

Based on the phenomenon that has been described, the purpose of this study is to present a socio-political overview before the 2019 presidential election, which is

contained in the lyrics of the song *#2019gantipresiden* based on news reports from three mass media, namely Detiknews, Tempo.co, and Kompasiana. Therefore, to review further research on critical discourse analysis, the related research is needed, raising the socio-political theme narrated in the media platform as a research subject. Christo Rico Lado (2014) analyzed the use of language in media that was deliberate and had a specific purpose from a critical paradigm perspective. He used Teun van Dijk's Critical Discourse Analysis (AWK) technique in discovering discourses about local regulations serving government interests; local laws intervene in public privacy, and local laws discriminate against certain groups in the speech broadcast in the Mata Najwa's talk show on Metro TV. The research gap is Lado (2014) did not present discourse news from Mata Najwa's talk show on Metro TV which was sourced from mass media reports that could show the socio-political situation happening. Thus, the research's novelty is to present several news reports from the mass media based on related socio-political issues, namely the meaning of the song lyrics that implement the socio-political situation that occurred before the 2019 presidential election.

Methodology

This research is a type of qualitative research. Podesva & Shama (2013: 236) explained that qualitative research includes analysing linguistic data related to conversation, discourse, and interaction. The researcher used the lyric song *#2019GantiPresiden* by Sang Alang as the research subject, while the research object was the discourse built on the lyrics song *#2019GantiPresiden*.

Therefore, in looking at the discourse implementation shown in the research subject, the writer uses the Critical Discourse Analysis (CDA) Teun A. Van Dijk model based on the analysis of text elements, social cognition, and social context. Text analysis refers to specific

discourse structures and strategies to see how the text explains certain circumstances or conditions. Then, social cognition analysis is used to review how the author can produce the existing text in showing values to society to be made as a text. Next, social context analysis looks at how a phenomenon around society is built and develops into a discourse (Eriyanto, 2012: 222-224). Van Dijk's critical discourse analysis (1997) emphasized text structure, social cognition, and social context. In the data analysis stage, the song lyrics will be classified based on the text structure analysis stage to determine what types of components are used in building discourse on the song lyrics. Then, social cognition analysis will analyze singers and songwriters' cognition in seeing the socio-political situation or phenomenon that occurred before the 2019 presidential election to be compiled into a song. Next, the social context analysis will connect the process of creating the goals and reasons that the singer and songwriter *#2019gantipresiden* want to achieve. In addition, Mass media reports throughout 2018 that implement the discourse in the song lyrics *#2019gantipresiden* will be displayed by quoting the content of the news and images presented as a form of a socio-political overview that occurred before the 2019 presidential election. Finally, The findings of data containing text analysis, social cognition, and social context in the lyric song *#2019GantiPresiden* will be described and interpreted to see what kind of discourse implementation is built by Sang Alang through mass media reports.

Findings and Discussion

In this study, the lyrics in the song *#2019GantiPresiden* will be based on the song's stanza, where each stanza will implement the discourse built through online mass media reports. Thus, the author obtains data findings taken from lyric song *#2019GantiPresiden*, as follows.

Table 1:

Stanza	Indonesia	English	Explanation
1	<i>Dulu Kami hidup tak susah Mencari kerja sangat mudah Tetapi kini pengangguran Semakin banyak nggak karuan</i>	We used to live without difficulty Finding work is very easy But now unemployment Messier	There are differences experienced by the people in finding work in the past and the present.
2	<i>10 juta lapangan kerja Tetapi bukan untuk kita Kerja, kerja, kerja, buruh asing yang kerja Anak-anak bangsa tetap nganggur aja</i>	10 million jobs But not for us Work, work, work, working foreign labour The nation's children are still unemployed.	The current employment opportunities are not for the people but foreign workers.
3	<i>Di sana sini orang menjerit Harga-harga selangit hidupnya yang sulit Sembako naik, listrik naik Di malam buta bbm ikut naik Buset....</i>	Here and there, people screamed The exorbitant prices of his difficult life Groceries went up, and the electricity went up At night the fuel goes up too	The people were shocked and surprised that the increase in necessities would go up without any prior notification.
4	<i>Pajak mencekik usaha sulit Tapi korupsi subur pengusahanya makmur Rumah rakyat kau gusur, nasib rakyat yang kabur Awat-awat kursimu nanti tergusur</i>	Taxes are suffocating, demanding businesses But corruption is fertile The entrepreneurs are prosperous You displaced people's houses, the fate of the people who ran away Beware, your chair will be evicted.	The suffering of the people increases with the eviction of their houses by the government
5	<i>Beban hidup, kami sudah nggak sanggup Pengennya cepat-cepat tahun depan</i>	Life's burdens, we can't afford it I want to hurry next year	People feel they have had enough of the suffering they are experiencing, so they want to change during the 2019 presidential election
6	<i>2019 ganti presiden Kuingin presiden yang cinta pada rakyatnya 2019 ganti presiden Kuingin presiden yang tak pandai berbohong 2019 ganti presiden Kuingin presiden yang cerdas gagah perkasa 2019 ganti presiden Bukan presiden yang suka memenjarakan ulama Dan rakyatnya ye ye 2019 ganti presiden... (12x)</i>	2019 change president I want a president who loves his people 2019 change president I want a president who isn't good at lying 2019 change president I want a bright and brave president 2019 change president It is not a president who likes to imprison clerics And the people ye ye 2019 change president (12x)	The people no longer wanted a presidential government at that time, but they wanted a new president. The people hope that a new president who can make their lives prosperous is much better than before.

1. Analysis of Text (in this case, it is lyric song #2019GantiPresiden)

Based on the data findings, a review of text in van Dijk's critical discourse analysis reflected in song #2019GantiPresiden is rhetorical aspect. The rhetorical analysis of AWK theory deals with graphic elements, metaphors, and expressions. In finding the data, the songwriter provides many figurative languages in the song lyric so that there are figurative elements used in the song lyric. Thus, metaphors become elements that contain figurative language and expression as ornaments or ingredients of a text (in this case, it is lyrics song #2019GantiPresiden). The song lyrics that use figurative elements are as follows.

A. *Harga-harga selangit hidupnya yang sulit*

The exorbitant prices of his difficult life (Stanza 3)

From the analysis of lyric *harga-harga selangit* explains that the costs of basic human needs become expensive or soar. This lyric song shows a contradiction between the word *selangit* (excessive) and the word *mahal* (expensive). The term *selangit* can be understood as above and cannot be reached by humans. So the songwriters use the word *selangit* (excessive) compared to the basic needs that are very difficult to reach or reach by the little people. The meaning of the lyric *harga-harga selangit* (The exorbitant prices) is stylistic. The stylistic meaning of the song lyrics describes social phenomena that occur in people's lives as a reflection of the socio-political issues that arise in Indonesia.

B. *Pajak mencekik usaha sulit*

Taxes are suffocating, demanding businesses (Stanza 4)

From the analysis of lyric *pajak mencekik* explains that the increase in taxes is very detrimental to the people. This case profoundly impacts all business forms, such

as trading and selling goods sold by the people. The very high tax increase resulted in the economy or people's trading business, not bringing about profits but many losses. The meaning of lyric *pajak mencekik* is the stylistic meaning. The stylistic meaning of the song lyrics describes social phenomena that occur in people's lives as a reflection of the socio-political issues that arise in Indonesia.

2. Analysis of Social Cognition

Based on the data findings, a review of social cognition in van Dijk's critical discourse analysis reflected in the song #2019GantiPresiden is *skema peristiwa* (phenomenon scheme). *Skema peristiwa* (Phenomenon scheme) refers to the process of looking at and seeing phenomena or circumstances that occur in people's lives. In this case, *skema peristiwa* (phenomenon scheme) is dominant for the writer and singer of the song #2019GantiPresiden in compiling lyrics containing the discourse implementation.

3. Analysis of Social Context

Based on the data findings, a review of the social context in van Dijk's critical discourse analysis reflected in the lyrics song #2019GantiPresiden is *akses mempengaruhi wacana* (discourse access). In this case, access to the discourse implementation on the lyrics song #2019GantiPresiden is strengthened by online mass media news reports that current news about gaps that occurred and were unwanted by the people during the recent presidential government. Thus, speech developed by the creator and singer of the song #2019GantiPresiden focus on online mass media reports such as Detiknews, Tempo.co, dan kompasiana, which contains problems regarding the increasing unemployment rate due to the influx of foreign workers, rising basic needs, and the lack of seriousness in eradicating corruption cases.

A. The increasing unemployment rate due to the influx of foreign workers

Quoted from the mass media Detiknews, May 8, 2018.

“Berdasarkan data Badan Pusat Statistik (BPS) jumlah TKA sejak tiga tahun terakhir terus mengalami peningkatan. Pada 2015 jumlah TKA mencapai 69.025 orang, meningkat 7,5% menjadi 74.183 orang pada 2016. Sedangkan pada 2017 meningkat 15,9% menjadi 85.947 orang. Setelah masuknya TKA ke Indonesia jumlah pengangguran pada 2017 terjadi kenaikan 0,14% yakni sebesar 10.000 orang menjadi 7,04 juta orang pada Agustus 2017 dari Agustus 2016 sebesar 7,03 juta orang. Jumlah angkatan kerja di Indonesia pada Agustus 2017 mencapai 128,06 juta orang. Jumlah tersebut naik 2,9% yaitu 2,62 juta dibanding Agustus 2016 yang sebanyak 125,44 juta orang. Artinya 15,9% peningkatan masuknya TKA ke Indonesia membuat tingkat pengangguran di Indonesia menjadi 0,14%. Sebagaimana penelitian yang dilakukan para ahli dan analisis penulis di atas bahwa masuknya TKA lebih banyak negatifnya terhadap suatu negara. Kalau kita kembali pada apa yang menjadi pertimbangan Perpres Nomor 20 Tahun 2018 adalah sebuah harapan semu belaka rezim Jokowi, karena yang terjadi adalah sebaliknya. Peningkatan investasi harus berbanding lurus dengan berkurangnya tingkat pengangguran, bukan meningkatkan TKA ke Indonesia. Dalam hal ini seharusnya pemerintah memanfaatkan jumlah angkatan kerja yang terus meningkat dengan memberikan kesempatan kerja semaksimal mungkin. Dengan berkurangnya tingkat pengangguran, daya beli masyarakat akan meningkat yang pada akhirnya

mendukung perekonomian nasional”. (Detiknews, May 8, 2018).

Based on the news quotation above, the discourse built by Sang Alang on the lyric song #2019GantiPresiden is a socio-political criticism of the policies of the presidential government at that time, which emphasizes the problems that the Indonesian people continue to experience, namely unemployment. Coupled with foreign workers' entry in Indonesia, the people are increasingly unable to compete in getting jobs.

B. Rising basic needs

Quoted from mass media Tempo.Co, January 8, 2018.

Picture 1:



Source: Bisnis tempo.co

“Direktur Institute for Development of Economics and Finance (Indef) Enny Sri Hartati menyebutkan penyebab utama kenaikan harga sejumlah barang kebutuhan pokok di pasar sejak Desember hingga awal tahun baru karena tak seimbang ketersediaan dan permintaan pangan. Ditambah lagi ada kecenderungan masyarakat lebih banyak melakukan pembelian kebutuhan pokok sehingga membuat harga meningkat karena ketersediaan yang terbatas. “Kalau ada gejala di lapangan, berarti ada persoalan di sisi suplai,” kata Enny, Senin, 8 Januari 2018. Pernyataan itu merespons kenaikan harga sejumlah komoditas seperti daging ayam, telur, cabe hingga gula pasir. Pemerintah mengaku telah melakukan sejumlah upaya untuk menstabilkan harga, namun tidak berdampak signifikan pada penurunan nilai komoditas pangan”. (Tempo.Co, Januari 8, 2018).

Based on the news quotation above, the discourse built by Sang Alang on lyrics

song #2019GantiPresiden is a social-criticism of the presidential government at that time, which the visible problem is that basic needs have increased due to an imbalance between supply and demand for food.

C. The lack of seriousness in eradicating corruption cases

Quoted by mass media Kompasiana, October 4, 2018.

“Tapi faktanya kasus korupsi di Indonesia saat ini semakin menjadi-jadi. Kenapa ini bisa terjadi? Hal demikian bisa terjadi karena adanya sistem yang lemah dan tidak tegas dalam menangani kasus ini. Lemahnya hukum yang tidak konsistensi dalam penerapannya juga dapat menjadi pemicunya. Sehingga keserakahan para tikus berdasi tak lagi terkendali”. (Kompasiana, October 4, 2018)

Based on the news quotation above, the discourse built by Sang Alang on lyrics song #2019GantiPresiden is a social-criticism of the presidential government at that time, where the problem experienced was the government's lack of seriousness in eradicating corruption cases so that the patient did not disappear to its roots.

Conclusions

Based on the findings and discussion above, the song of #2019GantiPresiden contains socio-political criticism of the government's policies because the existing guidelines were not in line with what was expected by the people. Still, the negative impact they felt was the increasing unemployment rate due to the influx of foreign workers. Basic needs have increased, and the government is not serious about eradicating corruption cases. Because of this criticism, the discourse built through the song #2019GantiPresiden is a manifestation of

the aspirations of the people's voices who want change, in which the change in question is a change in government leadership. The discourse which contains the desire for a change of direction can be seen from the lyric of "2019GantiPresiden", which continues to be sung and repeated 17 times. This significant repetition indicates how strong the people's desire for a presidential replacement in 2019 is strong in this discourse.

Practically, these study results are expected to provide an overview of the implementation of discourse generated from online mass media reports in presenting news related to the presidential election. In connection with this, the issue of the presidential election in Indonesia has become an event that all Indonesian people eagerly await. So, in the presidential election, which will be held in 2024, it is hoped that other AWK researchers can also pay attention to phenomena or events that refer to the theme of socio-political realities that occurred before the presidential election in 2024.

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REFLECTIONS OF GUNUNGPATI SOCIETY'S LEXICON ON THE FOLKLORE OF GOA KREO IN SEMARANG CITY AS PETILASAN SUNAN KALIJAGA (ETNOLINGUISTIC STUDIES)

Sifa Destry Fauzia¹, Wakit Abdullah Rais², Dwi Purnanto³

^{1,2,3}Sebelas Maret University
Indonesia

fauzias058@gmail.com¹, abdullahwakit@yahoo.com², dwi.purnanto@yahoo.com

Abstract

This research is based on improving the oral culture (folklore) and native language which is an intellectual wealth of a nation. Folklore is an oral culture that is passed down through generation to generation in its submission and defense. Whereas in the modern generation that desperately needs more attention to keep preserving it. This research aims to find out the reflections of Gunungpati society's lexicon on the folklore of Goa Kreo as a petilasan of Sunan Kalijaga in Semarang City. Folklore of Goa Kreo as petilasan of Sunan Kalijaga became the beginning of *Sesaji Rewanda* tradition in Gunungpati Semarang. The research method used is qualitative descriptive. The data collection in this research uses participation observation techniques, in-depth interviews, library studies and documents. The data that has been obtained is analyzed with an ethnolinguistic approach, then the data analysis technique is done by ethnographic analysis methods covering domains, taxonomy, and components. The results of analysis this research data are the forms of lexicon of Gunungpati society on the Goa Kreo's folklore in the form of lingual units including of monomorphists, polymorphists, phrases and clauses. The folklore lexicons of Goa Kreo in Javanese have cultural, lexical and contextual meanings that reflecting the local wisdom of Gunungpati society.

Keywords: *Lexicon, Folklore, Ethnolinguistics*

Introduction

Language and culture are two things that are interrelated and affect each other. Language as a cultural defense and has a crucial role that must be maintained so as not to disappear with the development of the times. Language and culture are studied with an ethnolinguistic approach. The ethnolinguistic concept is used in this study by arguing that each ethnicity has the peculiarities of the lexicons that people use in their culture. Ethnolinguistics examine both linguistic and non-linguistic forms that reveal elements of social life by connecting language with culture. Each community has a unique way of historical defense of a place that is considered

sacral and sacred. One of them is folklore that develops among Gunungpati people (henceforth GNP). The lexicons in the folklore of Goa Kreo (henceforth GK) hold a wealth of culture that reflects the local wisdom of the GNP society. In addition to language skills, humans can use and expand their thoughts and feelings. In socializing people grow and develop with their culture. In essence, culture has values that are inherited, interpreted, and implemented in accordance with the process of social change of society.

Ethnolinguistic is one of the linguistic branches that focuses on the study of language with the culture that surrounds it. Ethnolinguistic approach is a language science that can find a process of cultural

formation or cultural elements related to language. Culture undergoes a dynamic change without realizing by the supporters of its cultural actors (Fernandez, 1989). Anthropological linguistics pays attention to the position of language in a broad socio-cultural context to advance and maintain cultural practices and social structures (Foley, 2001:3). Ethnolinguistics focus on the dimensions of language (words, phrases, clauses, discourses, and other linguistic units) in the socio-cultural dimension (traditional ceremonies, rituals, folklore, etc.) for the aim of defending cultural practices and social structures.

Research related to lexicon of a language and culture in the ethnolinguistic realm *wahidah* (2018) discusses the mythology of Princess Mandalika in Sasak society related to *Bau Nyale* at the society ceremony as a reflection of local wisdom. *Wahidah's* research discusses the *Bau Nyale* 'sea worm catching' ceremony held annually by the Sasak people. *Tulalessy* (2016) this research examined sago as a people's food and cultural information source of *Inanwatan* people's oral folklore study as identity. The behavior and management of suo 'sago' become a characteristic and collective knowledge of the community. The sago lexicon from generations traditionally forms a tradition.

Traditions spoken orally with GK folklore lexicons and hereditary conservatives that have formed a historical knowledge of a place. Folklore is defined as a collective culture passed down through generations in both oral, gestures, symbols, and reminder aids (Pudentia, 1998: 5). Folklore is divided into three basic forms namely (1) oral folklore; (2) folklore is not oral; and (3) partially oral folklore. Oral folklore is a purely oral folklore, covering the language of the people (dialect, accent, nickname), traditional expressions (proverbs,

pemeo), traditional questions (puzzles), folk poetry (*pantun*, *gurindam*, *syair*), prose stories (*mite*, *legend*, *fairy tales*), and folk songs. Folklore is not oral folklore in the form of non-oral although the spread is orally, includes folk architects, handicrafts, clothing, jewelry, cuisine, beverages, folk remedies, folk music, traditional gestures, folk communication cue sounds. Folklore is partly oral folklore in the form of a mixture of oral and non-oral elements, including folk beliefs, folk games, dances, customs, traditional ceremonies and so on (Pudentia, 1998: 54).

Local wisdom is a device of knowledge and practices that can be used to solve problems faced (Ahimsa, 2007: 17). Local wisdom is a system of local knowledge owned by a community based on experience and guidance from ancestors with hereditary inheritance expressed lingually and nonlingually (Abdullah, 2017: 47). The values of local wisdom of GNP society related to thought, awareness, and action, as well as beliefs passed down through generations and implemented become the basis of guidelines in living life. GNP people in their daily lives uphold javanese cultural values. These values are reflected in GK's folklore lexicons containing spiritualist values.

GK is located in Kandri Village, Gunungpati District, Semarang City, Central Java. GK is a tourist area with natural beauty and groups of animals endemic to long-tailed macaques. The origin of GK can not be separated by the oral tradition that developed in the local community through generations (folklore). In oral tradition the name GK comes from the word *mangreho* in Javanese Kuna from the word *reh* which has the meaning of nurture. Folklore that developed in the community that GK is the place of quotation SK (henceforth SK) namely one of *walisanga* who spread Islamic teachings in

Java. Folklore tells the story of the era of the kingdom of Demak the Walisanga want to establish the Great Mosque of Demak, then sent SK to look for Jati wood as saka guru or main pillar.

Initially SK was looking for Jati wood in the area of Jatingaleh (Semarang city), but Jati wood was in Alasamba Gunungpati. It is said that the wood can not be cut down, finally SK ascetic in cave and visited by four apes who can speak like human. Each ape is black (soil), white (water), yellow (wind), and red (fire) to help SK. The four apes helped SK take Jati wood stuck in the cave cliff, because of the difficulty of the terrain finally SK cut Jati wood into two parts. One part was taken to Demak and the other part was abandoned. The four apes intend to follow SK, but not allowed by SK. Finally, the four apes were given the task to keep the remaining Jati wood left by SK.

Lexicon in folklore GK namely *Tunggak Jati Amba* according to informant gatekeeper GK Sumar (henceforth SM) is the name of a place in the context of a sentence *tunggak jati niku maleh dadi amba, lajeng diarani tunggak jati amba* 'the Jati root is changed widened, then referred to as *Tunggak Jati Amba*'. In folklore that developed at the time of SK ascetic he got message from God to cut *Jati* wood, so that it is easier to pass through the river. *Kedhung curug* which is actualized into a place name. *Kedhung curug* is the deepest part of the river. According to SM informant, the wooden part left in the river by SK is believed by the GNP society to be the body of the *Kedhung curug* with a depth of up to 15 meters.

This research is important in order to analyze the reflection of the lexicon of GNP society in GK folklore as SK quotation in the form of lingual units (monomorphic, polymorfemis, phrases, kluasa, and discourse) that have lexical, cultural and contextual

meanings. Reflection of language in the folklore lexicon of GNP society contains local values and local wisdom.

Based on these objectives, phenomena, and urgencies, researchers chose to study research on lexicon forms that have cultural, lexical, and contextual meanings that reflect the local wisdom of GNP society in GK folklore as SK quotation

Methodology

Research from the ethnolinguistic perspective of the study is descriptive qualitative. This type of research method is intended to reveal a variety of qualitative information accompanied by a description of the data studied, accurate, and full of taste and nuance (Sutopo, 1996). Because of the need for research in the implementation of ethnolinguistic type research choose qualitative descriptive method that utilizes ethnographic method with cognitive anthropology (Spreadly, 1997). This qualitative research examines the ethnolinguistic field that focuses on the analysis of lexicon forms of GK folklore that have cultural, lexical, and conceptual meanings that reflect the local wisdom of the GNP society.

Data collection is done by observation partisipan, interviews with record techniques, documentation and archives. The data is collected based on the classification of primary and secondary data. The primary data of this study is lingual and nonlingual data in the form of GNP community lexicon on GK folklore as SK quotation. Secondary data in the form of all forms of written data and literacy in the form of documents or archives related to folklore GK. Data provision method using purposive sampling technique that applies data retrieval system in a community area with the use of vaiative language (Abdullah, 2014: 69). Obtaining scientifically accountable research

data, researchers conducted qualitative research data validity including triangulation technology, key informant reviews, and member check (Sutopo, 2006). The validity of this research data uses triangulation techniques of review the key informants, namely GK Gatekeepers.

Data analysis is conducted by ethnographic research method using ethnoscience analysis model covering domain, taxonomy, and component (Spreadly, 1997). The data was analyzed based on formulative or reconstructive cultural themes to find reflections of the GNP society's lexicon on GK folklore from an ethnolinguistic point of view. Technically the analysis of this research data translates lingual data literally and freely as well as nonlingual data based on its context. On domain analysis involves semantic domain, semantic field, semantic feature, lexical field; taxonomic analysis; component analysis; analysis of cultural themes with linguistic methods and semiotic concepts (Abdullah, 73).

Findings and Discussion

The results of the research on reflection of the GNP society lexicon on GK folklore as SK quotation became the origin of the ritual tradition of *Sesaji Rewanda* (henceforth TSR). TSR or known as *Sesajen Rewanda* ceremony 'offerings for the apes' conducted by GNP society as gratitude to God for the creation of fertile nature around GK. The word *rewanda* comes from the Javanese language which means 'ape' so it is concluded that TSR is a traditional ritual offering for apes. GNP society express their gratitude with realized by giving offerings called *sesajen* there are harvest, fruits, vegetables to apes who live in GK. The lexicons that can be found in this research are described as follows.

Jatingaleh

1st Data

SM: “*Njeng Sunan niku golek kayu Jati arahipun ngidul kaliyan sak pangombyong yaiku para santrine. Nah terose Njeng Sunan nemu wit jati gedhe banget, nanging pas arep di kethok Njeng Sunan wit e niku ngaleh panggonan. Nah anane iku panggonan kuwi diarani Jatingaleh*”

'SK looking for *Jati* wood to the south with his troupe namely the *Santri*. Then SK found a very large *Jati* tree, but when it wanted to be felled by SK the tree moved. Because that's the place called *Jatingaleh*. In the data it has been found that *Jatingaleh* is a place name in the GNP area. *Jatingaleh* comes from the Javanese language from the word *jati* 'jati wood' and *ngaleh* 'move', so it is concluded based on folklore GK because at the time SK will cut down *Jati* tree that has supernatural powers and always move around.

The lexical meaning of *jatingaleh* from the word *jati* 'tree' and *ngaleh* 'move' which means moving the *Jati* tree. Cultural meaning based on SM informant that *jatingaleh* is the name of a place given by SK. Named *jatingaleh* because at the time SK will cut *Jati* trees, suddenly the tree moved. So the place is called *jatingaleh*. The contextual meaning of *jatingaleh* in the data (1st) is a place name in GNP area.

Tunggak Jati Amba

2nd Data

SM: “*Njeng Sunan nglakoni semedi, lajeng angsal risallah saking Gusti kangge ngethok kayu Jati, supaya gampang dikelike ning bengawan. Njeng Sunan ngethok kayu jati, banjur tunggak jatine malih mrambat dadi amba*”

'SK underwent hermitage, then got a message from God to cut *Jati* wood so that it is easy to drift into the river. SK cut *Jati* wood, then the roots of *Jati* changed spread and expanded'. The data explains that *tunggak jati amba* is

the name of a place. *Tunggak jati amba* is derived from Javanese language from the word *tunggak* 'former trees felled or roots left behind', *jati* 'jati wood', and *amba* 'broad'. It was concluded that the naming of the place was due to the event of cutting *Jati* wood by SK which caused the *Jati* roots to change spread and widen.

Lexical meaning of *tunggak jati amba* consists of the word *tunggak* 'root', *jati* 'jati tree' and *amba* 'wide' so that it means the roots of the teak tree wide. The cultural meaning contained in the *tunggak jati amba* according to the informant SM is a place name of a *jati* tree's root that widened due to cut by SK. The contextual meaning of *tunggak jati amba* in the data (2nd) has a meaning in the context of the name of a place in GNP.

Rewanda

3rd Data

SM: “*Banjur neruske mlaku kayu jati sing keslempit ning kali njur dijupuk Sunan sak pengikute dibantu kethek papat sing rupane abang, ireng, puteh, lan kuning, nanging ora iso ditokne njur dikethok dadi loro. Sing separo keru ning kene kon jogo kethek abang ireng puteh kuning iku sing diarai Rewanda*”

While on the road *jati* wood wedged in the river taken by Sunan and his troupe assisted by four apes that are red, black, white, yellow, but can not be removed then cut in half. Some were left here to be guarded by red, black, white, yellow apes called 'Rewanda'. The third data explains that *rewanda* from Javanese language means ape is a mention of the name for the ancestors of apes in GK. The ancestors of *rewanda* in folklore helped SK to drifting pieces of *jati* wood in the river. The four apes have the red, black, white, and yellow colors of the life-forming elements.

Rewanda Abang 'red ape' symbol of the color of fire that symbolizes courage; *Rewanda Ireng* 'black ape' symbol of the color of the

land symbolizes consciousness; *Rewanda Puteh* 'white ape' water color symbol symbolizes chastity; *Rewanda Kuning* 'yellow ape' the color symbol of the wind is emblematic of perfection. The GNP society believes that if someone meets the ancestors of the *rewanda* will get a *pepiling* 'warning'.

The lexical meaning of *rewanda* in that Javanese language means animal 'ape'. The cultural meaning of the word *rewanda* according to the informant SM on the linguistic expression of the data above is the name of the ancestors of GK apes group commonly referred to as *Eyang Rewanda*. Four apes in red, black, white, and yellow that help SK to drifting *jati* wood to Demak. The contextual meaning of *rewanda* in the data (3rd) is the ancestral name of the GK inhabited ape which has red, black, white, and yellow colors.

Kedhung Curug

4th Data

SM: “*kayu jati sing kejepit ning bengawan di kethok dados rong bagian, sing separo digawa Njeng Sunan ning Demak, sing liyane ditinggal ning bengawan. Kayu jati sing ditinggal ning bengawan asale dadi kedhung curug*”

'*Jati* wood stuck in the river is cut into 2 parts, half of which is taken SK to Demak, half left in the river. *Jati* wood left in the river became the origin of the formation *kedhung curug*'. From the data explained that *kedhung curug* is a place name of the deepest part of the river around GK with a depth of up to 15 meters. The name *kedhung curug* from Javanese language word *kedhung* 'whirlpool in the deepest river' and *curug* 'flow'. GNP people believe that there are many freshwater fish habitats that can prosper the livelihoods of fishermen.

Lexical meaning of *kedhung curug* from the word *kedhung* 'whirlpool' and *curug* 'flow'. The cultural meaning of

kedung curug according to the informant SM is a name of a deepest part of the river around GK which has a depth of 15 meters. The place is formed from *Jati* wood left by SK in the river because it is stuck in the river cliffs. The contextual meaning of the data (4th) is the name of a part of the river around GK.

Kreo

5th Data

SM: “*Asalipun goa Kreo niku nggih saking sabdane Njeng Sunan yaiku mangreho. Para kethek iku tugase jaga lingkungan goa kreo niki*”

The origin of GK is from the utterance of SK namely *mangreho*. The apes are in charge of protecting this GK environment.' The data above shows that the naming of GK comes from SK who sent and gave orders to the ancestors of *rewanda* to take care of the environment around GK. The word *kreo* comes from the Javanese Kuna *mangreha* from the basic word *reh* meaning command. Therefore, GNP people call it by the name of kreo cave.

Lexical meaning of *kreo* from the word *reh* 'command, guard, preserve'. The cultural meaning of *kreo* according to informant SM is the name of a cave that became SK quotation at the time of meditation, starting when SK gave orders to the ancestors of apes to protect the environment around GK. The contextual meaning of the data (5th) is the name of a Cave.

Pring Krincing

6th Data

SM: “*Jarene simbah biyen pring krincing iku asale saking sujen sate sing dibuwang Njeng Sunan. Sujen sate niku pas dibuwang wonten swara krincing, njur thukul wit pring sing disbeut pring krincing niku ambune kaya sate daging menda*”

'According to the former *pring krincing* comes from skewers discarded by SK. The skewer when discarded *krincing* sound, then grow bamboo tree called *pring krincing* has a smell like goat meat satay'. *Pring krincing* is derived from Javanese language from word *pring* 'bamboo plant' and *krincing* 'sound'. According to the data above *pring krincing* is a mention of bamboo trees that the GNP community believes as SK quotation. According to informants SM around GK, SK did hermitage asking for instructions to be given the ease of bringing *Jati* wood to Demak. Before SK and the *Santri* decided to continue the journey, they did *slametan* 'thanksgiving' with a dish derived from the provisions brought by the *Santri*, namely *sega gudangan*, *lalapan* and satay. This former skewer is discarded by SK into bamboo plants named *pring krincing*.

Lexical meaning of *pring krincing* from word of *pring* 'bamboo tree' and *krincing* 'sound sound'. The cultural meaning of *pring krincing* according to informant SM is the name of a bamboo tree that has a goat satay's smell. According to SM began when the skewer that was thrown by SK sounded *krincing* and then grew into a bamboo tree that has a smell like goat satay. The contextual meaning of the data (6th) is the name of a bamboo tree called *pring krincing*.

Tegal Sikendhil

7th Data

SM: “*sakrampunge Njeng Sunan dhahar, kendhil bekase wadah sega dibuwang teng ngaler, lajeng dados tegalan sing diarani tegalan sikendhil wonten sak mburine guwa kreo*”

'After SK finished eating, *kendhil* former place of rice dumped to the north, then the empty land behind GK named *tegal sikendhil*'. *Tegal sikendhil* is a

place name of the field behind GK. The name *tegal sikendhil* from Javanese language comes from the word *tegal* 'empty land' and *kendhil* 'place of rice'.

The lexical meaning of *tegal sikendhil* from the word *tegal* 'field' and *kendhil* 'place of rice'. The cultural meaning of *tegal sikendhil* according to informant SM began when SK dumped *kendhil* to the north which is a field around GK so that the place is named *tegal sikendhil*. The contextual meaning of data (7th) is a field name around GK called *tegal sikendhil*.

Sega Kethek

8th Data

SM: “*sing diarani sega kethek niku sega gudhangan, jaman biyen Njeng Sunan digawani bekel kaliyan masyarakat kene kangge neruske perjalanan ning Demak*”

'*Sega kethek* or called *gudhangan* rice, anciently SK was given provisions by the GNP community in the form of *gudhangan* rice to travel to Demak'. *Sega gudhangan* consists of rice, *tempe*, salted fish, side dishes and tofu with a variety of vegetables boiled with grated coconut sauce and wrapped *jati* leaves. According to SM the namely of *sega kethek* because at the time of the TSR ritual the GNP society prepared offerings in the form of *gunungan sega kethek* dedicated to the apes. GNP people believe that if a person eats *sega kethek* in TSR rituals will get blessings in his life.

Lexical meaning of *sega kethek* from word of *sega* 'rice' and *kethek* 'ape'. The cultural meaning of *sega kethek* according to informants SM is *gudhangan* rice given by the native people to SK for travel to Demak. *Sega kethek* contains rice, salted fish, side dishes, *tempe* and tofu, as well as various vegetables boiled with grated coconut sauce wrapped in *jati* leaves. The

contextual meaning of the data (8th) is the name of *gunungpati* food called *sega kethek*.

Sesajen Rewanda

9th Data

SM: “*Sesajen rewanda niki kaya nyadran sing mpun biasa kaya budayane wong Jawa liyane, nanging bedane sajene kanggo leluhur rewanda utawa kethek sing urip ning goa kreo sakniki*”

This offering of *rewanda* is like a salvation that is commonly done by Javanese in general, but different offerings are dedicated to the ancestors of *rewanda* or apes who live in GK at this time'. GNP people do TSR every year on the third day of the month of *syawal* which is done by giving some offerings in the form of fruits, vegetables, harvest, *ketupat* and *sega kethek*. Gnp people put up red, black, white and yellow *umbul-umbul* in the area of GK as a symbol of respect for the ancestors of *rewanda* who helped SK find *jati* wood.

The lexical meaning of the *sesajen rewanda* from the word *sesajen* 'offering' and *rewanda* 'ape' which means offering to apes. The cultural meaning of *sesajen rewanda* according to the informant SM, SK did this ritual is opened to the ancestors of apes conducted there is the third day of the month of *Syawal* with the giving of offerings in the form of fruits, vegetables, harvest, *ketupat* and *sega kethek*. The contextual meaning of the data (9th) is a traditional ritual in GK for the offerings of the ancestors of apes called *sesajen rewanda*.

The results of this research of GNP society lexicon reflection research on GK folklore as SK quotations found several lexicons naming a place, site, and typical food expressed in the form of lingual and nonlingual. Folklore GK has a function as a means of education to the GNP society

and their children in order to always care for and protect the GK area as SK utterance to the ancestors of *rewanda* implied in the word *mangreho* namely nurture and take care. In addition, the function folklore of GK as the basis of the collective trust of the GNP society towards the sacredness of SK places

quotation. The local wisdom of GNP society is reflected in GK's lingual and nonlingual folklore expression as SK quotation on mindset, outlook on life, world view.

Table 1:

Table Form of Lingual Units Lexicons of GNP Society on the GK's folklore

Lexicons	Word	Phrase	Clause
<i>Jatingaleh</i>	1		
<i>Tunggak Jati Amba</i>			1
<i>Rewanda</i>	1		
<i>Kedhung Curug</i>		1	
<i>Kreo</i>	1		
<i>Pring Krincing</i>		1	
<i>Tegal Sikendhil</i>		1	
<i>Sega Kethek</i>		1	
<i>Sesajen Rewanda</i>		1	
Total	3	5	1

Conclusions

Reflections of the GNP society lexicon on GK folklore as SK quotations found several lexicons including (1) naming a place, (2) the mention of an object's name, and (3) being the background of the emergence of naming a traditional ritual. Lexicon naming a place numbering 5 lexicons include *jatingaleh*, *tunggak jati amba*, *kedhung curug*, *kreo*, and *tegal sikendhil*. Lexicon mentions an object name numbering 3 lexicons namely *rewanda*, *pring krincing*, and *sega kethek*. Form of the lingual units lexicons of GNP society on the GK's

folklore include 3 words, 5 phrases, and 1 clause. Lexicon becomes the background of the emergence of the naming of a traditional ritual numbering 1 lexicon namely *sesajen rewanda*. The function of folklore as an educational tool for the GNP community and the next generation to always maintain and preserve the balance of nature around GK.

This research is expected to be used as a reference and further researchers, especially studying language and culture in an ethnolinguistic approach. The expansion of research related to this research is highly recommended for further research.

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THE USAGE OF *ONOMATOPOEIA* SOUND SYMBOL ON BOOK “DIARY OF A WIMPY KID”

Alfia Tawaffani Muslima
Universitas Pendidikan Indonesia
tawaffanimuslima@gmail.com

Abstract

The aim of the research is to know the usage several of phonetic sign on a language, like *onomatopoeia*, *phonesthemes* and *ideopone* on the book "Diary of Wimpy Kids". The investigation is focused on the form and mean of a sound symbol on the book called *onomatopoeia*. This research will be the background of a sound symbol sign as a description and the writer presentation about what happen in that book for all of the reader. And the aim of the writing is to make the writer know more about the sound symbol of *onomatopoeia* on the story line of the book. The writer use the qualitative method on the research, the writer investigate, research, review and describe. The writer hope will get more about quality and the speciality of the *onomatopoeia* sound symbol. And the object of the research is the book of "Diary of a Wimpy Kids", a book which popular among the young and adults's reader. The results of the research are the summary, review and meaningful sentences which will be arranged by the writer so in the finally, the writer will know the deep information about type, meaning and the speciality of the *onomatopoeia* as the presentation/ description of the even and story line of the book specifically.

Keywords : *onomatopoeia*, *sound symbol*, *story book*.

Introduction

Some people may not know terms in linguistics, such as the presence of sound symbols. There are several types of sound symbols in linguistics, but in this research i refers to the term onomatopoeic form contained in a sentence. But before we know so far about the *onomatopoeia* or part of the sound symbols, we must know meaning of theory from linguistic. Linguistic theory is concerned primarily with an ideal speaker-listener, in a completely homogeneous speech-community, who knows his language perfectly and is unaffected by such grammatically irrelevant conditions as memory limitations, distractions, shifts of attention and interest, and errors (random or characteristic) in applying his knowledge of the language in actual performance, Chomsky (2013:276). Many *onomatopoeic*

words can be verbs as well as nouns. With this *onomatopoeia* it self, of course, there are important events that result. *Onomatopoeia* can change the formation of new meanings in a sentence, *onomatopoeia* can also be an explanation and giver of an imagination and new thoughts that come from a sentence. *Onomatopoeia* tend to be shown together with an image, but not infrequently its existence is only indicated by a word. Then what is meant by *onomatopoeia* and there are how many types of *onomatopoeia* we usually know in a sentence / word form. At this writing, we can find out the type of *onomatopoeia*, functions and what kind of *onomatopoeia* is shown or contained in an object. And the object of this research is a story book entitled "Diary of a Wimpy Kids" in which Jeff Kinney's book is a semi-novel

cartoon book with a few pictures to explain the contents of the story made for adolescents and adults. "Diary of a wimpy kids" carries the theme of daily life from the main character Greg, who always tells funny and interesting events that he experiences in his diary book. The display of several images and *onomatopoeia* *gq* ones is one of the objectives of this study. *Onomatopoeia* is the process of creating a word that phonetically imitates, resembles, or suggests the sound that it describes. Such a word itself is also called an *onomatopoeia*. Common onomatopoeias include animal noises such as "oink", "meow" (or "miaow"), "roar" and "chirp". *Onomatopoeia* can differ between languages: it conforms to some extent to the broader linguistic system; hence the sound of a clock may be expressed as "tick tock" in English, "tic tac" in Spanish and Italian (shown in the picture), "dī dā" in Mandarin, "katchin katchin" in Japanese, or "tik-tik" in Hindi. And what is function of onomatopoeia? Generally, words are used to tell what is happening. Onomatopoeia, on the other hand, helps readers to hear the sounds of the words they reflect. Because, the reader cannot help but enter the world created by the author with the aid of these words. The good function of onomatopoeic words lies in the fact that they are bound to have an effect on the readers' senses, whether that effect is understood or not. Moreover, a simple plain expression does not have the same emphatic effect that conveys an idea powerfully to the readers. onomatopoeic words helps create emphasis, from diverse and unique words of working to read.

And what is soundsymbol? Sound symbolism is the term for a hypothesized systematic relationship between sound and meaning (Hinton, Nichols, & Ohala 1994). And *onomatope* is the part of sound symbol in Linguistic. As to what the *onomatopoeic* intent and purpose are contained therein. Then whether the existence of this

onomatopoeic itself plays an important role in understanding the storyline and will the *onomatopoeia* given by the author of this book make the readers join their imagination according to their wishes. Of course, regardless of the function, purpose and purpose of this *onomatopoeia* itself. One part of this linguistic sound symbol has several types, according to its form and meaning.

There are several types of onomatopoeia according to experts. The of onomatopoeias (Ullman 1962:84) are two type :

1. Primary Onomatopoeia

The primary onomatopoeia is the imitation of sound by sound. The sound is produced by the object itself.

2. Secondary Onomatopoeia

The secondary onomatopoeia is the sound that occurs because of the relation between the sound of an object and its movement (*dither, dodder, quiver, slink, slither, slouch, squirm, and wriggle*) or based on the movement only. This *onomatopoeia* derives from actions. In the research, the *onomatopoeia* words is classified into 3 classifications namely *onomatopoeia* words based on human sounds, onomatopoeic words based on animal sounds, and onomatopoeic words based on natural sounds.

- *Onomatopoeia* words based on human sounds

The *Onomatopoeia* words in this category are based on human activity that produce sound such as coughing, sneezing, snoring, farting, burping, chewing, laughing, etc. for example "hahaha", "burp", "slurp", "zzzzz" etc.

- *Onomatopoeia* words based on animal sounds

The *Onomatopoeia* words in this category are based on sound produced by various animals such as bee buzzing, bird singing, cat

meowing, chicken clucking, cow mooing, dog barking, etc. for example, “meow”, “moo”, “cluck-cluck”, etc.

- *Onomatopoeia* words based on natural sounds

The *Onomatopoeia* words in this category are based on sound produced by collisions, bursts, strikes, machinery, and physical and natural phenomena such as bomb exploding, gunshot, knocking, etc. for example, “bang”, “boom”, “knock”, etc.

Methodology

This research uses the qualitative method because this study is aimed at describing *Onomatopoeia* words that come from the book "Diary of a wimpy kids". And the data's will displayed descriptively based on the supporting theory. The strategy used in this research is data collection. In this strategy, researchers collect data from “Diary of a Wimpy Kids” books and then translate the *Onomatopoeia* words. Sugiyono (2013) qualitative research is a research that puts more emphasis on information, and the data collected is in the form of words or pictures so that it does not emphasize to the numbers. The case of this research is the change in meaning that occurs due to *Onomatopoeia* words, and how much influence the *Onomatopoeia* has on the sentences, so that the reader can imagine the situation in the book.

Findings and Discussion

Based on the qualitative analysis in this research, it was found that several *Onomatopoeia* words contained in the sentence or picture in the book “diary of a wimpy kids ” which aims to explanation of the figures, most of these *Onomatopoeia* are made or exist in the form of images, so meaning of the stories in this book can be easier to understand for the reader. And how the author managed to explain the story that happened in the book. The *Onomatopoeia* words in this research, several steps were carried out:

- 1). To collect *Onomatopoeia* words listed in the book "Diary of a wimpy kids"
- 2). Select the *Onomatopoeia* words found in the expression-pictures.
- 3). Noting the meaning.

And as for In the analysis, the following steps were taken:

- 1). Analyze articulation of language
- 2). Analyzing the visual, the movement, and the reaction produced by the object referred by the words.

The researcher found 15 and 17 *Onomatopoeia* words constructed in the Books "Diary of a wimpy kids " , which attached below:

Tabel 1 : Onomatopoeic Words

Book = "Diary of a wimpy kids "

No	Onomatopoeic words	Phonetic Transcription	Things/Activities indicated
1	Punch	/pən(t)SH/	a hit or push

2	Pat pat	/Paa:t/	"pat" (shoulder) when someone shows affection/proud
3	Tap-tap	/Ta:p/	the knock someone gave
4	Bump~	/bə:mp/	a collision between an object with another object (car tires hit the fence)
5	He he he	/He he he/	laugh out loud
6	ZZZZZZ	/zzzzzzzzzz/	fall asleep
7	Click	/klik/	lock the door
8	Baaaa-dumm-bum-crash	/Baadummbumcras/	drum sound
9	Pop	Pä/p	computer tone when turned off
10	Blink	/bliNGk/	the sound of the light when it is turned off
11	Plop	/pläp/	a food spill
12	Boo-yaah	/boo yä/	someone scream
13	Ha !	/hä/	finding an ideas
14	Gahh!	/gä/	when someone going to fall
15	Smack	/Smak/	When someone clap each other

Book = "Diary of a wimpy kids : Rodrick Rules "

No	Onomatopoeic words	Phonetic Transcription	Things/Activities indicated
1	Whap	/Whap/	hit person
2	Dump	/Dump/	a thing spill
3	Hmmmm	/Hmmmm/	thinking somethink
4	Bwhahahaha	/Bwhahahaha/	laughing
5	Whew	/Wheew/	shocking
6	Rrrrrrrrrr	/Rrrrrrrrrr/	engine goes off
7	Rahhh	/Rah/	fell
8	Poke-poke	/Pok-pok/	pushing someone with a broom
9	Blahblahblah	/Blah/	talking to much
10	Fwoosh	/Fwoosh/	splasing water
11	Ahhhhhhh	/Ahhhhhhh/	find something
12	Tweet	/Twiit/	whistle sound
13	Ooucchh	/Ouch/	feeling sick

14	Clink	/kliNGk/	the clink of objects
15	Eeeeeeeeee	/Eeeeeeee/	a screams/something fear
16	Slurpp	/Slurp/	drinking
17	Pstt pstt	/Psstt/	keep silent

Book= “Diary of a wimpy kids = Dog days”

No	Onomatopoeic words	Phonetic Transcription	Things/Activities indicated
1.	hissss	/hissss/	close off eyes due to light
2.	splishhhh	/splishhhh/	sound of waves
3	Mmmmmm	/emmmm/	Curious about something
4	Vrrmmm	/vreemm/	Sound from massage chair
5	Aahhhhhh	/ahhhhhh/	feeling relieved
6	Whoaaaa	/whööaa/	shocking
7	Ooppps	/oopsss/	Make a mistake
8	caappcapp	/cappppp/	chewing
9	Ggrrrrrr	/grrrrr/	dog breathing
10	Klikliklik	/kliikk/	Flicking a lamp
11	Ding-dongg	/dingdong/	Ringing bell
12	Barkbarkbark	/braakkk/	Jumping dog
13	Digdigdi	/diiigg/	dog scratching
14	Slorkslork	/sloorrk/	Dog licking
15	Oooooohhhh	/öööhhhh/	Understanding of something
16	Aahhhhhh/	/ahhhhhh/	Understanding of something
17	Aheemmm	/ahemmmm/	Giving a code
18	Riingggrinngg	/ringggg/	Sound from the bike
19	Fpooo	/fpooo/	Enjoy a food
20	Yayyyy	/yayyyy./	happy
21	Wheee	/wheee/	sticking tongue out
22	Yiipeee	/yipppp/	Very happy

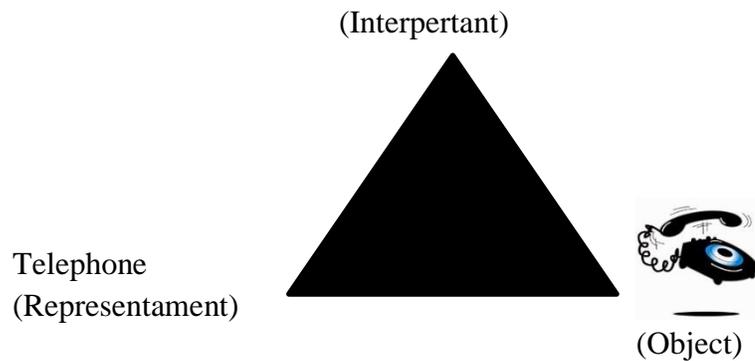
Model Grand Theory 1 :

“The meanings of onomatopoeic words in an unknown language cannot be accurately predicted from the form. However, once the meaning is known, the form-meaning correlation is often recognizable”

(Keith Allan)

This research, uses model grand theory **“Charles Sanders Peirce 1935”** =

“Kringg...kring..is a shape from *Onomatopoeie* , that mean *someone calling*”



Picture 1:

I guess he must have hid in there during Hide-and-Seek, and nobody ever FOUND him.

So Rowley's party had to be put on hold while the staff tried to track down this kid's parents.



After that situation got cleared up, we had cake and watched Rowley open his gifts. He mostly got a bunch of kids' toys, but he seemed pretty happy about it.



69

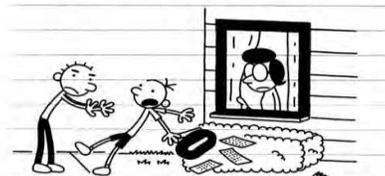
Source: Diary of Wimpy Kid

Picture 2:

Rodrick said OK, but then he went out of his way to find every speed bump in town.



When I got out of the van, I called Rodrick a big jerk, and then it got physical. Mom saw the whole thing unfold from the living room window.



21

Source: Diary of Wimpy Kid

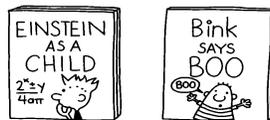
Picture 3:

But Rodrick covered up his tracks pretty good. And to this day, I'm sure Dad thinks I've got a screw loose or something.



Friday
 Today at school we got assigned to reading groups.

They don't come right out and tell you if you're in the Gifted group or the Easy group, but you can figure it out right away by looking at the covers of the books they hand out.



13

Source: Diary of Wimpy Kid

Picture 4:

Rowley said Mr. Winsky yelled at him for about ten minutes and said his actions "disrespected the badge."



You know, I think I might just know what this is all about. Last week, Rowley had to take a quiz during fourth period, so I walked the kindergartners home on my own.

It had rained that morning, and there were a lot of worms on the sidewalk. So I decided to have some fun with the kids.



180

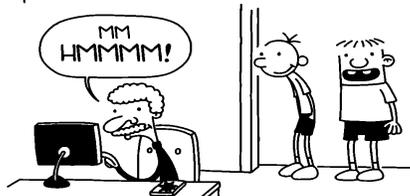
Source: Diary of Wimpy Kid

Picture 5:

Wednesday
 I'm still grounded from playing video games, so Manny has been using my system. Mom went out and bought a whole bunch of educational video games, and watching Manny play them is like torture.



The good news is that I finally figured out how to get some of my games past Rowley's dad. I just put one of my discs in Manny's "Discovering the Alphabet" case, and that's all it takes.



43

Source: Diary of Wimpy Kid

Picture 6:

But the worst part was this area called Chainsaw Alley. There was this big guy in a hockey mask and he had a REAL chainsaw. Rodrick told me the chainsaw has a rubber blade, but I wasn't taking any chances.



Right when it looked like the chainsaw guy was going to catch us, Mom stepped in and bailed us out.



Source: Diary of Wimpy Kid

Conclusions

So it can be concluded that in linguistics, sound symbolism has a branch, namely *Onomatopoeia* which can mean *a word that can imitates the sounds of human, animal, and nature in the world. Onomatopoeia can exists in many reading materials such as comics, fables, tales and poetry*, example in this research. The results show that there are two types of onomatopoeias found in the *Diary of a Wimpy kids* books, the primary and secondary onomatopoeias. The primary onomatopoeia is the direct imitation of a sound produced by an object while secondary onomatopoeia comes from the sound combination produced by the specific characteristic of an object and its movement. In addition, the meanings of onomatopoeias derive from the lexical and contextual meanings.

The lexical meaning refers to the dictionary meaning and the contextual refers to the context of an onomatopoeia in the books. The main object of this research is a Book, called “*Diary of a wimpy Kids*” on this book i found 32 *Onomatopoeia* words. There is something interesting in this research is there are several *onomatopoeia* word which are the same but have different meanings, so sometimes one of the functions of an onomatopoeic in a sentence can change the meaning to be more interesting, because the *onomatopoeic* forms / words tend to be the same but have different meanings. It can be concluded that the *onomatopoeic* form even though the writing is the same, it could mean different, this tends to be based on who the

author is. And after analysis we can conclude that *onomatopoeia* has an important role on the meaning of sentences in a story book, and the existence of this *onomatopoeia* can help the reader for better understand the meaning of the storyline and can make story itself seem alive in the mind. *Onomatopoeia* can make readers imagine the events contained in the book. And especially, *onomatopoeia* too can make us see the roles conditions in the storyline of the book

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LEXICAL ANALYSIS OF SEMANTIC ERRORS FOUND IN THE TRANSLATION OF JOKO WIDODO'S INSTAGRAM ACCOUNT

Ni Made Verayanti Utami¹, I Gusti Agung Sri Rwa Jayantini², Yupita Pratiwi³

Universitas Maharaswati Denpasar
Indonesia

verayanti.utami@unmas.ac.id¹, agung_srijayantini@unmas.ac.id², yupitaprtw29@gmail.com³

Abstract

This research focuses on the semantic errors in lexis occurred in the translation by Instagram Machine Translation. This research aims at identifying the types of semantic error in lexis made by Instagram Machine Translation found in the Joko Widodo's Instagram account. This research also analyses semantic errors in lexis to show how Instagram machine translation works and the potential errors that it may cause. This study utilized observation method in collecting the data. Descriptive qualitative method was applied in analyzing the semantic errors in lexis by elaborating each type of them. In addition, translation procedures were also examined to find out clear explanation on what procedures contribute to the errors. The data were taken from the posts in Joko Widodo's Instagram account and were analyzed by the semantic errors in lexis based on theory by James (1998). The study concluded that the confusion of sense relations in choosing a wrong synonym is mostly found in the translation of Instagram machine translation.

Keywords: lexical, semantic errors, Instagram machine translation

Introduction

Language is a simply human and non-instinctive strategy for conveying thoughts, feelings, and desires through an arrangement of voluntary delivered images [1]. In linguistics, there is a study of meaning and is known as semantics. Semantics becomes important in order to understand the meaning especially in English. Moreover in Indonesia, English plays a significant role and it is used in many sectors such as education, politic, culture, daily life, etc. As Indonesians, sometimes we misunderstand the meaning of English sentences and make an ambiguity. This phenomenon is affected by how we translated the meaning from source language to the other language.

In translation, the type of the Source Language (SL) is supplanted by the type of the receptor (target) language as the essential difference in structure [2]. Replacing form of the receptor language to the basic language cannot avoid the problems and interference of different aspects. The issue may fluctuate in scope relying upon the way of life and semantic

hole between the two dialects concerned as stated by Nida [3]. It is including the advancement of technology that influences translation process and people start to use machine translation to complete a translation process. In accelerating the process of knowing the meaning of texts in social media, social media provided a feature for translating texts, such as Facebook, Instagram, Twitter, etc.

Instagram becomes a popular social media in the world. Even our president Joko Widodo is also active in Instagram to share his routines. His posts have been seen by people in other countries. They will use Instagram Machine Translation to understand the caption of our president. The accuracy of the translation results is still debatable and questionable because of the wrong use of lexis, wrong grammar and even wrong context. In this manner, machine translation can not satisfy the standards of good translation and it will impact the result and the meaning of target language.

This study focused on semantic errors in lexis that divided into confusion of sense

relations and collocational error found in the Joko Widodo's Instagram account, we could analyze the semantic errors in lexis in the translation process of Joko Widodo's Instagram account.

In order to support the analysis, some previous studies are used as references. Susanti (2018) characterized, recognized and portrayed the types of errors created by Instagram machine translation utilizing the hypothesis and realized how machine translation dispatched by Instagram addressed the original language [4]. As the outcome, she discovered that Instagram machine translation created such countless errors. The essayist discovered three sorts of errors in lexical class from ten chosen subtitles of "Indo_Psikologi".

To compare the previous study and this research, there are differences and similarities. The differences between the previous study and this research are the problems discussed by the writer, the theory that used to analyze the data and also the data source that used to support the study. The similarity between the previous study and this study is the used of Instagram Machine Translation as the tool of translation process.

The other study is named "Semantic Errors in the Translation into English about Actions to Defend Islam in 2016" by Pudjianti and Fadilah (2017). They discover semantic errors of referential, linguistic and logical importance of translation inscriptions and deciding if individuals have benefits to utilize IMT for understanding the subtitles in English [5]. The investigation result showed that three sorts of semantic mistakes, specifically linguistic, referential, relevant importance were altogether there. The differences between the previous study and this study are the data source that used to support the study and the theory used in the study. The similarities is the tool of translation process used Instagram Machine Translation. The last research article, Fitria (2018) recognize the kinds of translation procedures and to discover the most predominant types of the

translation procedure utilized in the translation of journal abstracts *Edunomika* STIE AAS Surakarta in Vol 2, No 01 (2018). The investigation shows that the most prevailing types of translation procedure is Transposition/Shift. In compare the previous studies, this research is different in terms of the problem discussed, the data source used, and the theory used to analyze the data [6]. To compare the previous study and this study, there are difference and similarity between both studies. The differences between the previous study and this research are the problem of the study brought by both study and the theory that used in both study. Meanwhile, the similarity is the translation procedure used in both study by Molina and Albir (2002).

This research used the theory of semantic error in lexis by James (1998).). As per James (1998) there are two fundamental sorts of semantics errors in lexis, namely confusion of sense relations and collocational errors. In investigating confusion of sense relation, there are were types of error, namely using a more general term, using too specific a term (hyponym for superonym), using the less apt of two-co-hyponyms, and using the wrong one from a set of near-synonyms. Nonetheless, the collocational errors have three levels of collocation. To begin with, it is semantically decided word determination. Next, there are blends with measurably weighted inclinations. At last, there are self-assertive blends [7].

Methodology

The data of this study were taken from Joko Widodo's Instagram account as the President of Indonesia. Joko Widodo's Instagram account [8] was chosen because as the President, many people see what he was posted in his Instagram and we could find semantic errors in lexis when we used Instagram Machine Translation to translate the caption of Joko Widodo's post. Currently there were 38,8 million users followed his Instagram account. He posted the latest issues and events about

Indonesian country. It made it interesting for his followers to know what he thought from his Instagram caption. In this study, the data was taken from the post on June until September 2019, so not all data in his Instagram's account used to support the discussion. The chosen data used as samples to represent the whole data.

Data collection is a process of how the data were collected from the data source. The data were collected through observation method. Observation means the action of the research is reading the data source. The data was taken by reading caption from Joko Widodo's Instagram account and its translation carefully and repeatedly to find the semantic errors in lexis, taking a note of the sentences which containing semantic errors in lexis, and determining the data based on the classification of semantic errors in lexis

The collected data were analyzed descriptively by using the theory of James. C (1998) in *Error in Language Learning and Use: Exploring Error Analysis* about semantic error in lexis. In analyzing the data, the procedure takes were classifying the determined data based on types of semantic errors in lexis of the translation and then analyzing the classified data based on the theory adopted. Then the analysis is presented through description why the data are classified as certain types of semantic errors in lexis in the translation.

Findings and Discussion

The data were collected from the posts of Joko Widodo's Instagram account from June to September 2019. The data were classified based on types of semantic errors in lexis which can be specifically presented as follows:

Table 3.1 Semantic Errors in Lexis in Joko Widodo's Instagram Account

NO	Types of Semantic Errors in Lexis	Occurrence	Percentage (%)
I	Confusion of Sense Relations		
1	Using general term for specific term	20	8.40
2	Using too specific term	18	7.56
3	Using the less apt of two co-hyponyms	2	0.84
4	Using a wrong synonym	131	55.04
II	Collocational Errors	67	28.16
	TOTAL	238	100%

There were 238 data found in the Joko Widodo's Instagram Account. From the 238 data, there are 171 (71.84%) data of confusion of sense relations; a) 20 data (8.40%) of using general term for specific term, b) 18 data (7.56%) of using too specific term, c) 2 data (0.84%) of using the less apt of two co-hyponyms, and d) 131 data (55.04%) of using wrong synonym. There are 67 data (28.16%) of collocational errors. The most founded data is the use of wrong synonym with 131 data (55.04%). This phenomenon occurred because the Instagram Machine Translation chose the lexis in the target language without considering the context of the caption and a word could have some synonyms which have different context. The least founded data is using the less apt of two co-

hyponyms with 2 data (0.84%). This phenomenon occurred because most terms having hyponyms have been translated correctly and the data that consist of co-hyponyms are rarely found in the data source.

Confusion of Sense Relations

Lexicologists depict jargon as far as lexical frameworks, mirroring the importance relations existing between words. In the confusion of sense relations, there are four types; 1) Using general term for specific term, 2) Using too specific term for general term, 3) Using the less apt for two co-hyponyms and 4) Using a wrong one from a set of near-synonyms.

A. Using general term for specific term

Data 1

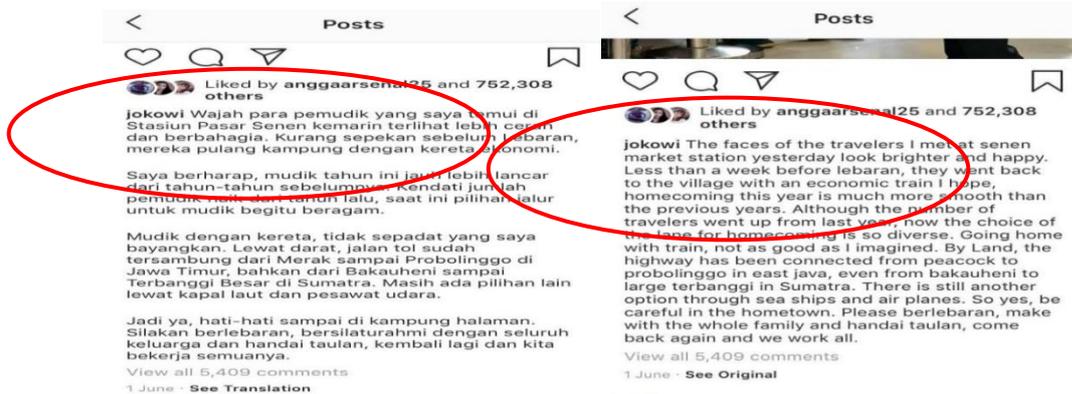


Figure 1 Joko Widodo's Post on 1st of June 2019

SL : Wajah para **pemudik** yang saya temui di Stasiun Pasar Senen kemarin terlihat lebih cerah dan berbahagia.

TL : The faces of the **travelers** I met at Senen market station yesterday look brighter and happy.

(<https://www.instagram.com/jokowi/> on 1st of June 2019)

This translation has semantic errors in lexis and can be categorized as the confusion of sense relations in choosing the general term for specific term. The target language used a general term for the result of translating the source language which has specific meaning. Based on KBBI Daring, "pemudik" in the source language means

people who come back to their village after staying in different place for education or economic purposes. Unfortunately, the Instagram machine translation failed to deliver the specific meaning of this type of travelers. In the target language, according to Oxford Dictionary the ninth edition "travelers" means people who are travelling or who often travel. Thus, the meaning between "pemudik" and "travelers" is not connected. "Pemudik" means the specific travelers which come back to where they come from, but "travelers" means people who do travel to other places outside their home.

B. Using too specific term

Data 2

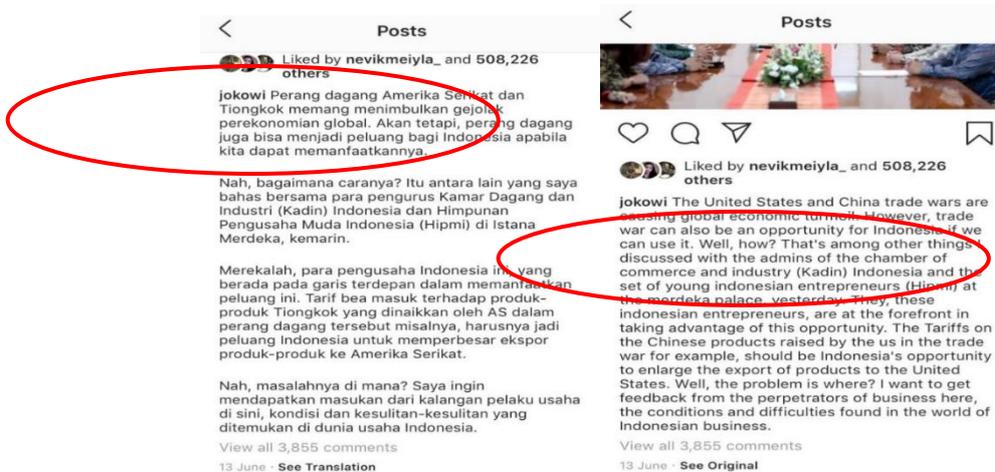


Figure 2 Joko Widodo's Post on 13th of June 2019

SL : Perang dagang Amerika Serikat dan Tiongkok memang

menimbulkan gelombang perekonomian global.

gejolak

TL : The United States and China trade wars are causing global economic **turmoil**.

(<https://www.instagram.com/jokowi/> on 13th of June 2019)

This translation has semantic errors in lexis and is categorized as the confusion of sense relations in choosing too specific term for the general term. The target language used too specific meaning for translating the source language which has general meaning. Based on KBBI Daring “*gejolak*” in the source language means the movement of something. Unfortunately, the Instagram

machine translation failed to deliver the meaning of movement and translating it into “*turmoil*”. In the target language, according to Oxford dictionary the ninth edition “*turmoil*” means the feeling of anxiety and confusion. Therefore, the meaning between “*gejolak*” and “*turmoil*” is different. “*Gejolak*” means the movement of the economy world in this post but “*turmoil*” has specific meaning that tends to the human’s feeling like anxiety and confusion.

C. Using the less apt of two co-hyponyms

Data 3

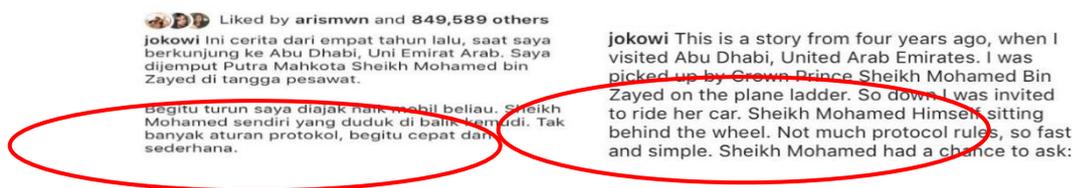


Figure 3 Joko Widodo’s Post on 21st of August 2019

SL : Begitu turun saya diajak naik mobil **beliau**.

TL : So down I was invited to ride **her** car.

(<https://www.instagram.com/jokowi/> on 21st of August 2019)

This translation has semantic errors in lexis and categorized as the confusion of sense relations in choosing the less appropriate between two co-hyponyms. The target language used the less appropriate hyponyms for translating the source language which has better hyponym to deliver the right meaning of the source

language. “*Beliau*” in the source language means Crown Prince Sheikh Mohamed bin Zayed which is a man. Unfortunately, the Instagram machine translation failed to deliver the meaning of “*beliau*” and choose the less appropriate co-hyponyms. In the target language, “*her*” means the pronoun of women. The used of “*her*” could not represent the “*beliau*” and could replace with “*his*” because based on the context, “*beliau*” is a man and “*his*” is the best word choice in order to point the man.

D. Using a wrong synonym

Data 4

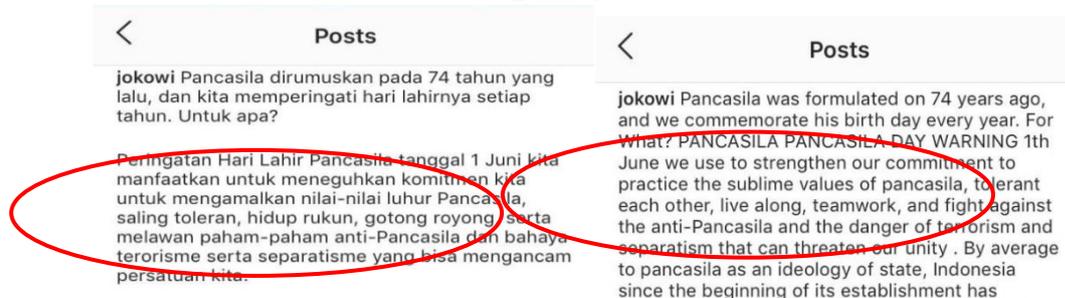


Figure 4 Joko Widodo’s Post on 2nd of June 2019

SL : Peringatan Hari Lahir Pancasila tanggal 1 Juni kita manfaatkan untuk meneguhkan komitmen kita untuk mengamalkan nilai-nilai **luhur** Pancasila,...

TL : Pancasila day warning 1st June we use to strengthen our commitment to practice the **sublime** values of Pancasila,...

(<https://www.instagram.com/jokowi/> on 2nd of June 2019)

This translation has semantic errors in lexis and is categorized as the confusion of sense relations in choosing the right synonyms. The target language used the wrong synonym for translating the source language which has the right synonym to

deliver the right meaning of the source language. Based on KBBI Daring “*Luhur*” in the source language that means the value of something to be concerned. Unfortunately, the Instagram machine translation failed to deliver the meaning of “*Luhur*” and translating it into “*sublime*”. In the target language, according to Oxford dictionary the ninth edition “*sublime*” means a great quality of something and could create great admiration. Instead of using “*sublime*”, it is better to use valuable or noble.

Collocational Errors

Collocations are the words that have a specific word ordinarily keeps organization with

Data 5



Figure 5 Joko Widodo’s Post on 9th of June 2019

SL : Kami membeli **alat dapur** seperti centong dan ulekan nasi, juga buah-buahan seperti salak, jeruk, blewah hingga kesemek.

TL : We buy **kitchen tools** like pestle and rice centong, also fruits like salak, orange, cantaloupe, to persimmon.

(<https://www.instagram.com/jokowi/> on 9th of June 2019)

This translation has semantic errors in lexis and is categorized as the collocational errors. The source language “*alat dapur*” has been matched with it’s the collocation “*alat*” and “*dapur*” that mean the equipment that we can find in the kitchen. Unfortunately, in the target language, the Instagram machine translation is translated it into “*kitchen tool*”. This translation is

translated literally, but violating the collocation in English. The word “*kitchen*” and “*tool*” is not appropriate to describe the meaning of things that we can find and use in the kitchen. The appropriate one is “*kitchen ware*”.

Conclusions

According to the result finding and discussion, it tends to be presumed that there are 238 data of semantic errors of lexis found on the caption of Joko Widodo’s Instagram account. Based on James (1998) there are two types of semantic errors in lexis. First, confusion sense of sense relations is divided into four sub-types; a) using general term for specific term, b) using too specific term, c) using the less apt of co-hyponyms, and d) using a wrong

synonyms. The second type of semantic errors in lexis is collocational errors. From the 238 data, there are 171 (71.84%) data of confusion of sense relations; a) 20 data (8.40%) of using general term for specific term, b) 18 data (7.56%) of using too specific term, c) 2 data (0.84%) of using the less apt of two co-hyponyms, and d) 131 data (55.04%) of using wrong synonym. There are 67 data (28.16%) of collocational errors. The most type that showed is the using a wrong synonym with 131 data (55.04%). This phenomenon occurred because the Instagram Machine Translation chose the lexis in the target language without considering the context of the caption and a word could have some synonyms which have different context. The least founded data is using the less apt of two co-hyponyms with 2 data (0.84%). This phenomenon occurred because most terms having hyponyms have been translated correctly and the data consisting of co-hyponyms are rarely found in the data source.

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PROKES IN TALK SHOW AND ELECTRONIC CINEMA: REPRESENTATION OF SOCIAL GROUPS' RESPONSES TO KPI REGULATION

Agus Budi Wahyudi¹, Laily Rahmatika²

^{1,2} Universitas Muhammadiyah Surakarta
Indonesia

abw186@ums.ac.id¹, lailyrahmatika20@gmail.com²

Abstract

The Covid-19 pandemic has changed all lines of life, especially human hosts on talk shows and artists on electronic cinema are obliged to wear masks during the broadcast. The use of masks as an implementation of *Prokes* is accordance with KPI regulation to prevent the infection of Covid-19. The formulation of the research problem to describe how is the representation of social groups in responding to Deddy Corbuzier's post? The purpose of this research is to find the representation of social groups in responding to Deddy Corbuzier's post. The research design is in a qualitative with a descriptive approach. The research data are netizens expressions that come from Deddy Corbuzier's account. The data collection technique used was the observation and note-taking techniques. Data analysis uses critical discourse analysis and Representation with discursive constructs. The results show the representation of social groups that supported Deddy Corbuzier, as for the social groups: (1) verified accounts from the public figures (2) social groups of workers who presented complaints related to *Prokes*, and (3) unidentified groups represented variations such as KPI and electronic cinema. This offense is done by means of blasphemy, criticism, evaluation, and suggestions. The information representation of groups one and two are clear, while group three variegated cause conflict.

Keywords: *Prokes in Talk Show and Electronic Cinema, Representation of Social Group, KPI Regulation, Discourse Analysis*

Introduction

The increasing trend on January 13, 2021 related to the confirmation of Covid-19 reached 858,043 [1] and societies who did not care about *Prokes* due to imitating what was shown on television (TV) urged the Task Force (Satgas) Covid-19 Handling to request KPI (Indonesian Broadcasting Commission) to help release a list of TV stations that do not comply with *Prokes*. This was done by the Covid-19 Task Force, so that the trend of being infected with Covid-19 would decrease. However, there are entertainment programs such as variety shows in fact hosts and guest stars do not comply with *Prokes*. For example: It is only use a face shield without a mask in attending events on the screen.

Prokes violation is not only experienced by 1 program in one television station, but there are several programs from

11 television stations that allegedly violate health protocols by not using masks, face protectors, and social distancing [2]. The existence of this case drew criticism from Deddy Corbuzier who questioned the wearing of masks on talk shows and did not wear masks in electronic cinema. The criticism was uploaded by Deddy Corbuzier in the form of a video post that Instagram users saw reached 2,829,541 views with 17,370 comments with a variety of responses.

In this case, netizens experienced global ownership of issues that developed on social media without space boundaries in the following and discussed issues in the public sphere realm [3]. The existence of this public sphere is created through social media, Instagram can convey a programming perception of the content of messages, opinions, and dictions formed in

the public space [4]. With the development of technology, communication conducted by netizens through social media makes it easier for people to interact, get information, and voice their opinions [5]. Here, social media is as a platform to make it easier for users to represent themselves or interact, collaborate, share, communicate with other users, and form virtual social bonds [6].

Referring to [7], the idea of the public sphere is a space that provides an opportunity to be able to discursively express opinions, interests, and needs. The public sphere is not only a legal institution or organization, but also a part of the communication process between netizens themselves [8].

Previous studies on the responses of netizens on social media have been conducted by researchers from different linguistic perspectives such as dysfemism, sentimental expressions, language modesty, profanity of speaking slurs, sarcasm, speech action, and positive and negative responses [9], [10], [11], [12], [13], [14], [15], [16], [17], and [18]. In addition, several studies have conducted studies on how policies taken in an order taken by the government reaped the response of netizens. Meanwhile, [19] explained that online media Detik.com focus more on the response from Yasonna Laoly regarding those who disagree with the policy of release of inmates in the midst of the Covid-19 outbreak.

In addition, research on netizens' responses and public opinion about Covid-19 on social media has been reviewed by [20] found that netizens' responses on Facebook with situations of responsiveness and attention, panic buying and hoarding, staying positive in the midst of storms, worries, realities and expectations about the situation, and concerns about the future. The most dominant netizens' responses are fear and concern that the situation can be a step by the Singapore government to take steps to calm its netizens in the Covid-19 situation. [21] revealed that there is a category of netizens comments on Covid-19

news published by Inside Lombok which includes neutral category comments and approving and doubtful and defiant category comments. [4] reviewed the establishment of public opinion on social assistance programs infected with corona virus by the Provincial Government of DKI Jakarta that produced the image from public opinion. [22] explained that the response categories of netizens in corona news on CNN Indonesia include numbers and measurements, bodies and individuals, social attitudes, state and process, government and the public, and movement of travel and transportation locations.

[23], [24], [25], and [26] examined representations analyzed from the perspective of critical discourse analysis and semiotics focusing on novels, newspapers and social media.

This research is related as a map of the sustainability of previous research. This research examines the representation of netizens who side with Deddy Corbuzier, but there is a shift in commenting, namely the presence of new participants who offend KPI and electronic cinema. This concept is a new concept in linguistic studies. Therefore, this study aims to find the representation of social groups in responding to Deddy Corbuzier's post to KPI regulation.

Methodology

The research design was qualitative with a qualitative approach. The research data are netizens' expression whose account have a verified account and unidentified. Data retrieval comes from Deddy Corbuzier's account posts criticizing KPI's policies regarding health services on talk shows and electronic cinema on February 11, 2021. There are 70 netizens responses representing comments on Deddy Corbuzier's posts. Netizens responses are categorized based on the type of account in the profession and background. The data collection techniques used were observation and note-taking techniques. Data analysis uses

critical discourse analysis [27] and representations with discursive constructs [28]

Findings and Discussion

Representation of social groups that provide support for Deddy Corbuxier, there are 3 groups from different backgrounds including: verified accounts from public figures, social workers' group, and unidentified group. The three groups were identified as group that caused conflict, because they gave rise to variations in expressions that offended KPI and electronic cinema. The response has shifted in the form of an allusion to other parties.

Verified Account from Public Figures

Verified account is a symbol used by social media websites such as Google, Instagram, Facebook, Pinterest, Twitter, Youtube, and Grab. The verified account ownership group on the Instagram account refers to public figures, celebrities, athletes, and brands [29]. The quote below shows a supportive response to Deddy Corbuzier who linked KPI and electronic cinema by providing suggestions, complaints, and prohibitions.

- (1) **dr.tirta:** *Dari 2-3 mnggu lalu udah menyarankan agar @kpi pusat diskusi dengan satgas covid dan perwakilan beberapa temen2 reality show yg live terutama mengenai sinetron. Sampe detik ini belum ada update baru. Kayanya ide bagus kalo @kpi pusat hadir sekalian di podcast, mengenai aturan.*
- (2) **anggacandraaa:** *Hadirkan di podcast om dedy, Terus ajak ngobrol 1,5 jam, terus suruh pake masker om*
- (3) **andreastaulany:** *Apalagi kalo ngelawak pake masker .. susah bro .. kagak ada yg ketawa*
- (4) **sengklekman:** *Jangan sampe di animasi juga harus pake masker untuk taat protokol*

- (5) **ivan_gunawan:** *setau aku di sinetron malah terjadi cluster ☹️*

The data above comes from a public group of figures consisting of @dr.tirta, @anggacandraa, @andreastaulany, @sengklekman, and @ivan_gunawan whose accounts have a verified account mark. In the data (1), @dr. tirta who has the full name dr. Tirta Mandira Hudhi known by the nickname Cipeng is a young doctor, as a volunteer in the face of corona virus in Indonesia, graduates from Gadjah Mada University. In his comments, he advised KPI to have discussions with the Covid Task Force regarding the wearing of masks at electronic cinema. This advice comes from public representatives who have a Reality Show show with the regulation of wearing masks during the event. Unfortunately, the message delivered by dr.tirta to KPI chairman has not reaped results, although the message delivered has been since 3 weeks before Deddy Corbuzier uploaded a video post in the form of criticism. Because no certainty is obtained, dr. Tirta advises Deddy Corbuzier to invite KPI in a podcast on Deddy Corbuzier's Youtube channel to more clearly discuss the regulation that KPI enforced on talk show and electronic cinema with the presence of KPI, it will provide clarity for the public figures who work at talk show. This suggestion was supported by anggacandra who is known as Youtuber with 6.6 million subscribers who are famous for 'prank false' in their content. The presence of KPI in Deddy Corbuzier's podcast is awaited with the hope that KPI can feel what the public figures feel in the Reality Show using masks with a duration of 1.5 hours in discussions.

The response of @andreastaulany to data (3) provides a complaint against the use of masks when comedy. He feels how hard it is to make people laugh when he is comedy wearing a mask at the famous event that Raffi Ahmad led in the talk show "The Sultan" on RCTI. The owner of this account

is known as Andre Stinky, who played a musician before becoming a comedian. Apart from that he is also known as an actor and comedian. Meanwhile, data (4), @sengklekman, known as Julian Syahputra El Islami, is an activist for animated series on Youtube. He warned that animated films should not use masks even though there is enforcement in accordance with the protocol. This prohibition was conveyed so as not to happen, because it would seem strange if an animated film uses masks.

Whereas @ivan_gunawan thinks that electronic cinema is the corona virus cluster, because there is no use of masks when acting in data (5). He gave a response like this as a form of anxiety because of the use of masks on Trans TV shows "Brownis" and "OOTD" as the host. In addition, he is also known as the *Super Duper Mega Bintang* with the nickname Igun. He is also known as a fashion designer with his own brand called Mandja Ivan Gunawan. Furthermore, the response of admiration dedicated to Deddy Corbuzier from the public figures below.

- (6) **jendamclover**: *Emang idola kau Om.. hormat aku sama kau*
- (7) **rigensih**: *Wahhh terima kasih, Om!*
👍👍👍
- (8) **belvinvvip**: *Speak up terus om* 🗣️
- (9) **rizkyfbian**: *Wahh terwakilkan banget om,* 🍀🍀🍀🍀🍀🍀
- (10) **gusmiftah**: *Kamu tuh salah bro @mastercorbuzier, salah kalau nggak segera ngomong gini.....*
- (11) **satriavijie**: *Nah... sangat mewakili perasaan byk orang ini om @mastercorbuzier hahaha...* 🙌
Skrng sedih klo liat talkshow apalagi yg komedi di tv jd ga kliatan gto mukanya, klo sebelum2nya kan pake faceshield masih keliatan gto mukanya cakep2, mimik muka pas ketawa..
Kalo skrg jadi kliatan maksain.
Bisa2 nanti iklan2 di tv jg pada pake

masker jg nih.
ngga aneh org skrg kabur ke media yg lain jdnya.

Data (6), (7), (8), (9), (10), and (11) are responses from the public figures @jendamclover known as Jenda Munthe is a youtuber and content creator, @rigensih is a stand-up comedian, host, actor, MC, singer and youtuber, @belvinvvip as investor, trader and entrepreneur, @rizkyfebian as artist, singer, vlogger, and youtuber, @gusmiftah with the full name Miftah Maulana Habiburrahman known as a scholar, a graduate preacher from the Indonesian Islamic Student Movement (PMII) UIN Sunan Kalijaga Yogyakarta, and the leader of the Ora Aji Islamic boarding school in Sleman, Yogyakarta, and @satriavijie in data (11) is the Brand Ambassador from @converse_id @insight51_id @fellapod @iamkalibre @etaks.store 📍 @scratchskateboards @scratchvisible, which has 139,000 followers on its Instagram account. They responded in the form of support for Deddy Corbuzier, because he dared to say what public figures were complaining about on social media by tagging directly to KPI on video posts on his Instagram. Meanwhile, Satriavijie requires expressed his concern about the way Talk Show and comedy on TV wearing masks. The sadness that you feel is conveyed, because when the artist is doing work, you cannot see the facial expression when presenting the event. He considered that the KPI regulation which required every television program to wear a mask was an imposition. The worst that could happen is the advertising sector. Therefore, many artists choose to use other media such as Youtube to express themselves.

Social Workers Group

Social Workers are a profession that provides assistance of services to individuals, groups and communities in

government and private institutions. This social worker group was identified as a group that expressed complaints about the use of masks in the work system during the Covid-19 pandemic.

- (12) *Aku kerja bersih2 kantor 3 lantai sendiri, pake masker selama jam kerja, pengap sih malah gerah dan karna harus menjaga protokol kesehatan, saya setuju dgn Om @mastercorbuzier apa yg di bilang dlm unggahan nya, sinetron deket2 pelukan gandeng tangan, kadang tatap muka deket2 (kaya mau ciuman) menurut aku ya om, tapi ini malah menjadi ajaran yg ngak mendidik juga om Dedy malah di tiru nanti sama bocil2 yg masih di bawah umur, menjadi ajaran pacaran peluk2 kan waduhhh kacauu 😏😏, alangkah baiknya adegan yg mesra2 itu di hilangkan demi mendidik anak di bawah umur, kadang klo ada keluarga nonton sinetron yg adegan nya muka tatap2an kita sendiri yg menjadi anak malu rasanya 😏😏*
- (13) *1 jam pengap. Gmn tenaga medis 5-6 jam ditambah full hazmat dll. Dgn aktifitas full room. 😏*
- (14) *Saya petugas customer care, pakai masker dr pagi sampai sore malahan, gk cuma 1-2 jam tp 8jam @mastercorbuzier lebih pengap lagi om*
- (15) *@mmmmaaaalllaaa gak ngerti ae nk awkdewe kerjo pabrik, ngadek gawe double masker 8 jam 😊*
- (16) *Gw aja pengap bgt ngajar dan ngomong pake masker 8 jam sehari, 5x seminggu*
- (17) *Gw aja pengap bgt ngajar dan ngomong pake masker 8 jam sehari, 5x seminggu*
- (18) *Ane 24 jam pake masker, buka masker pas makan aja om..dulu pengep, skg alhamdulillah dah biasa dan wajib om.. 🙏🙏*

Social workers' group in data (12), (13), (14), (15), (16), (17), and (18) work as cleaning services, medical personnel, customer service, factory workers, and teachers. The data above reveals the use of masks during working hours which range from 5 to 24 hours per day. Data 1 reflects the complaints of social workers who work as cleaning services in offices feeling stuffy and the use of double masks in wearing masks during working hours, because they comply with health protocols. He added by agreeing with Dedy Corbuzier's statement that the electronic cinema did not educate minors in the scenes it played. He added a suggestion to eliminate electronic cinema that carry out scenes that are not pleasing to the child's behavior.

Unidentified Group

Unidentified group is a group that cannot be known based on the background on the accounts they have. This group is detected as a nuisance who can create conflict with other parties in responding. The data below reveals a blasphemous response to KPI regulation.

- (19) *@kpipusat Organisasi ga guna*
 (20) *Emang kaga jelas kpi hahaha*
 (21) *@kpipusat woy taik*

Netizens who cannot be identified based on background or profession in the data (19) and (20) gives a blasphemous response. The blasphemy delivered by the netizen reveals that the KPI is a useless and unclear organization with predetermined regulation. The regulation made are only beneficial for one party and detrimental to other parties. While datum (21) describes obscene speech with the meaning that the regulation made by the KPI are just nonsense. This response continues in the form of criticism below.

- (22) *Haha benar sekali, selain protokol kesehatan yg gak becus, tontonan sinetron sekarang banyak tapi ngak jelas dan gak wajar sedangkan tontonan anak makin kurang masa sekarang anak tetangga gua umur 4 tahunan udah nonton sinetron*

tentang cinta2an sumpah kpi kurang tegas ni kerjanya tidur atau ap ya?

- (23) *Gk habis pikir aku om KPi ini. Bagus nya Suruh itu anggota nya itu nah banyak melanggar pas rajiah duduk berdempetan Di jalan naik mobil. . Seedang kan om dedy di suruh jauh jauh sampai 2 meter 😊 kurang ap coba. Permainan aj ini on. Mau cari kesalahan om ini*

Criticism uttered by the netizens offended KPI and electronic cinema. In data (22), netizen supports Deddy Corbuzier's idea by criticizing KPI and electronic cinema regarding inappropriate health protocols by adding criticism to KPI regarding electronic cinema that should not be broadcast, instead of being reprimanded. The electronic cinema that are currently being displayed do not favor children's viewing. The more they come here, the children's shows are decreasing, instead the electronic cinema about romance that are featured in the shows that have been allowed by KPI. The response to data (23) alludes to the KPI regarding its members who violate the *Prokes* in their activities. In this case, he compared KPI members with the event hosted by Deddy Corbuzier. He considered that the KPI regulation regarding the Deddy Corbuzier program were limited to finding mistakes without any clear cause. Furthermore, netizens provide evaluations to KPI and electronic cinema.

- (24) *Hukum harus adil, jika sinetron diperbolehkan tanpa masker, maka lawak, talk show, popcast, juga harusnya diperbolehkan tanpa masker (yg penting dilokasi syuting standar jaga jarak dan ada sarana protokol kesehatan). Aneh aja lawak pakai masker gimana bisa kelihatan ekspresi lucunya ?. Ayo KPI jangan ambil job pelawak dng membikin kebijakan / aturan yg lucu..!! 😊*

Netizen on data (24) questions electronic cinema being allowed to perform scenes without wearing masks. He revealed that there was no legal justice between

electronic cinema, talk shows and podcasts. In his speech, if one is allowed without wearing a mask, then all programs that are broadcast are not wearing masks, but still pay attention to protocol by keeping a distance while filming takes place. If a comedy show, the comedian wears a mask, it looks strange, as the audience cannot see the humorous expression performed by a comedian in carrying out his role. Therefore, he gave a response in the form of anticipation at the end of the sentence by alluding to the KPI so as not to act as a comedian in making rules. For this reason, netizen provide input to KPI on electronic cinema that deserve to be broadcast.

- (25) *@mastercorbuzier om tolong bilngin juga ke @kpi pusat kami rindu film sincan, goku, powerranger, Naruto, bukan film azab2 KU MENANGIS !!! 😊*
- (26) *@kpi pusat hapus sinetron, tolong tayangkan kartun dan anime*

Data (24) and (25), netizens ask Dessy Corbuzier to provide input to KPI to broadcast cartoons and anime, such as Sincan, Goku, Powerranger, and Naruto. They expressed the longing for children's films that is getting lost nowadays. Meanwhile, films in the form of punishment or electronic cinema that can disturb one's mindset are not shown on television.

The findings in this study have similarities and differences with previous studies. This study has similarities with the research of [18] which both examined the responses of netizens in the realm of social media. The difference is that [18] focuses on positive and negative sense responses to the discourse of the Indonesian Princess Election, while this study examines the representation of netizens who are identified as social groups based on background and profession. Another research that supports the response of netizens on social media is [20]. The difference is [20] research examines the response of netizens on Facebook regarding the situation during the Covid-19 pandemic.

This research focuses on the representation of netizens which are identified as shifts in commenting.

Conclusions

Prokes that have been established by the government to prevent the spread of Covid-19 have raised a problem raised by the KPI at an event on television stations, to be precise about wearing masks. In this case, Deddy Corbuzier responded to the existence of KPI regulation that were considered unfair through social media, namely Instagram. In this case, netizens have the potential to spontaneously form public opinion. The responses given by this netizens are a concern for policy. There is a response representation in support of Deddy Corbizier who identified 4 social groups: (1) verified accounts from the public figures (2) social groups of workers who presented complaints related to *Prokes*, and (3) unidentified groups represented variations such as KPI and electronic cinema. This offense is done by means of blasphemy, criticism, evaluation, and suggestions. The information representation of groups one and two are clear, while group three variegated cause conflict.

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FROM PERCEPTION TO PRODUCTION: AN ANALYSIS OF FIRST LANGUAGE ACQUISITION IN 2.5 YEARS OLD TODDLER SPEECH

Bunga Astya Syafitri
University of Indonesia
Indonesia
bungaastya91@ui.ac.id

Abstract

This research discusses the phenomenon of first language acquisition in a 2.5 years old toddler named Rumaysaa. The role of perception and production is the key to its process. In this study, variations in children's speech in producing the word 'pantai' (beach) became the main focus to find out how the perception and production processes influence each other in providing language knowledge to the research subjects. The research method used in this research is descriptive-analytical one with a qualitative approach. This approach was chosen because it can accommodate the uniqueness shown on the speech. Several previous studies regarding first language acquisition show that children can understand the meaning even though their speech is not perfect yet or may have a bubbling accent. The result of this research showed that Rumaysaa was able to imitate the word 'pantai' (beach) which was mentioned by her mother even though it took time to get a proper understanding of phonetic sounds. It actually has proven the previous theory that says a child's perception ability is much higher than the production ability. The imperfect speech that commonly appears for children with FLA is also found in Rumaysaa's speech. The conclusion from this research is that Rumaysaa has succeeded in perceiving the word 'pantai' and reproducing it through several repetitions and adjustments.

Keywords: *First Language Acquisition, Language, Comprehension, Cognitive Theory, Speech Sound.*

Introduction

Several linguists have delivered theories related to first language acquisition (conventionally abbreviated as FLA). Jean Piaget, a Swiss psychologist, was the first to come up with a cognitive theory related to the process of first language acquisition. One of his notable theory about FLA says that language is obtained based on knowledge gained from experience of interactions with the environment (Suparno, 2006: 106). On the other hand, the child's ability to understand what people are saying is much faster and much better than production process. Quoting the opinion of Fletcher and Garman (1981), Darjowidjojo explained that a child's ability to comprehend is five times better than the production capability (2005: 243). This imbalance between comprehension and production can be seen in children's daily behavior. A child will be able to understand

the command to do something, even if he or she can't pronounce a single word yet.

At the earlier stage of life, a child does not automatically have a regular grammar in his brain. The stage of acquiring the first language is related to the development of the child's language. This is because a person's first language is acquired when he was a child. There are four stages of language acquisition; acquisition of competence and performance stages, the semantic acquisition stage, the syntactic acquisition stage, and the phonological acquisition stage. Phonological acquisition stages are what will be discussed in detail through this study.

Research on language acquisition in children has been widely carried out. I managed to find three related studies from various languages. The first research was conducted by a Universitas Negeri Padang graduate student on a child who was one year old. The results showed that the

children were able to understand the meaning of many vocabulary even though the speech was not perfect.¹ The second study was conducted by graduate students from Oakland University on groups of children aged 1-3 years and 4-5 years. As a result, there are several points discovered. One of the result shows that speech in children aged 1-3 years tends to have a bubbling accent. In other words, the speech contains phonetics similar to the target vocabulary, but is simplified.² The third study was conducted on a group of children aged 1-3 years in the Balata resort area, Simalungun, North Sumatra. These studies turned out to come to the same conclusion, which is the occurrence of phonological disorders or inaccurate speech when producing language. However, speech errors do not indicate the inability in building comprehensive understanding. This is because the children who are the research subjects are actually able to recognize the exact meaning.³ From these three studies, the authors see that the production of speech in children who are learning the first language tends to be imperfect. What a child perceives is not the same as the sound that is produced by their articulators.

Although several previous researches had been conducted to search for another proof of the hypothesis about FLA, a case study is needed to look closer on how a process of perception and production emerged. Three previous researches above focus on classifying the produced utterances within the theory of FLA such as assimilation, omission, and substitution on letter of a word. But, the process from imperfect speech to a complete speech has not been highlighted. Therefore, with this data, a process of how a toddler try to adjust

her articulators could be observed. So, this research will be focusing on observing how the subject of the research perceive and apprehend, as well as reproduce the words that is spoken towards her. This research will give broader images of detail about what is happening with the child's mind and speech by analyzing the speech sound, as well as showing how a child can learn a word gradually through several processes.

Rumaysaa Hafsa Mahira, a 2.5 years old child (born 10 October 2017), is expressing her wish to her mother. The mother realizes that there is an imperfect speech from her child and tries to correct it. The data was taken from the Instagram account owned by Rumaysaa's mother, Retno Hening Palupi, with permission. It is the variations of the word 'pantai' (beach) that come out of the child's articulators that will be examined. From the explanation above, it is clearly seen that I want to take a deeper look by conducting a qualitative research on a child with FLA and looking for other findings that can strengthen, support, or complement the conclusions of previous research.

Methodology

I collected literatures in vary (both text and video) that can support research and processed the data based on the information obtained. In this study, a qualitative method was used to obtain the results of data processing. This method was chosen because of its characteristics that are more sensitive and open to adjustments with a lot of assertion to the value patterns that show up (Moleong, 2000). This method also helps in presenting directly the linguistic data obtained in the field according to its usage (Zaim, 2014). A qualitative approach is a research method based on the

¹ Suardi, dkk, "Pemerolehan Bahasa Pertama pada Anak Usia Dini", *Jurnal Obsesi: Jurnal Pendidikan Anak Usia Dini*, Vol. 3 (1), p. 265 – 273, 2019.

² Debby Barrie, "Language Production and Language Perception: Development in Children Aged 1 to 5 Years Old", 2014. [Online]. Available

at <https://www.academia.edu/7792092/Language> [Cit. June 2nd 2020].

³ Bertaria Sohnata Hutaauruk, "Children First Language Acquisition At Age 1-3 years Old In Balata," *Journal of Humanities And Social Science*, Vol. 20 (8), p. 51-57, August 2015.

philosophy of postpositivism, used to examine the conditions of natural objects (Sugiyono, 2011: 9). This approach was chosen because it is able to accommodate the uniqueness and differences that may arise in the research results. This research was conducted by listening to the speech of the research subject from a recording. Referring to the research stages described by Miles and Huberman (2014), this research was conducted in three stages; 1) reduction (data transcribed, identified, classified), 2) presentation through tables, and 3) drawing the conclusions.

The psychological aspects that will be studied in this research is perception. Meanwhile, the linguistic aspect that I want to study is the phonological aspect of the

produced speech. Then, the data used by the writer for this research is a recording of the speech of a child having a conversation with his mother. The research will start by making transcript of the Rumaysaa's speech. After that, the variation of utterances by the word 'pantai' will be written down, marked, and presented on a table. Then, the phenomena that appears on the data will be classified based on the FLA theory and the production process would be observed. Lastly, the analysis would be conducted to draw a conclusion about Rumaysaa's FLA process.

Findings and Discussion

Table 1:

Variation of Rumaysaa's Reflective Utterances	The sound of utterances (written in phonetic transcription based on IPA (International Phonetic Alphabet) Kiel 2015)	Frequency
Tapai	Tapar	2
Tampai	Tampar	4
Pandai	Pandar	1
Patai	Patar	2
Pantai	Pantar	1

* Video links are in the appendix.

From the observations above, it can be seen the various forms of speech from the word 'pantai' (means *beach*) have been produced by the research subjects (Rumaysaa). The sentence in the first spoken speech, '*mandi di tapai*', shows that she understands a certain concept related to an object, which refers to beach. This is an indication that a scheme has formed in the child's head regarding a place called

'pantai' (beach). Schemes are formed when repeated exposures are absorbed by children as listeners, so that certain concepts about what is perceived are embedded in children's cognition. Furthermore, the scheme can also undergo a development. Suparno (2006: 106), quoting a theory from Jean Piaget, explains that schemes are formed from an adaptation process which is divided into two; assimilation (adjustment to the existing knowledge) and

accommodation (formation of the new knowledge).

The evidence for the above speech is also in line with what was conveyed by Fletcher and Garman (1981). The ability of Rumaysaa in expressing her desire by saying '(*mau*) *main di tapai*' ((want to) play on the beach) shows that the comprehension skills of children works better than their production skills. The imbalance of comprehension and production explained by Fletcher and Garman shows up in Rumaysaa's speech. The repeated utterances of 'tapai' and 'tampai' at the beginning of the conversation also show that the child is actively perceiving what the mother has told her. This can be seen from Rumaysaa's repetition to find the appropriate word equivalents to what her mother says. Although the perception of sounds (phonetics) is imperfect, this does not diminish the child's comprehension of the concept of 'beach'.

Referring to the full transcription of the conversation, it can be recognized that the most dominant form of interaction related to language acquisition that occurs is imitation. The child repeatedly imitates what the mother says, although it is clearly heard that the imitation is not perfect yet. Rumaysaa succeeded once in pronouncing the word 'pantai' correctly, but the rest of her remarks showed that the sound production of the articulator did not match the sound her mother produces. The imperfect mention of the word 'beach', which occurs more frequently than perfectly produced speech, indicates that the child's articulator is developing.

On the other hand, Rumaysaa's mistake by repeatedly mentioning 'tapai' and 'tampai' in the first half of the video shows the occurrence of a prelexical process, where the individual cognitive attempts to recognize word units or parts, before the vocabulary is fully digested. Warren (2013: 102) who briefly describes the process of perception on his book, calls it a 'mapping from the input to the linguistic system'. According to him, the most

important thing from a perceptual process is what the listener gets from an input which is ultimately processed in a linguistic system. In the first stage, there must be a prelexical process when the individual cognitive tries to identify units or parts of a vocabulary before it is completely perceived. Rumaysaa tries to find the right sound in each syllable and checks it over and over. This shows the occurrence of input processing in the linguistic system.

This phenomenon is corresponding with what linguist Eva V. Clark (2000) said about language production of children. She stated that the imperfections in the pronunciation of certain sounds appears consistently when children learning their first language. Once, Rumaysaa says the word 'pantai' with a physical sound of 'pandai'. What was happened is the substitution process that being indicated the replacement of the existing consonants with other consonants. The nasal sound 'n' which is adjacent to the explosive sound 't' is difficult to pronounce so that the consonant 't' is replaced with 'd'. Furthermore, in the word 'tampai', there is a substitution (replacement) of three consonants at once. The consonant / p / changes to / t /, / n / becomes / m /, and / t / becomes / p /. The omission process can also be found in the Rumaysaa's utterances. In the utterance 'patai', the consonant / n / positioned in the middle is removed. Furthermore, on the word 'tapai', there is a substitution and an omission at the same time. The consonant / p / which is in front is replaced by / t / and the consonant / t / in the middle is replaced by / p /, while the consonant / n / which is in the middle is also missing. Replacement and elimination of repeated 'n' consonants can be caused by the characteristics of the 'n' sound that is not a basic human sound.

Phonological acquisition is one of the stages of language acquisition. This stage begins with the acquisition of basic sounds. According to Jacobson (in Suardi et al, 2019: 271), the basic sounds in human speech are / p /, / a /, / i /, / u /, / t /, / c /, / m /, and so on. Entering the age of one year,

children will begin to combine basic sounds and form syllables. After that, children will be more proficient in producing sounds. Besides, Clark explains that until children can use their articulators completely to speak the words perfectly, the appearance of imperfect forms of speech is considered very common. They may reduce the components of a sound or replace certain sounds with other forms. Imperfections in the pronunciation of certain sounds are something that consistently occurs when children try to produce language. Substitution (replacing certain consonants with other consonants), assimilation (fusing words into simpler to forms), and omission (removing consonants) are some examples that can be found (2000: 106 - 108).

She also explained that representations of production are usually different from what is understood by the children. To be able to produce a word, one must recall not only the relevant word for the idea conveyed, but also the relevant specification of articulation to produce a recognizable sequence of sounds. In order to produce recognizable words, children must find correspondences between articulation, adjustments to the vocal tract, and the specific auditory patterns that is produced. Creating the correct sequence of sounds takes time. Generating multilingual words and expressions requires children to check their language productions repeatedly, adapt their language production to representations in their own understanding, and try again whenever they detect a mismatch between the two (2000: 118).

The speech phenomenon experienced by Rumaysaa has proven Clark's opinion regarding first language acquisition among children. First, children do need time to recall memories that are relevant to the idea they want to convey. The child must determine the relevant articulation specifications to produce a recognizable sound sequence. Rumaysaa needed to try several times before finding the exact pronunciation of that word. But

overall, the process of perception and production of Rumaysaa's speaking trial can be considered as successful. Not necessarily able to imitate perfectly at once, but instead she creates a variety of less than perfect sounds. This phenomenon are just common and part of the process. Speech variations on the word 'pantai' also indicate that the child is making adjustments by completing the articulations, adjust the vocal tracts, and perceiving by the sense of hearing.

Conclusion

After observing Rumaysaa's utterances, I made several conclusions. First, the results of this study are relatively the same as the results of previous studies. The results of Rumaysaa's speech did not exactly match the input that was spoken by her mother, but she can understand the meaning. Nevertheless, this phase shows that the perception ability works well as the result (spoken words) sounds similar with the input (pantai). Second, children need time to be able to create the order of the sound (phonetic systems) from the words they learn. This is well proven when Rumaysaa has confusion in putting the order of the syllables of the word 'pantai'. She made it several times until successfully pronounce 'pantai'. Third, in the FLA process experienced by Rumaysaa, certain consonants were substituted and removed, which are common features of the speech of children learning their first language. However, there is one thing I would like to underline here. Rumaysaa once says the words 'tampai' over and over with certainty, so she was angry when his mother repeated the word in a questioning tone. This proves that the perceptual process sometimes also requires an iterative process. Although Rumaysaa had difficulty forming the correct phonetic sound, she was still able to understand the meaning of the word correctly and once successfully pronounce 'pantai' perfectly. This result shows the success of her in precepting and producing sounds. Overall, this research has

fully shown the complete process of how a child perceive and produce sounds in FLA stage.

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Appendix:

https://www.instagram.com/p/B_DQAA4BLbL/?igshid=gzmglk28rtwj

TRANSITIVITY ANALYSIS OF GRADUATE STUDENTS' CASUAL CONVERSATION

Anjar Setiawan

Universtas Muhammadiyah Semarang
Indonesia
anjar17@unimus.ac.id

Abstract

This paper aims to analyze the transitivity of graduate students' casual conversation. The conversation is transcribed then analyzed by using theory of transitivity. The research method applied Critical Discourse Analysis (CDA) which focused on transitivity analysis. Transitivity within the framework of Ideational Meaning was used as the theoretical framework for the analysis in this study. The analysis involved the analysis of processes and circumstances of the various clauses identified. The results revealed that the processes of material centrally concerned with actions and events of the speakers who carry them out, and the material processes also reveal the daily activity of speakers. Further, the circumstance of place is more dominant in this conversation.

Keywords: transitivity, casual analysis, critical discourse analysis

Introduction

Language is a system of conventional spoken, manual, or written symbols by means of which human being as members of social group in the society. The function of language is communication. Language is the most important aspect in our life. People use language to express their inner thoughts and emotions, make sense of complex and abstract thought. We use language to communicate with others, to fulfill our wants and needs, as well as to establish rules and maintain our culture. Without language we can interact with people around us. We can learn and live in this world through communication. According to Kroger and Wood (2000, p. 4) believe that language is taken to be not simply a tool for description and a medium of communication but as a social practice, a way of doing things. It is mean that if we want to live in the society, we need to communicate with other people. We need their help, their opinion about something. Halliday (1985, xiv), "a language is interpreted as a system of meanings, accompanied by forms through which the meanings can be realized and

answer the question, "how are these meanings expressed?" This puts the forms of a language in a different perspective: as means to an end, rather than as an end in themselves." It is from this point of view of language that systemic functional linguistics was developed by Halliday and his associates during the 1960s.

Halliday (2004: 170) stated that the transitivity system construes the world of experiences into a manageable set of process types. It means that it is possible to analyze text in order to find out the process types representing the experiences. Transitivity traditionally is defined as the grammatical feature it is described as transitive. Based on Halliday (1994:107), there are three components of Transitivity process. The process itself, Participants in the process, and Circumstances associated with the process. This concept is powerful tool for analyzing the meaning expressed in clauses. All of the clause which analyze in this article are taken from casual conversation. Concerning on the transitivity system, this article focuses on which types of process usually appearing

in the casual conversation then capture them in the percentage. Furthermore, this article directs the analysis on a kind of casual conversation by three participants or speakers.

In Halliday’s theory, language expresses three main kinds of meanings simultaneously: ideational, interpersonal, and textual meanings (1985). The ideational meaning (the clause as representation) serves for the expression of “content” in language, that is, our experience of the real world, including the experience of our inner world. When we use language, we often use it to speak of something or someone doing something. That is why the ideational meaning can be referred to as experiential meaning coming from the clause as representation. Transitivity generally refers to how meaning is represented in clauses; transitivity patterns can reveal the certain worldview “framed by the authorial ideology” in a literary text (Fowler, 1986, p. 138).

Clauses represent events and processes of various kinds, and transitivity aims to make clear how the action is performed, by whom and on what. Transitivity processes are also useful in uncovering the participants involved, how the speaker/writer locate himself in relation to the others, and whether they take an active or passive role in the communication. Gerot and Wignell (1994) stated that there are three semantic categories which explain in a general way how phenomena of the real

world are represented as linguistic structures, these are: (1) Circumstances, (2) Processes, (3) Participants. Circumstance answer such question as when, where, why, how, how many and as what. They are realize meaning about *Time* (temporal) tells when and is probed by when, how often and how long, for example “He goes to church *every Sunday*”. The second circumstance is Place (spatial) tells where and is probed by where, how far, “He goes to the *church* every Sunday”. The third is manner, tells how mean (tells by what means and is probed by what with?), quality (tells how and is probed by how), comparison (tells like what and is probed by what like). Fourth, cause tells why, reason (tells what causes the Process and is probed by why or how), purpose (tells the purpose and is probed by what for), behalf (tells for whose sake and is probed by for whom). Fifth, accompaniment tells with(out) who or what and is probed by who or what else. Sixth, matter tells about what or with reference to what and is probed by as what. The last is role, role tells what as and is probed by as what.

Processes are central to transitivity, participant and circumstance are incumbent upon the doings, happening, feelings and beings. This suggests that there are different kinds of doing on, which necessarily involve different kinds of participants in varying Circumstances. There are indeed seven different Process types in identified by Halliday:

Table 1:
 Process Types

Material	Doing	Bodily, physically, materially
Behavioural	Behaving	Physiologically and psychologically
Mental	Sensing	Emotionally, intellectually, sensorily
Verbal	Saying	Lingually, signaling
Relational	Being	Equal to or some attribute of

Existential	Existing	There exists
Meteorological	Weathering	

Processes are realized by verbs. Traditionally verbs have been defined as doing words. But as the above indicates, some verbs are not doing words at all, but rather express states of being or having. Material processes are processes of material doing. They express the notion that some entity physically does something which may be done to some other entity. The entity who or which does something is the actor. There optionally is an entity to which processes is extended or directed, this entity which may be done to is the goal. The goal is most like the traditional direct object, which we're told only transitive verbs may take.

Mental Processes are ones of sensing: feeling, thinking, perceiving. These processes differ from material ones in as much as the latter are physical, moving, overt doings. Mental processes are mental, covert kinds of goings-on. And the participant involved in mental processes is not much acting or acting upon in a doing sense, as sensing, having feelings, perceiving or thinking. The participant roles in mental processes are senser and phenomenon. The senser is by definition a conscious being, for only those who are conscious can feel, think or see.

Behavioural processes are processes of physiological and psychological behavior, like breathing, dreaming, snoring, smiling, hiccupping, looking, watching, listening, and pondering. There is one obligatory participant, the behavior. Like a senser, the behavior a conscious being. But the process is one of doing, not sensing. Range specifies the range or scope of the processes, defining its coordinator domain. Range appears in several gulses, so we shall return to it below to illustrate the difference. Verbal processes are processes of saying, or more accurately,

of symbolically signaling. Very often these are realized by two distinct clauses: projecting clause encodes a signal source (sayer) and a signaling (verbal process) and the other (projected clauses) realizes what was said. Relational; processes involve states of being (including having). They can be classified according to whether they are being used to identify something or to assign a quality to something. Processes which establish an identity are called identifying processes and processes which assign a quality are called attribute processes. Each has its own characteristic participant roles. In attribute these are carrier and attribute.

Existential processes are processes of existence. Existential processes are expressed by verbs of existing: 'be', 'exist', 'arise' and the existence can be a phenomenon of any kind. Meteorological process has no representational function but does provide a subject.

Methodology

In this article, the writer applied descriptive analysis method; it is in order to elaborate the appearing process types of transitivity in casual conversation and to describe the percentage of process types. The researcher transcribed the conversation into sentences. After that he elaborated and analysed the sentences based on theory of transitivity. The casual conversation is conversation which consists of three participants. This conversation took place in the classroom. They talked about their final task for their finale examination and about their planning what they want to do in their holiday.

The data was analysed based on Halliday, and Gerot and Wignell theory about transitivity. After the writers make the transcript of the conversation, and counts how many turns and sentences in

that transcript. After the researcher made it into sentences, it was divided sentence which has more than one clause. Then the analysis was continued to analyse the transcript clause by clause.

Findings and Discussion

The casual conversation which is used by the writer as the data is took place in the classroom. It consists of three speakers, they are Tutik, Sekar and Sisilia. The first topic they were talked about is they talked about assignment from their lecturer and when they have to submit it. And the second topic they were discussed is their planning in their holiday in January. In the

conversation there are 112 turns, Tutik have 42 turns, Sekar have 39 turns, and Sisilia have 31 turns. The writer classified the sentences based on their turns. And the sentences or clauses which analyzed by the writer are 105 processes.

Based on writer analysis, the result of the transitivity are they commonly using material processes. The total material processes are 45 processes. It means that in their conversation is centrally concerned with actions and events and the speakers who carry them out, this material processes also reveal the daily activity of speakers. There are the examples of data that show the processes of material:

1) *Have you done all assignments for this week?*

Have	you	Done	all assignments	for this week?
	Participant	Material : Process	Goal	Circumstance : time

2) *I haven't done it*

I	Have not done	it
Participant: actor	Process: material	Goal

3) *Yes, we have to go to library to find some sources*

Yes	We	(Have to) go	to library to find some sources
	Participant: Actor	Material: process	Circumstance: place

For the mental processes, there are 24 mental processes. It indicates that the transcript between speakers reveal about sensing, having feelings and perceiving or thinking, as

friends, they can freely to express their ideas and their opinion about the topic they are discussed. There are the data which show about mental processes:

1) *Oh God I am really confused about that*

(Oh God)	I	(am really) confused	about that
	Senser	Mental : cognitive	phenomenon

2) *Oh, I see. I have collected the sources but I haven't done it*

(Oh)	I	See
	Senser	Mental : perceptive

3) *I think it is ok*

I	Think	It is ok
Senser	Mental: cognitive	Phenomenon

There is no verbal process and behavioural process in this transcript. In Existential processes, there are four processes. It indicated that the

speakers show things or places which exist. There are the examples of the processes:

1) *There are a lot of dust*

(there) are	A lot	Of dust
Existential	Existent	Circumstance : accompaniment

2) *There are only Sam Poo Kong and Lawang Sewu.*

(there) are	only	Sam Poo Kong and Lawang Sewu.
Existential	Existence	Circumstance: place

In the relational processes, there are three processes; 25 attributive, four

identifying and three possessive. The data analyses for relational processes are:

1) *Does it like waterfall?*

Does it	like	waterfall
Token	Attribute: possessive	Attribute

2) *No, It likes beautiful scenery.*

It	likes	beautiful scenery
Token	identify	value

3) *Yes, it's very natural view*

It	is	very natural view
Carrier	Attribute: intensive	value

There are the table of analysis and percentage of the processes in the

transcript of the casual conversation:

Table 2:
 Table of Transitivity Analysis

Transitivity		
No	Process type	Number of process
1	Material	45
2	Mental	24
3	Verbal	0
4	Behavioral	0
5	Existential	4
6	Relational: attributive	25
7	Relational: identifying	4
8	Relational: possessive	3

total no. of processes	105
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From the diagram above we can know the percentages of the processes. Material process is appearing mostly than other processes in 43%, and the second process is relational: attribute with 24%. In the third place there is mental process with 23% then relational: identify with 4% and the last is relational possessive and existential processes with 3%.

This transcript also uses some circumstances, such as circumstances of location (place), time, matter, manner, role and cause. Circumstances

function to add specificity to the information given. The total of circumstance is 33. The dominant circumstance in this transcript is circumstance of location (place) which is used 13. The high proportion of this circumstance shows that this transcript concentrates on situating events in time and space, noting where and when they took place. There are the table of analysis and percentage of the circumstances in the transcript of the casual conversation:

Table 3
 The Table of Circumstances Analysis

Circumstances		
No	Type	Number of process
1	Time	7
2	Place	13
3	Manner	9
4	Role	0
5	Cause	0
6	Matter	3
7	Accompaniment	1
total no. of circumstances		33

From the diagram above we can know the percentages of the circumstances used in the transcript of the conversation. Circumstances: place is appearing mostly than other circumstances in 40%, and the second circumstances is circumstances: manner with 27%. In the third place there is circumstance: time with 21% then circumstances: matter with 9% and the last is circumstances: accompaniment with 3%.

The implication of material processes which used in the conversation is that in their conversation is centrally concerned with actions and events and the speakers who carry them out, this material processes also reveal the daily

activity of speakers. And for circumstances which is dominant is circumstances of place, it indicated that circumstance shows that this transcript concentrates on situating events in time and space, noting where and when they took place.

Conclusions

Concerning on the focus of this study and looking at the table of the calculation, it can be summed up that there are six types of process found from eight types, they are material process, mental process, relational process : attribute, possessive and identify, and existential process. This study show that in casual conversation is dominated with material processes that mean in their

conversation is centrally concerned with actions and events and the speakers who carry them out, this material processes also reveal the daily activity of speakers. This study also reveals that the circumstance of place is more dominant in this conversation.

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AN ANALYSIS MULTIMODAL OF HUMANITARIAN ISSUES POSTERS

Ari Mulyadi

Universitas Pendidikan Indonesia
Indonesia
arimulyadi@upi.edu

Abstract

Revealing humanity issues through posters is a strategy to address conflicts. Therefore, campaign posters should attract the readers to concern about these issues. The unlimited multimodal texts provide chances to be semantically analyzed. This study focuses on social semiotics with a multimodal perspective in campaign posters that contain humanity issues. This study aims to identify the use of campaign posters in spreading principles of humanity and to reduce the prolonged humanitarian crisis in the world. The study applied reading images theory proposed by Kress & Leeuwen (2006), systemic functional linguistics proposed by Halliday (2004), the connotation of names and terms of address proposed by Keith Allan (2001), social semiotics proposed by Bezemer and Kress (2008), and observed the relation between verbal-visual texts through logico-semantic proposed by Martinec and Salway (2005). The study showed that the campaign posters can be considered as a part of efforts to improve the awareness of freedom, equality, and values comprehensively through multimodal.

Keywords: *Semiotics, Multimodality, And Humanitarian Issues.*

Introduction

Humanitarian issues still become a multidimensional issue during the industrial revolution 4.0 and the era of the domination of artificial intelligence to realize civil society 5.0. As published on the website of the United Nations Human Rights (UNHR), current humanitarian issues cover human rights violations, poverty, racism, religiophobia, human trafficking, and war conflicts. To deal with those issues, campaigns against conflicts on humanitarian issues are intensified around the world through various media, both digital and conventional [1]. As propaganda media, posters are built on a unique semiotic system as language and images interact cohesively. It is designed with a logical system to convey meaning in the communication process and requires an appropriate system to build meaning [2].

Thus, readers should have an appropriate system to deconstruct the meaning on campaign posters concerning humanitarian issues to avoid mistakes in interpreting the message to be conveyed. As

the most important part of the poster, verbal and visual modes are not only about what the reader can sense but also about how the reader can understand it as an initiation process in the social order which is a form of social action or social semiotics that will embody the social dimension [3]. Meanwhile, a related multimodal study investigated how multimodal in an advertisement (music, sound, action, and images) work together in constructing an interpersonal meaning [4]. In different circumstances, the way to construct ideational and representational meanings in wonderful Indonesia advertisements can be implemented in various contexts such as English language teaching programs [5]. *In addition*, multimodal in a context has challenged today's readers requiring them to be familiar with art, media, and semiotics [6]. In the online and offline context, linguistic studies concerning humanitarian issues are still limited. Thus, increasing awareness of conflicts in humanitarian issues through posters is important to be investigated as current humanitarian

messages are not only through verbal messages but also verbal and visual forms. Besides, visual representation is a component that strengthens the verbal mode (semiotic source) in sending messages to readers [7]. It is in line with states that when visual and verbal interact, modes can provide meanings that expand other modes spatially, temporally, and causally through enhancement [8]. This study aims to analyze how social semiotics and multimodal perspectives play a role in constructing the concept of humanitarian issues which are sequentially discussed in the description of transitivity and mood, the use of pronoun device selection as a social distancing strategy, social semiotics, reading pictures, and relationships built on campaign posters concerning humanitarian issues.

Methodology

This study is a descriptive qualitative method. It used 1) Kress and Leeuwen (2006) theory about read the visuals on campaign posters to see the representations that appear in sending humanitarian messages; 2) systemic functional linguistics proposed by Halliday (2004) with transitivity and mood analysis to see clause structures that represent ideational meanings; 3) semantics proposed by Keith Allan (2001) to see the use of pronoun tools as the connotation of name and terms of address [9]; 4) social semiotics proposed by Bezemer and Kress (2008) which focuses on the practice of constructing social meaning both verbally and visually [10]; and 5) logico-semantic proposed by Martinec and Salway (2005) to see the relationships built on campaign posters concerning to humanitarian issues [11].

Multimodal refers to how individuals exchange meaning using two or more modes in communication [12]. If a text is analyzed using two modes, verbal and visual, then, mode means as sources established from social and cultural spaces to convey meaning. The source of the mode

is not limited to language, but it also refers to sounds, spaces, pictures, and motion which can send messages and offer meanings through the mode [10]. The poster campaign can be interpreted freely by the reader, but this perspective is bounded by social reality [7]. Therefore, this study tries to identify the relationship of the verbal and visual campaign in constructing the poster campaign concerning humanitarian issues as an effort to fight humanitarian issues.

Findings and Discussion

The data were posters taken from the website of the United Nations of Human Rights (UNHR) and interpretation of the randomly-selected students.

Figure 1. “#FIGHTracism”



(Source:

<https://www.standup4humanrights.org/layout/files/racismday2019/fightracism-lorde.jpg>)

Interpretation:

1. NF (25): “This poster is really nice. From this picture, we can see what is the intended meaning of this poster. The locution has a deep meaning to the society's perspective on differences. All aspects of this poster look fit and proportionate so that can be easily understood”.
2. DN (20): “This poster explains how to react to a difference, it can be race, ethnicity, culture, or religion”.

The findings first showed the results of the transitivity and mood analysis of the

verbal text in the concept of systemic functional linguistics, semantics, and then it is followed by the results of the analysis of visual text and the relationship between visual and verbal modes on the poster. Figure 1 shows that humanitarian messages are built through a mental process with a declarative mood. Mental processes are processes of cognition or perception reflecting or relate to human consciousness [13]. The declarative mood is to construct spontaneous and factual statements about what is felt and witnessed. The ideological value in the picture can be seen in the transitivity of the text in the form of sense. Thus, ordinary people can easily recognize it and the emergence of the phenomenon illustrates that the social reality is very urgent.

The strategy in selecting the first plural pronouns in the form of "our" and "us" has resulted in a power of words connotation and it affects the social distance closeness with intimate social personal styles. Hence, viewers can easily be influenced by the author. This strategy is used as a way of personalization that has the power and function to influence speakers and interlocutors [9].

The visual mode showed a natural object of a young girl as the represented participant. She has straight black hair that stretches out across her shoulders and wears dark clothes. The gaze of the represented participant does not show a vector between the reader's eye line because she does not look directly at the viewer. It means there is no eye contact between the represented participant and viewer. The viewer is placed as the observer and it is considered as an 'offer' of information and not a 'demand'. Thus, the observer can reject or accept it. The picture of the represented participant was shot using medium close-up shot technique and placing the observer parallel to the social distance point of view with personal or friendly characteristics. In terms of compositional layout, it can be identified as a given form meaning that what the represented participant does is a symbol of

the differences in the social reality of society.

Furthermore, visual mode showed the represented participant with a different highlight contrast as a form of resistance in fighting racism on skin color differences. This supports the refutation of Stockl's statement in concerning the semantic limitation that "some meaning relations like causality cannot be expressed by images" [11]. The verbal mode in the image sharpens the visual manifested by the projection of information through locution (words) from the visual to verbal modes. It will help determine what is conveyed through the visual mode in the verbal mode.

Figure 2. "Freedom, Respect, and Compassion"



(Source:
https://www.standup4humanrights.org/layout/files/Posters/UDHR_70_poster-low_res.pdf)

Interpretation:

1. DM (20): "According to this picture, we can conclude that every human being has the freedom and respect for fellow human beings. In addition, a sense of empathy can increase a sense of caring for others".
2. SA (23): "In my opinion, the poster depicts several portraits of humanity, such as conflict and relation between each others".

Figure 2 showed that humanitarian messages are constructed through the material process and imperative mood. The emerging ideological value is the use of the superlative level which refers to the level of quality or the highest value among all compared references which is manner. In the end, even though there is participant immersion, the observer is considered good at what the author meant.

The loss of pronouns in the text does not merely eliminate social distancing relations as the power of the speaker who acts as consultative can affect the interlocutor. Based on the point of view of visual mode, it showed 3 frames with natural photos in one picture and the compositional layout of the image is in the middle. The top frame showed 4 represented participants shot using the medium close up shot technique in one picture and the condition is like the immigrant group: 1. A man with a beard and a mustache wearing a brown vest and a blue shirt folded up to his elbows with a black watch on the left hand while raising his hand as if to say something; 2. A girl with loose black hair wearing a pink dress with a cartoon rabbit pattern; 3. A woman wearing an orange hijab frowning while smiling a little; and 4. A boy wearing a blue shirt turning his back on the camera.

The middle frame showed a man as the represented participant shot using the extreme shot technique, shoulder-length close-up shot, who is looking down. He has thick eyebrows and dark skin with wrinkles on his face. He is shirtless with a posture ready to run. In this shooting technique, the observer is placed at the top so that he has more power over the represented participant and even tends to be authoritarian.

The bottom frame showed a hand of a child (characterized by the small size of the arm) wearing pink clothes and holding the index finger of an adult's right hand who wears yellow clothes (characterized by wrinkles on the arm skin). It is commonly found when a child walk with her/his parents walk (holding hands). From all

image frames, only the top frame showed the view of the represented participant, so it can produce a vector between the reader's eye line with the represented participant.

The emerging relationship between visual and verbal modes is that they support and complement each other. The verbal mode strengthens the visual mode through locution and the visual mode complements the verbal mode through pictures taken from current social phenomena. Thus, they can be easily recognized by the viewer/observer.

Conclusion

The results of the analysis show that the selected posters are the potential to represent and convey humanitarian messages through multimodal texts. By using multimodal resources which consider semantic features, the use of pronoun device selection as social distance, compositional layout, and the relationship between visual and verbal modes will increase the effectiveness of the poster to convey the messages. Visual mode identification showed that the poster maker's experience is represented in a relevant way in a poster with social reality content supported by a verbal mode in the form of locution. It is expected that this multimodal can shape the character of the reader to better understand the message and behave in accordance with the messages conveyed by the poster. In the end, the construction of thought that is continuously built regarding humanitarian issues will result in a true civil society 5.0.

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THE STRATEGY OF POLITENESS IN EXPRESSIVE SPEECH ACT OF SHINZO ABE'S RESIGNATION SPEECH

Diana Kartika¹, M. Aziz²

^{1,2}Bung Hatta University, Padang,
Indonesia

dianakartika@bunghatta.ac.id¹, muhammad.azizlbs@gmail.com²

Abstract

Japan is a country led by a Prime Minister. Japanese history proves that Shinzo Abe was the longest-serving Prime Minister. However, right at the time of Covid-19 and still having one year in office, Shinzo Abe has resigned. This study used a qualitative method and analyzed it descriptively. The data were obtained by a library research system which was sourced from the transcript of Shinzo Abe's opening resign speech and grouped in expressive speech act according to Searle's theory (1979) and analyzed by the politeness strategies according to Nomura Asaki and Koike Seiji's theory and based on verb-syntactical. This research concluded that Shinzo Abe used a politeness strategy in the form of *kenjougo* and *teineigo* with four expressions of thanks/gratitude, one expression of condolence, and one expression of pardon/apology. The speech was raised by Shinzo Abe with a politeness strategy of lowering his speech and respecting the feelings of the Japanese people.

Keywords: Politeness strategies, expressive speech act, Shinzo Abe's resignation

Introduction

Japan has a variety of unique linguistic patterns. Japanese has different levels of politeness, such as the use of respectful language. That is called *keigo*. This politeness strategy can be expressed from the speaking way used by certain social status levels, such as state-people leaders, superiors-subordinates, etc. *keigo* in Japanese has its own differences compared to the usual language system learned by foreign students. This can be seen in the understanding of the special vocabulary used in *keigo* (Sudjianto, Gramatika Bahasa Jepang Modern Seri A, 2010). Thus, most foreign speakers often have difficulty understanding the use of respectful language (*keigo*) with different strategies of politeness.

Meanwhile, the government system often uses polite/respectful language in conveying information to the public as a form of respect and even states a certain level of social status. This can also be seen from the delivery of a speech by a Japanese Prime Minister-Shinzo Abe. Shinzo Abe is a politician who comes from the Liberal Democratic Party (LDP) and served as the

longest-serving Prime Minister in the Japanese government from 2012-2020 and also served in 2006-2007. However, on August 28, 2020, Shinzo Abe announced his resignation as the 98th Prime Minister of Japan due to ulcerative colitis. During his reign, various policies and diplomatic relations have been carried out and some are still in the process of being realized to advance Japan (Naikakukanbou, 2020).

Therefore, the Japanese Prime Minister-Shinzo Abe is very interesting to research. One of them that can be analyzed based on the use of politeness in an expressive speech-language regarding events that occurred during his reign and people or parties have appointed him as Prime Minister. This can see the level of politeness in the language used by a government leader. In addition, Japanese language has different level of politeness includes a grammar system as well as its lexical form. So, the politeness strategies in Japanese have three concepts. There are elevating the excellence of speakers (*honorific polite expressions*), degrading the speech of speakers or indirectly increasing their superiority (*humble polite expressions*), and respecting between

speaker and interlocutor (*neutral polite expressions*) (Makino & Tsutsui, A Dictionary of Basic Japanese Grammar - Nihon'go Kihonhou Jiten, 1989). However, the Japanese patterns also have a distinction between the concept of courtesy (*politeness*) and formality, caused by situation and condition (Makino & Tsutsui, A Dictionary of Advanced Japanese Grammar - Nihon'go Bunpo Jiten (Joukyuuhun), 2008).

Politeness strategies have been carried out by many other researchers. Such as, at vlog events with Indonesian president-Joko Widodo, based on the theory of Leech (1983) the president does not use politeness strategies but use language *natural* and *simple* because in informal events and aims to entertain, but will use politeness strategies during the activities of cooperative relations and mutual respect in working visits (see Mufliharsi & Pratiwi, 2019) (Mufliharsi & Pratiwi, 2019). Mahmud's research (2019) states that politeness strategies with Brown and Levinson's (1987) theory can also be applied in a class context and can be influenced by aspects of religion and culture of the interlocutor (Mahmud, 2019). Furthermore, based on the theory of Brown and Levinson (1987) it was also found in Donald Trump in the Presidential Debate of the Republican Party who used *bald on record*, *positive politeness*, and *off-record* as a form of a good relationship, sympathy, concern, and friendliness (see Sibarani & Marlina, 2018) (Sibarani & Marlina, 2018).

Furthermore, in research on the Jimmy Kimmel Live Show, based on Brown and Levinson's (1987) theory, it was found *positive politeness strategies* was the most dominant used compared to *bald-on-record*, *negative politeness*, and *off-record*, which served as praise, understanding, and sympathy for the listener to show an optimistic attitude, minimize distance, avoid conflict, and show respect between speaker and listener (see Nastha, 2019) (Nastha, 2019). In the training activity on the debate team at the University of

Bengkulu, based on Brown and Levinson's (1987) theory was also found the most dominant thing used was the *positive politeness strategy* compared to the others, because of the closeness of friendship and knowing each other as a form of respect for the interlocutor (see Ayuningrum, Pulungan, & Syafrizal, 2018) (Ayuningrum, Pulungan, & Syafrizal, 2018). Furthermore, in research on Joko Widodo's conveyor in overcoming the nation's socio-political problems, based on Brown and Levinson's (1987) theory many use the type of politeness strategy to *avoid conflict with speech partners* and *make promises* compared to *the strategy of paying attention to interests, desires, behavior, or goods* (see Burhanuddin & Sumarlam, 2016) (Burhanuddin & Sumarlam, 2016).

Based on the strength of the relevant research, the writers interest to analyze the politeness strategies used by Shinzo Abe in his resign speech as Prime Minister of Japan based on verb-syntactical of *keigo* in the theory of Nomura Asaki and Koike Seiji and grouped with the theory of expressive speech acts by Searle (1979). This research will analyze the problem is how the form of politeness strategies appear in Shinzo Abe's expressive speech acts during his resigns speech as the 98th Prime Minister of Japan in the midst of the Covid-19 pandemic?. This research is expected to contribute to the development of pragmatics and to find out the form of politeness strategies from the expressive speech acts of a Japanese government leader.

The Strategy of Politeness Concept

Language politeness can be expressed as a form of respect between the speaker and the interlocutor. Politeness concept according to Leech (2014) has eight characteristics, there are 1) politeness is not something obligatory (*not obligatory*), 2) there are different gradations of polite and disrespectful behavior (*varying gradations*), 3) in the form of recognition of normal sense (*sense of what is normal*), 4) courtesy range depending on the situation

(*depends on the situation*), 5) there is a reciprocal asymmetry of politeness between the speaker and the listener (*reciprocal asymmetry*), 6) there is a battle of politeness (*battle of politeness taking place*), 7) there are various the value transaction of politeness between speaker and speech partner (*kind of transaction of value*), and 8) the tendency to maintain a balance of values between the speaker and the listener (*balance of value*) (Leech, 2014).

The concept of politeness in Japanese can be called as *keigo*. According to Nomura (in Sudjianto & Dahidi, 2018), *keigo* is a term expresses a language to elevates the listener or person who is the subject of conversation (Sudjianto & Dahidi, Pengantar Linguistik Bahasa Jepang, 2018). Meanwhile, according to Minoru's opinion (in Sudjianto, 2010), *keigo* is a language/words specifically used to show the speaker's humility and to express the speaker's respect for the interlocutor or the person being talked about (Sudjianto, Gramatika Bahasa Jepang Modern Seri A, 2010). Thus, *keigo* is used to smooth the language used by the first person (speaker or writer) to respect the second person (listener or reader) and the third person (who is spoken of) (Sudjianto & Dahidi, Pengantar Linguistik Bahasa Jepang, 2018) or *keigo* can explain *respectful language* or *honorific and humble language* (Bunt, 2003).

The Type of Politeness

Politeness strategies have various theories. Brown and Levinson (1987) from the western region (English) discuss politeness strategies which have four super-strategies to carry out FTAs (Face-Threatening Act), there are 1) Bald on record, 2) Positive politeness, 3) Negative politeness, and 4) Off-record (Brown & Levinson, 1987). However, based on the eastern/ Asian (Japanese) politeness strategy according to Nomura Asaki and Koike Seiji (in Sudjianto & Dahidi, 2018),

keigo is divided into three groups, there are *sonkeigo*, *kenjougo*, and *teineigo* (尊敬語、謙讓語、丁寧語) (Sudjianto & Dahidi, Pengantar Linguistik Bahasa Jepang, 2018). The following will explain the three types of *keigo* (*sonkeigo*, *kenjougo*, and *teineigo*) (see Makino & Tsutsui, 1989, 2008; Ogawa, 1998, 2016; Shiang, 2016; Sudjianto, 2010; Sudjianto & Dahidi, 2018) (Sudjianto, Gramatika Bahasa Jepang Modern Seri A, 2010), (Makino & Tsutsui, A Dictionary of Basic Japanese Grammar - Nihon'go Kihonhou Jiten, 1989), (Makino & Tsutsui, A Dictionary of Advanced Japanese Grammar - Nihon'go Bunpo Jiten (Joukyuuhun), 2008), (Sudjianto & Dahidi, Pengantar Linguistik Bahasa Jepang, 2018), (Ogawa, Minna no Nihongo shokyuu II Honsatsu, Terjemahan dan Keterangan Tata Bahasa, 2016), (Ogawa, Minna no Nihongo shokyuu 2 Honsatsu, 1998), (Shiang, 2016), there are:

1) *Sonkeigo* (尊敬語)

Sonkeigo (honorific style) is a politeness or respectful language used to express the speaker's honorific by raising the degree of the person who is the subject of conversation (See Bunkachou in Sudjianto, 2010) (Sudjianto, Gramatika Bahasa Jepang Modern Seri A, 2010). In addition, *sonkeigo* is using for everything related to superiors as people who are older or higher in age, who are associated with guests, or who are associated with the interlocutor (including activities and everything related to it). In other words, *sonkeigo* is a way of speaking which directly expresses honorific or respect for the other person (See Hirai in Sudjianto & Dahidi, 2018) (Sudjianto & Dahidi, Pengantar Linguistik Bahasa Jepang, 2018).

Sonkeigo can be formed with a variety of grammars system, there are:

- a. Using special/respectful verbs (*sonkei no doushi*), such as:

辞書形 'Jishōkei'	尊敬語 'Sonkeigo'	Related meaning
いる 'iru'	お越しになる 'okoshininaru'	To be
言う 'iu'	おっしゃる 'ossyaru'	To say
話す 'hanasu'	お話くださる 'ohanakudasaru'	To talk
する 'suru'	なさう 'nasau'	To do

- b. Insert the auxiliary verb of the form *ren'youkei* in the pattern 'o ... ni naru', such as:

お／ご 'o/go' + Verb I (—ます '-masu') + になる 'ninaru'
 (お 'o' → Japanese words and ご 'go' → Chinese words)

辞書形 'jishōkei'	尊敬語 'sonkeigo'	Related meaning
もらう 'morau'	おもらいになる 'omoraininaru'	To receive
紹介する 'shōkaisuru'	ご紹介になる 'goshōkaininaru'	To introduce

- c. Using auxiliary verbs, such as :

Verb I (い 'i') → (あ 'a')

ます形 'maskei'	尊敬語 'sonkeigo'	Related meaning
呼びます 'obimasu'	呼ばれます 'yobaremasu'	To call
話します 'hanashimasu'	話されます 'hanasaremasu'	To talk

Verb II before ます 'masu' → (+られ 'rare')

ます形 'maskei'	尊敬語 'sonkeigo'	Related meaning
出ます 'demasu'	出られます 'deraremasu'	To exit
起きます 'okimasu'	起きられます 'okiraremasu'	To rise

Verb III Change totality

ます形 'maskei'	尊敬語 'sonkeigo'	Related meaning
来ます 'kimasu'	こられます 'koraremasu'	To come
します 'shimasu'	されます 'saremasu'	To do

- d. Using a special noun (*sonkei no meishi*) to call people, such as: *Sensei* 先生、*Sachou* 差長、*ano kata* あのかた、*donata* どなた、*otousan* お父さん.

sensei 竹田先生、*Suzuki-san* 鈴木さん、*Otaku* お宅.

- e. Using prefixes and/or suffixes, such as: *Tanaka-sama* 田中様、*Takeda-*

- f. Using the verbs *asobasu*, *kudasaru*, *irassharu* after other verbs, such as :

辞書形 'jishōkei'	尊敬語 'sonkeigo'	Related meaning
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帰る ‘ <i>kaeru</i> ’	お帰りあそばす ‘ <i>okaeriasobasu</i> ’	To return
許す ‘ <i>yurusu</i> ’	お許しくださる ‘ <i>oyurushikudasaru</i> ’	To permit
喜ぶ ‘ <i>yorokobu</i> ’	喜んでいらっしゃる ‘ <i>yorokondeirassyaru</i> ’	To be glad

2) *Kenjougo* (謙讓語)

Kenjougo (humble style) is a way of speaking expresses to respect for the interlocutor with humble oneself (See Hirai in Sudjianto & Dahidi, 2018) (Sudjianto & Dahidi, Pengantar Linguistik Bahasa Jepang, 2018). In addition, according to Bunkacho in Sudjianto (2010) (Sudjianto,

Gramatika Bahasa Jepang Modern Seri A, 2010), *kenjougo* is a respectful language used to respect the second persona or a friend of the person who is the subject of conversation with lowering the person who is the subject of conversation.

Kenjougo can be formed with a variety of grammars system, there are:

a. Using special verbs, such as :

辞書形 ‘ <i>jishōkei</i> ’	謙讓語 ‘ <i>kenjougo</i> ’	Related meaning
言う、話す ‘ <i>iu, hanasu</i> ’	もうす ‘ <i>mousu</i> ’	To say
いる ‘ <i>iru</i> ’	おる／おります ‘ <i>oru/orimasu</i> ’	To be
する ‘ <i>suru</i> ’	いたす ‘ <i>itasu</i> ’	To do

b. Using persona pronouns, such as:

わたくし／わたし
 ‘*watakushi/watasi*’、かない
 ‘*kanai*’.

c. Inserting verbs *renyoukei* in the pattern ‘*o suru*’, such as:

お／ご ‘*o/go*’ + Verb (—ます
 ‘*masu*’) + する ‘*suru*’

辞書形 ‘ <i>jishōkei</i> ’	謙讓語 ‘ <i>kenjougo</i> ’	Related meaning
知らせる ‘ <i>shiraseru</i> ’	お知らせする ‘ <i>oshirasesuru</i> ’	To know, To inform
読む ‘ <i>yomu</i> ’	お読みする ‘ <i>oyomisuru</i> ’	To read

d. Using verb *ageru, mousu, moushiageru, itasu* after other verb, such as :

辞書形 ‘ <i>jishōkei</i> ’	謙讓語 ‘ <i>kenjougo</i> ’	Related meaning
知らせる ‘ <i>shiraseru</i> ’	お知らせいたす ‘ <i>oshiraseitasu</i> ’ お知らせもうしあげる ‘ <i>oshirasemoushiagemasu</i> ’	To inform
寄る ‘ <i>yoru</i> ’	お寄りいたします ‘ <i>oyoriitashimasu</i> ’	To approach

3) *Teineigo* (丁寧語)

Teineigo (polite style) is a way of speaking with courtesy used by speakers with mutual respect for each other's feelings (See Hirai in Sudjianto & Dahidi, 2018) (Sudjianto & Dahidi, Pengantar Linguistik

Bahasa Jepang, 2018). Meanwhile, according to Danasasmitha in Sudjianto (2010) (Sudjianto, Gramatika Bahasa Jepang Modern Seri A, 2010), *teineigo* is a respectful language used to smooth the words spoken to others. *Teineigo* is not the

same as *sonkeio* and *kenjougo* because *teineigo* has nothing to do with demeaning or elevating the person who is the subject of conversation, but the only consideration is a friend to talk to. *Teineigo* is using solely to respect the interlocutor (second persona)

(Sudjianto, Gramatika Bahasa Jepang Modern Seri A, 2010).

Teineigo can be formed with a variety of grammars system, there are:

- a. Using auxiliary verb (... *desu*, ... *masu*, ...*de gozaimasu*), such as :

辞書形 ' <i>jishōkei</i> '	丁寧語 ' <i>teineigo</i> '	Related meaning
行く ' <i>iku</i> '	行きます ' <i>ikimasu</i> '	To go
本 ' <i>hon</i> '	本です ' <i>hondesu</i> '	Book
きれい ' <i>kirei</i> '	きれいです ' <i>kireidesu</i> '	Beautiful, pretty
ある ' <i>aru</i> '	ございます / ござる ' <i>gozaimasu/gozaru</i> '	To be

- b. Using prefix お / ご '*o/go*' on a particular word, such as :

名詞 ' <i>meishi</i> '	丁寧語 ' <i>teineigo</i> '	Related meaning
金 ' <i>kane</i> '	お金 ' <i>okane</i> '	Money
両親 ' <i>ryōshin</i> '	ご両親 ' <i>goryōshin</i> '	Parents

- c. Using soft verb (*teinei no doushi*), such as :

辞書形 ' <i>jishōkei</i> '	丁寧語 ' <i>teineigo</i> '	Related meaning
する ' <i>suru</i> '	いたす ' <i>itasu</i> '	To do
ある ' <i>aru</i> '	ございます ' <i>gozaimasu</i> '	To be

The Function of Politeness

Based on the book *Minna no Nihongo Shokyuu II Honsatsu, Translation and Grammar Description* (2016), the use of *keigo* are three factors must be considered, there are 1) *keigo* is using to show respect for speakers whose age and social status are lower to people with social status high, 2) *keigo* is using to show respect to the interlocutor when the speaker is not familiar with other person, such as when he/she first met, and 3) *keigo* is using with attention to relationship between *uchi* and *soto* (ウチ、ソト), *uchi* 'uchi' is a group within one's own environment, such as one's own family or office, while *soto* 'soto' is an environment outside one's own environment (Ogawa, *Minna no Nihongo shokyuu II Honsatsu, Terjemahan dan Keterangan Tata Bahasa*, 2016).

The pragmatic concept states that modesty in an interaction can be interpreted as a means by which to demonstrate consciousness (*awareness*) of the presence of another person (*another person's face*) as a form of social relations in the form of distance or near (Yule, 1996). Meanwhile, according to Hinata Shigeo (in Sudjianto & Dahidi, 2018) states the effectiveness and concrete role of the use of *keigo* as follows (Sudjianto & Dahidi, *Pengantar Linguistik Bahasa Jepang*, 2018): a) expressing respect to superior or high social, b) expressing a formal feeling, c) stating the distance who is meeting for the first time, d) maintaining dignity, e) expressing affection, and f) sometimes expressing sarcasm, reproach, or ridicule.

Pragmatic and Speech Act

Pragmatics has various meanings. One of them is according to Yule (1996),

pragmatics is a study of the relationship between linguistic forms and the users of these forms to find out the intentions, the speaker's assumptions, and the purpose of the conversation (Yule, 1996). In addition, Griffiths (2006) claims that pragmatics is also a science about the use of utterance in context, about how success conversation is more than conveying it literally but can be encoded in sentence semantics (Griffiths, 2006).

In pragmatics, there are field of science in studies expressions known as speech acts. The speech act according to Austin (1962) is a speech generator as part of social interaction and grouping into a communication activity (*locutionary*), that has a specific purpose (*illocutionary*), so as to produce the desired effect by the speaker (*perlocutionary*) (Austin, 1962). Meanwhile, according to Yule (1996) that speech acts are in the form of actions carried out through utterances (Yule, 1996).

Meanwhile, according to Searle (1979), illocutionary is the function of speech acts to inform something and to do something (*the act of doing something*) (Searle, 1979). Based on Searle (1979) classify illocutionary speech act as much as five classes, there are assertives/representatives, directives, commissives, expressives, and declaratives (Searle, 1979). However, in this research was using only expressive concepts. The expressive speech act is a form of speech in psychological expressions which function as a statement of the speaker's attitude towards a situation (Searle, 1979), (Levinson, 1983). Expressive speech acts can be grouped into several groups, such as thank (*kansha-suru*), congratulations (*iwau*), apology (*ayamaru*), condolences (*kuyamu*), regret (*gai-suru*), and welcoming (*mukae*) (Searle, 1979), (Kubo, 2001).

Methodology

This research is qualitative research. According to Taylor, Bogdan, and DeVault

(2016) qualitative research is research does not focus on calculations but prioritizes results in the form of descriptions in written or oral sentences from humans and observations of behavior (Taylor, Bogdan, & DeVault, 2016). So, it can be used to understand the meaning of the individual or group correlation with social or human problems (Creswell, 2009). Furthermore, this research is included in the type of research with descriptive methods. The descriptive method is useful method for making descriptions of an understanding of phenomena about events experienced by research subjects, for example behavior, perceptions, motivation, actions, and others (Moleong, 2012).

Meanwhile, the data collected using data collection techniques are technical literature/documentation (*library research*). The library/documentation technique is a technique with use written sources to obtain data (Zaim, 2014). So that, the source of the data comes from the transcript of the opening of Shinzo Abe's speech on August 28, 2020 regarding his resignation as Prime Minister of Japan from the www.kantei.co.jp (Shinzou, 2020).

In this study, writers carried out stages with a flow Miles & Huberman (1994) system, there are 1) *data reduction* (collecting and translating the required data, then reducing the collected data, 2) *data display* (analyzing data using the theory of politeness (*keigo*) by Nomura Asaki and Koike Seiji and based on verb-syntactical (Hamano & Tsujioka, 2011), (Narahara, 2002), (Kumashiro, 2016), (Halpern, 1990), (Nelson, 1994), and the theory of expressive speech acts by Searle (1979)), then 3) *conclusion drawing and verification* (verify and draw conclusions) (Miles & Huberman, 1994).

Findings and Discussion

Findings

In the Japanese Prime Minister's resignation speech, it was found that Shinzo

Abe expressed expressive speech acts with various forms of politeness. This expressive type consists of four findings of thanks, one finding of condolences, and one finding of apology. There expressed in the politeness of the language in the form of *kenjougo* and *teineigo*. So, this can illustrate that Shinzo

Abe expresses much expressive thanks/gratitude, as a form of respect for the society, even the government, and professional medical. These findings are shown in table 1.

Table 1:
 Expressive speech acts and politeness types in Shinzo Abe's speech

No.	Shinzo Abe's Speech	Type of Expressive Speech Act	Type of Politeness
1	<p>国や地方自治体から様々な要請に対して、自治体の様々な要請に対して御協力を頂いておりますことに心から感謝申し上げます。</p> <p><i>Kuni ya chihōjichitai kara samazamana yōsei ni taishite, jichitai no samazamana yōsei ni taishite o kyōryoku o itadaite orimasu koto ni kokorokara kansha mōshiagemasu.</i></p> <p>We would like to express our sincere gratitude for cooperating with various requests from the national and local governments.</p>	Thanking (<i>kansha-suru</i>)	<i>Kenjougo</i> (humble)
2	<p>それでも、残念ながら多くの方々が新型コロナウイルスにより命を落とされました。お亡くなりになられた方々の御冥福を心よりお祈り申し上げます。</p> <p><i>Soredemo, zan'nen'nagara ōku no katagata ga shingata koronauirusu ni yori inochi o otosa remashita. O nakunari ni nara reta katagata no o meifuku o kokoroyori oinori mōshiagemasu.</i></p> <p>Despite those efforts, unfortunately, a large number of people have lost their lives to the novel coronavirus. I extend my heartfelt condolences to those who have passed away.</p>	Condolencing (<i>kuyamu</i>)	<i>Kenjougo</i> (humble)
3	<p>今この瞬間も患者の治療に全力を尽くしてくださっている医療従事者の皆様にも、重ねて御礼申し上げます。</p> <p><i>Ima kono shunkan mo kanja no chiryō ni zenryoku o tsukushite kudasatte iru iryō jūji-sha no minasama ni mo, kasanete orei mōshiagemasu.</i></p> <p>I also express my thanks once again to the healthcare professionals who are giving their all providing medical care for patients even at this very moment.</p>	Thanking (<i>kansha-suru</i>)	<i>Kenjougo</i> (humble)
4	<p>全ては国政選挙の度に力強い信任を与えてくださった、背中を押していただいた国民の皆様のおかげであります。</p> <p>。本当にありがとうございました。</p> <p><i>Subete wa kokusei senkyo no tabi ni chikaradzuyoi shin'nin o ataete kudasatta, senaka o oshite itadaita kokumin no minasama no okagedearimasu. Hontōni arigatōgozaimashita.</i></p>	Thanking (<i>kansha-suru</i>)	<i>Teineigo</i> (polite)

	All of this is thanks to the people, who placed strong confidence in us and encouraged us during each national election. I thank you sincerely.		
5	<p>そうした御支援を頂いたにもかかわらず、任期をあと1年、まだ1年を残し、他の様々な政策が実現途上にある中、コロナ禍の中、職を辞することとなったことについて、国民の皆様にご心よりお詫びを申し上げます。</p> <p><i>Sōshita o shien o itadaita nimokakawarazu, ninki o ato 1-nen, mada 1-nen o nokoshi, hoka no samazamana seisaku ga jitsugen tojō ni aru Chū, korona-ka no naka, -shoku o jisuru koto to natta koto ni tsuite, kokumin no minasama ni kokoroyori owabi o mōshiagemasu.</i></p> <p>Despite such support, I am to resign with another year in my term of office—a year still left to go—leaving various other policies still on the way to being realized and the coronavirus epidemic at hand. I express my heartfelt apologies to the people for this situation.</p>	Apologizing (<i>ayamaru</i>)	<i>Kenjougo</i> (humble)
6	<p>国民の皆様、8年近くにわたりまして、本当にありがとうございました。</p> <p><i>Kokumin no minasama, 8-nen chikaku ni watarimashite, hontōni arigatōgozaimashita</i></p> <p>I thank the Japanese people sincerely for these eight years.</p>	Thanking (<i>kansha-suru</i>)	<i>Teineigo</i> (polite)

In table 1, it can be seen that Shinzo Abe uses a lot of politeness strategies in the form of *kenjougo* compared to *teineigo* in the utterances of case in Japan. This was done because of Shinzo Abe's background as the Prime Minister of Japan, as well as a form of expression demeaning his speech towards society, the government, and professional medical. In addition, Shinzo Abe spoke with politeness strategies to maintain dignity, express formal feelings, express affection, and respect for his position so far.

Discussion

In Shinzo Abe's resigning speech, there were expressive speech acts in the form of expressions of thanks, condolences, and apologies. This is in accordance with the intention of this speech to convey Shinzo Abe's resignation as Prime Minister of Japan. As a leader, of course this will be

expressed with a politeness strategy. This expression is a form of respect for the Japanese people, the governments, and indirectly all countries have collaborated diplomatic with Japan.

1. Expression of Thank

Shinzo Abe appreciates the actions and cooperation of the Japanese people highly. During his leadership, there has been a lot of progress and various best actions were taken to save the Japanese government and society. Meanwhile, the time of Shinzo Abe's resign was during the Covid-19 pandemic, so he is very thanks/grateful to the medical personnel who have carried out various treatments to save lives and the government who have collaborated to strengthen the state order system.

Writers found the thanks politeness strategy was in the form of *kenjougo* and *teineigo*. The form of politeness is *kenjougo* in the form of an expression of respect for

the listener (Japanese society and healthcare professionals) with a strategy of lowering the speech of the speaker. Meanwhile, *teineigo* is an expression of politeness for respects each other between speaker and listener.

I also express my thanks once again to the healthcare professionals who are giving their all providing medical care for patients even at this very moment.

- (1) 国や地方自治体から様々な要請に対して、自治体の様々な要請に対して御協力を頂いておりますことに心から感謝申し上げます。

Kuni ya chihōjichitai kara samazamana yōsei ni taishite, jichitai no samazamana yōsei ni taishite o kyōryoku o itadaite orimasu koto ni kokorokara kansha mōshiagemasu.

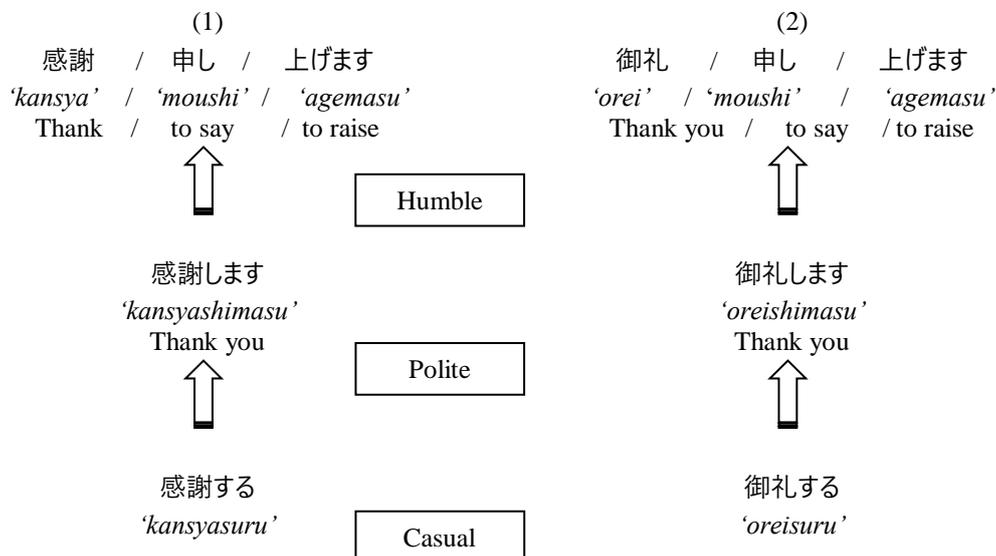
We would like to express our sincere gratitude for cooperating with various requests from the national and local governments.

- (2) 今この瞬間も患者の治療に全力を尽くして下さっている医療従事者の皆様にも、重ねて御礼申し上げます。

Ima kono shunkan mo kanja no chiryō ni zenryoku o tsukushite kudasatte iru iryō jūji-sha no minasama ni mo, kasanete orei mōshiagemasu.

In the utterance (1), Shinzo Abe thanked the central and local governments. The Japanese government has cooperated well, both between governments in Japan and with other countries, as well as providing maximum service to overcome existing problems. Thus, Shinzo Abe uses a politeness strategy in the form of *kenjougo* as a form of lowering his speech. This can be seen from the use of 感謝申し上げます '*kansyamoushiagemasu*' (thank you), using the mark -申し上げます '*moushiagemasu*' which comes from the casual form (*futsuugo*) with the copula -する '*suru*'.

Meanwhile, the utterance (2) shows that Shinzo Abe also expressed his thanks/gratitude for the professional medical personnel who have provided the best assistance to Covid-19 patients. However, this speech uses 御礼申し上げます '*Oreimoushiagemasu*' (thank you) with the mark -申し上げます '*moushiagemasu*', and also comes from the casual form with the copula -する '*suru*'.



Thank you

Both utterances (1) and (2) have different uses of verb-vocabulary but have the same meaning, there are 感謝 'kansya'

(1)



(2)



Based on the decrease in vocabulary which means *thank you* from different word origins, there are differences meaning. It can be seen in this expression, there is a change in the use of expressions of *thank/gratitude* from the casual form to a politeness form in *kenjougo*. In this speech, Shinzo Abe really considers the use of vocabulary in language properly as a form of respect by lowering his utterances.

In utterance (1) the context of the purpose of expressing *thanks* towards the Japanese government. It can be seen that Shinzo Abe has a feeling of attachment to the government he leads with use the origin of the word *thanks you* from the vocabulary 感謝 'kansya'. This vocabulary implies that Shinzo Abe is very grateful with relate his feelings towards the government.

Meanwhile, utterance (2) uses speech of *thank* which comes from the vocabulary 御礼 'orei'. This vocabulary contains the meaning of honoring with thank to the noble. In this context, it is illustrated with the purpose of a speech to medical workers who have struggled to treat and save the lives of Covid-19 pandemic patients and struggle to find a vaccine for fight the spread of Covid-19 in the society later on.

Therefore, Shinzo Abe realized in government, it cannot be done alone and during a pandemic attacks human health, it really requires action from medical personnel. So, cooperation between

Thank you

and 御礼 'orei'. Both of these words mean thank you.

governments and professional medical action can have a tremendous impact on Japan's progress during the Covid-19 pandemic.

In addition, in other expressions of thanks, there is also a change in the form of language use with different politeness strategies. Shinzo Abe uses a politeness level in the form of *teineigo*. This can be intended as respect form of Shinzo Abe for society with polite and the use of language to respect the feelings of both parties.

(3) 全ては国政選挙の度に力強い
 信任を与えてくださった、背中を
 押していただいた国民の皆様の
 おかげであります。本当にありが
 とうございました。

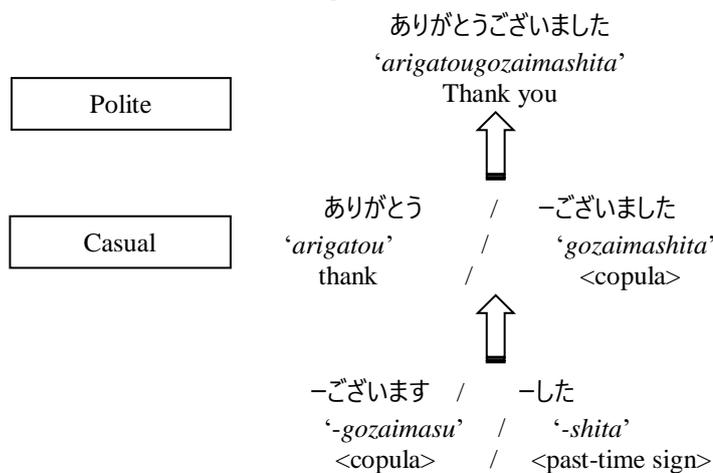
*Subete wa kokusei senkyo no
 tabi ni chikaradzuyoi shin'nin
 o ataete kudasatta, senaka o
 oshite itadaita kokumin no
 minasama no
 okagedearimasu. Hontōni
 arigatōgozaimashita.*

All of this is thanks to the people, who placed strong confidence in us and encouraged us during each national election. I thank you sincerely.

(4) 国民の皆様、8年近くにわたり
 まして、本当にありがとうございました
 ました。

Kokumin no minasama, 8-nen chikaku ni watarimashite, hontōni arigatōgozaimashita.
 I thank the Japanese people sincerely for these eight years.

In utterances (3) and (4), it can be seen that these utterances aim at Japanese society and even all those who have given the



Based on the process of changing the word of *thanks*, it can be concluded Shinzo Abe has highly respected the public's trust so far by giving the meaning of expressing thanks/gratitude for actions and policies that have been implemented and can be accepted in society from past to present.

2. Expression of Condolence

Shinzo Abe expressed his condolences for people who have died due to the Covid-19 pandemic. The pain felt in society made Shinzo Abe sympathetic as a leader of the country. Shinzo Abe has implemented various actions and policies to tackle covid-19. However, every time it often kills people and makes Japanese people feel sad. So Shinzo Abe prays for the people who have felt the impact of the Covid-19 pandemic.

confidence to occupy and serve as Prime Minister of Japan for eight years last on. Utterances (3) and (4) use expressions of thank in the form of *arigatougozaimashita*. The word comes from the combination of *arigatou* with the copula *gozaimashita*. Meanwhile, *-mashita* denotes past expressions or past events.

(5) それでも、残念ながら多くの

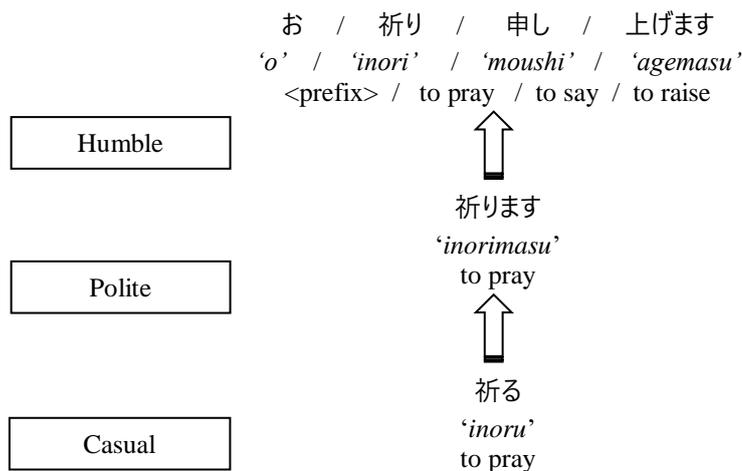
方々が新型コロナウイルスにより
 命を落とされました。お亡くなり
 になられた方々の御冥福を心
 よりお祈り申し上げます。

Soredemo, zan'nen'nagara ōku no katagata ga shingata koronavirusu ni yori inochi o otosa remashita. O nakunari ni nara reta katagata no o meifuku o kokoroyori oinori mōshiagemasu.

Despite those efforts, unfortunately, a large number of people have lost their lives to the novel coronavirus. I extend my heartfelt condolences to those who have passed away.

In the utterance (5), there is a situation in the form of Covid-19 condition, which is increasingly having a bad impact on many people, especially the Japanese society. Many people died and lost loved ones. This can cause a sense of suffering and sadness for those left behind. For that, Shinzo Abe used an expression of condolence in the form of お祈り申し上げます 'oinori moushiagemasu'. This derived from the

word expression お祈り 'oinori' with the addition of politeness form in the form of – 申し上げます 'moushiagemasu'. This change in the shape of the decency marker comes from the common form with the copula – する 'suru'. As well as on the expression also uses the prefix お- 'o-' as a form of politeness used by Shinzo Abe.



Various changes in the use of condolence expressions have made Shinzo Abe's speech take a polite form of language in the form of *kenjougo*. This speech is used as a form of lowering his speech to people who have died as a result of exposure to Covid-19.

3. Expression of Apologize

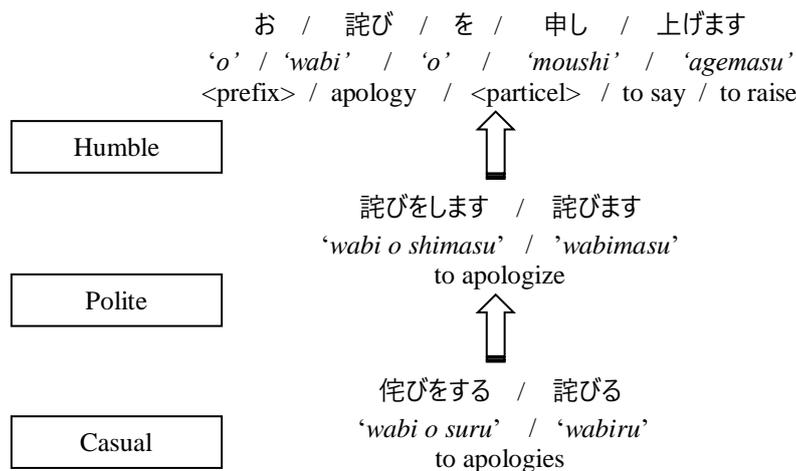
Apologize can appear as a form of reaction caused by something, that is not in accordance with previous expectations or targets. In general, Japanese people will express forgiveness as a form of politeness in carrying out a belief that cannot be done until the end. Shinzo Abe has the end of his term of government in 2021, but in 2020 he has resigned as Prime Minister of Japan with his health problems. At the time of the setback expressed by Shinzo Abe, it also coincided with the Covid-19 pandemic. So, this makes various policies to handle Covid-19 still being realized.

- (6) そうした御支援を頂いたにもかかわらず、任期をあと1年、まだ1年を残し、他の様々な政策が実現途上にある中、コロナ禍の中、職を辞することとなったことについて、国民の皆様によりお詫びを申し上げます。

Sōshita o shien o itadaita nimokakawarazu, ninki o ato 1-nen, mada 1-nen o nokoshi, hoka no samazamana seisaku ga jitsugen tojō ni aru Chū, korona-ka no naka,-shoku o jisuru koto to natta koto ni tsuite, kokumin no minasama ni kokoroyori owabi o mōshiagemasu.

Despite such support, I am to resign with another year in my term of office—a year still left to go— leaving various other policies still on the way to being realized and the coronavirus epidemic at hand. I express my heartfelt apologies to the people for this situation.

In utterance (6) there is an expression of apology which uses verb-word お詫びを申し上げます ‘owabi o moushiagemasu’. This derived from the word expression 詫び ‘wabi’ combined with the prefix お- ‘o-’ and the polite copula 申し上げます ‘moushiagemasu’. The copula derived from the common form of copula する ‘suru’.



In the form of language change of *apology*, Abe Shinzou has a pattern system in the form of *kenjougo*. Abe Shinzou gave a humble expression as an apology for his untimely resignation from the post of Prime Minister of Japan and coincided with the Covid-19 pandemic which caused various chaoses in society to state planning relations even causing huge losses. This decision-making was carried out as a step for the good of themselves and the Japanese state in the world of politics and international relations.

Conclusions

Shinzo Abe is a Japanese Prime Minister who served the longest in Japanese history. This is proof that the various alternative actions and government policies, they formulate can be trusted by the Japanese people. However, to coincide with the Covid-19 pandemic and still have one more year in office, Shinzo Abe has decided

to resign from his position considering his illness.

In this study, writers found Shinzo Abe's expressive speech from Searle's (1979) theory in the form of four utterances of thank/gratitude, one expression of condolence, and one apology speech act. Also, Shinzo Abe uses the politeness strategy from the theory of Nomura Asaki and Koike Seiji in his expressive speech in the form of *kenjougo* and *teineigo*. Shinzo Abe as Prime Minister greatly humbled his speech because he was in a formal situation and as an appreciation and respect for the public trust so far and had worked together in the government and the countries of Japan's diplomatic relations and then professional medical personals. For this reason, this setback expected to have a good influence on the progress of Japan and the next Prime Minister's officials can carry out policies still in process so far.

However, writers hope that this research can be analyzed from other types

of speech acts and can be further developed with various politeness strategy theories such as those based on Brown and Levinson's (1987) or Leech's (1983) theory. So that the remarks on Shinzo Abe's resignation as Prime Minister of Japan can produce even more concrete conclusions.

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SPEECH ACTS OF NETIZENS TOWARD SURAKARTA MAYOR'S INAUGURATION OF GIBRAN RAKABUMING RAKA: A STUDY OF ANTHROPRAGMATICS

Dini Restiyanti Pratiwi¹, Eko Purnomo², Agus Budi Wahyudi³, Tri Santoso⁴

^{1,2,3}Universitas Muhammadiyah Surakarta
Indonesia

⁴Institut Agama Islam Negeri Surakarta
Indonesia

drp122@ums.ac.id¹, a310170150@student.ums.ac.id², abw186@ums.ac.id³, masbungts@gmail.com⁴

Abstract

Gibran, the eldest son of the President of the Republic of Indonesia, won the election and currently serves as Surakarta Mayor for the period 2021-2026. Netizens' Surakarta have great hopes for his leadership. Gibran's inauguration attracted spotlight, because he is the first child in the Republic of Indonesia (Ir. Joko Widodo). The formulations of the research problems are: (1) What is the form of speech acts of netizens toward Gibran's inauguration pragmatically? And (2) What is the form of speech acts of netizens toward Gibran's inauguration anthropologically? This study aims (1) to describe the form of netizens' speech acts toward Gibran's inauguration pragmatically, (2) to describe the form of netizens' speech acts toward Gibran's inauguration anthropologically. This research is included in a qualitative with description approach. The data are in the form of speech acts which contain pragmatic and anthropological aspects of netizens comments. The data source is written language taken from the Instagram comments column that posted Gibran's inauguration. The data collection technique used was the observation and taking note techniques. Methods of data analysis uses intralingual equivalents in the form of pragmatic equivalents and anthropological. The results indicate that in netizens' comments there are speech acts in a pragmatic manner, namely locutionary, illocutionary, and perlocutionary. Apart from being pragmatics, there are anthropological speech acts, namely saying congratulations, being happy, hoping/asking, and giving advice. The speech acts of the netizens' Surakarta, both pragmatically and anthropologically (anthropologically), aim to accept a new leader and define Javanese culture.

Keywords: *Netizens, Instagram, Pragmatics, Anthropological, Anthropological*

Introduction

The simultaneous elections held in December 2020 had passed and appointed several regional heads. One of the cities that held regional head elections was Surakarta. Surakarta election was won by Gibran Rakabuming Raka and Teguh who defeated Bagyo Wahyono and FX. Suparjo. The inauguration of the elected regional head was held on February 25, 2021. Gibran Rakabuming Raka is the eldest son of President Joko Widodo. Certainly as the number 1 child in Indonesia, Gibran Rakabuming Raka's inauguration received a sharp spotlight from netizens.

Netizens' Surakarta have high hopes for Gibran's inauguration as Surakarta Mayor. Netizens' responses were presented

through an Instagram comment column that uploaded Gibran's inauguration. [1] states that response is not limited to conveying information, but it can further lead to the formation of opinions and attitudes can even form public opinion. In communicating the language plays a major role. Netizens express their curiosity through language (in this case written language). [2] suggests that language can reflect the way people view their world. The essence of the fact that with human language can reflect their thoughts and views on what they see and hear. [3] stated that language is a means of communication, through human language can learn from others, and improve intellectual ability or interconnected (communicate) various experiences.

Internet technology led to the emergence of social media that facilitated audiences in interacting. Communication that is usually face-to-face can be done in anywhere and anytime without any restrictions with the support of existing social media such as facebook, twitter, instagram, path, and other social media [4]. Nowadays, human can deliver without having to meet with a partner who talk. The development of technology affects people in communicating. Social media is used as a means to interact, communicate, and build networks through online communication media [5]. According to [6], one type of social media that is currently in demand by the people of Indonesia is instagram. Instagram is a photo sharing app that lets users take photos, apply digital filters, and share them to various social networking services, including Instagram's own [7]. Instagram is one of the many social media that are increasingly being loved in Indonesia today. Instagram itself in early 2016 has increased the number of users to more than 400 million users, around 80 million images uploaded every day. [8], one of the widely used social media is Instagram. In expressing a person's thought or feelings have many ways to express. The way of expressing thoughts is called mode.

Speech acts are included in the language function, namely the purpose of language, such as to apologize, invite, give advice, and praise [9]. While [10] argues that speech acts are an action to support the delivery of the intentions of the speaker. Another opinion expressed by [11] that the speech acts are the product of an utterance in a certain context. Politeness is also related to politics (politeness in politics). If modesty is respected, it is not impossible, and there will be an even shift in the deficit [12].

Language, both verbal and nonverbal, is a reflection of the culture of speakers. Therefore, the way speakers or users of a language view cultural reality can be seen from the language it uses [13]. Language can determine the cultural identity of the

speaker. Language is part of the culture. So the relationship is subordinate but some say that language and culture are two different things, but have a close relationship so that the relationship is coordinated [14].

Speech acts have been studied by the previous researchers. Among other researches that have been conducted [15] about advertisements in the newspaper Sumatra Ekspres found several illocutionary TT including directive, commissive, and assertive. [16], in SUMBAR short story found four types of TT, namely directive, assertive, expressive, and commissive. TT declarations do not exist in this study. Research that has been conducted by [17] researching the actions of speech acts in black and white talk show found that the most commonly found expressive TT is saying thank you and insulting.

As for, the research on anthropo pragmatics has little done by previous researchers. The research includes [13], namely the culture of Islamic boarding schools in Madura is reflected in the behavior of language codes in Madura in the form of greetings, speech acts and politeness, naming, and local social, code of ethics. [18] examines the anthropolinguistic approach to the study of oral traditions. Furthermore, [19] examined "Analysis of Functions, Cultural Values and Local Wisdom in Sinamot Films by Medan Young Filmmakers: Anthropolinguistic Studies". Based on the explanation above, the researcher is interested in studying "Speech Acts of Netizens toward the Inauguration of Surakarta Mayor of Gibran Rakabuming Raka: A study of Anthropopragmatics".

Methodology

The type of research used in this study is qualitative with descriptive approach [20] [21]. According to Creswell [22] defines descriptive research as an approach or search to explore and understand a central symptom. The data analyzed is words, phrases, or sentences. Data source

is netizens' comments on Instagram account that uploaded photos of Gibran Rakabuming Raka's inauguration containing pragmatic and anthropolinguistic aspects. Data collection techniques used are observing and taking note techniques. Methods of data analysis uses intralingual equivalents in the form of pragmatic equivalents [23] and antroprolinguistics.

Findings and Discussion

Pragmatically, Searle in [24] speech acts manifested into three types of actions that can be realized by a speaker, namely the act of locutionary, illocutionary, and perlocutionary.

Netizens' Speech Acts Pragmatically to the Inauguration of Gibran Rakabuming Raka as Surakarta Mayor

Netizens' Locutionary Acts to the Inauguration of Gibran Rakabuming Raka

Locutionary Speech act is speech act to express something. The speech act is not a question of the function and intent of speech expressed by the speaker. So, it is solely intended to tell the speech partner that at the time the speaker speaks [12].

- (1) @vocalisnya_powerslaves
Sebagai manusia kelahiran Mbrayat Minulyo Surakarta, sesuai KTP, sy nderek bingah. Meski sdh jadi artis Nasional dan berjuang buat kelahiran band dari Semarang di ibu kota. Solo tetap menempati ruang tersendiri di hati. Semoga satu saat bisa bertemu.
- (2) @dewi.sartikaaa S(a)y(a) bukan warga Solo.. Mudah2an mas Gibran jadi pemimpin y(an)g amanah

- (3) @tiyang_4lit *Buah jatuh tak jauh dari pohonnya...* 🍌🍌🍌

Data (1), (2), and (3) are locutionary speech act. Speech data (1) informs that the speaker (person) who was born in Surakarta, precisely *Mbrayat Minulya*. In addition, speaker was happy at the inauguration of Gibran Rakabuming Raka. Netizens' speech in the Instagram account @vocalisnya_powerslaves is locutionary speech act, because it is only telling, without any specific intent and the speech is meaningful in accordance with the sentence spoken. The speech delivered by the @vocalisnya_powerslaves is only informative, there is no pressure for speech partner to do something. This is in line with [25] who states that speech acts can be in the form of words, phrases, or sentences in accordance with the meaning contained in the word, phrase, or sentence itself.

Data (2) is locutionary speech act, because the speaker informs that the speaker is not a solo citizen, but also prays that Gibran Rakabuming Raka can be entrusted in carrying out his duties as Surakarta Mayor. Speaker in this case do not have the brothers to get a response from the speech mitar, only to pray.

Data 3 includes locutionary speech act. In a speech delivered by the speaker (@tiyang_4lit) informed that Gibran Rakabuming Raka who served as Surakarta Mayor followed in the footsteps of his father, Joko Widodo who recently serves as President of the Republic of Indonesia. The beginning of Joko Widodo's political career was as Surakarta Mayor, now continued by his eldest son who became Surakarta Mayor. The proverb "Buah jatuh tak jauh dari pohonnya" spoken by the speaker is very fitting to be given to a partner in this case Gibran Rakabuming Raka who follows

in the footsteps of Joko Widodo as his father.

Netizens' Illocutionary acts to the Inauguration Gibran Rakabuming Raka

Illocutionary speech act is namely speech act to do something with a purpose and function [26].

- (4) @_tinaa.rr Selamat untuk walikota dan wakilnya. Harapan ku semoga orang orang kecil mendapat kesejahteraan. Karena jujur banyak banget orang tua yg jualan di lampu merah dan gaada yg beli. Apalagi sedih bngt kalo liat yang jual anak2. Tolong lebih di perhatikan jangan melulu soal infrastruktur. Lihatlah masyarakat menengah ke bawah apalagi ini lagi pandemii 🙄🙄🙄🙄🙄 (direktif)
- (5) @muhajiryudha999 Harapan ku Fokus dadi walikota sek wae. Ojo kesusu nyalonke gubernur opo meneh presiden. Solo nyaman, tentram trus pokoke 🙌 (asertif)
- (6) @marlinehenriksen Pinter mas Gibran cari istri, gak k(a)y(a)k Nadya (Ekspresif)

Data (4) is directive illocutionary speech act. Speech data (4) is a directive illocutionary speech act, because it has a marker of help. The speech stated by @_tinaa.rr asked that children selling around the red light be paid attention, given a decent life. For example, the government can accommodate the Social Service and be given training so as not to sell at red lights, not only paying attention to infrastructure development.

Data (5) is assertive illocutionary speech act. Speech data (5) includes assertive illocutionary speech act, because it has a focus marker 'dadi walikota sek wae'. The speech stated by @muhajiryudha999 hoped that Gibran

Rakabuming Raka would remain a mandate for one period in leading Surakarta. The speaker hopes that Gibran does not nominate Governor or even President like his father Joko Widodo, who has not finished serving as Surakarta mayor, but has run again to become Governor of DKI Jakarta, then has not finished serving as Governor of DKI Jakarta has run again to become President of the Republic of Indonesia until this time.

Data (6) is expressive illocutionary speech act. Speech data (6) includes expressive speech act, because it has a marker "gak k (a) y (a) k". The speech spoken by the Instagram account @marlinehenriksen is a satirical expressive speech. The speaker stated that the Surakarta Mayor was smart in choosing a life partner, namely Selvi Ananda. The wife of Surakarta mayor is a beautiful and smart woman, apart from being the former Princess Solo. The speech insinuates the younger brother of the elected Surakarta Mayor, namely Kaesang Pangarep, who is now excited about his love life. Kaesang Pangarep is considered to have chosen the wrong partner, because netizens prefer the Kaesang partner before Nadya, who is now the girlfriend of Kaesang Pangarep.

Netizens' Perlocutionary Speech Acts to the Inauguration Gibran Rakabuming Raka

- (7) @wiwied_mk Mantap Mas... 🙌 Ayo kerja...kerja...kerja... 🙌
- (8) @dimasedypratama @gibran_rakabuming berharap di belakang mas gibran ada tim pemuda kreatif inovatif dalam mengcreate kota solo 🙌🙌
- (9) @mooi_ka Buah tdk jauh jatuh dr pohon nya, smngt mas gibran, bpk jokowi sdh bekerja nyata, sdh

*hebat, mas gibran hrs lbh mantep
 dr pakde jokowi, 😊😊😊*

Data (7), (8), and (9) are perlocutionary speech acts. Speech data (7) includes perlocutionary speech act, because it is intended that Gibran Rakabuming Raka as Surakarta Mayor be elected to work like Mr. Joko Widodo, because work, work, work are the slogans of Joko Widodo. According to @wiwied_mk, he wanted Gibran to continue to work on his mandate well.

Data (8) is a perlocutionary speech act, because it is intended that Gibran's leadership as Surakarta Mayor can make Solo / Surakarta city progress or better. According to data (8), the speaker hopes that the leadership of Gibran Rakabuming Raka will appoint creative young people to help their performance in advancing the city of Surakarta. The speaker asked the speech partners to create a Mayor's assistant team consisting of millennial youths who have the ability to do their field.

Data (9) is perlocutionary speech act, because the speaker states that Gibran is President Joko Widodo's son who has the same nature and profession as Joko Widodo. This is because Gibran both held important positions in the city of Surakarta, as did Joko Widodo when he was Surakarta Mayor. In addition, speaker asked the speech partner to work in real time leading the city of Surakarta and carrying out all tasks well. In addition, the speakers asked Gibran to work more than Joko Widodo.

Netizens' Speech Acts Anthropologically Speech to the Inauguration of Gibran Rakabuming Raka as Surakarta Mayor

Wierzbicka in [27] argues that words reflect and tell the characteristics of the speaker's way of life and way of thinking

and can provide valuable clues in an effort to understand the speaker's culture. According to Sibarani in [28] states that anthropolinguistics is a branch of linguistics that studies the variety and use of language in relation to time development, differences in places of communication, kinship systems, beliefs, languages, customs and other cultural patterns of a nation. Palmer in [28] uses the term cultural linguistics for anthropolinguistics. According to him, cultural linguistics is a discipline that appears as a persona from anthropology, which is a combination of linguistics and culture.

Netizens' speech acts anthropologically to the inauguration of Gibran Rakabuming Raka were congratulating, happy, praying, hoping, asking, and advising.

Netizens' Anthropological Speech Acts in Saying Congratulation to the Inauguration Gibran Rakabuming Raka

- (10) @debbyccd 🙌🙌 Selamat mas Gibran... Selamat bertugas mas... Semoga menjadi pemimpin yang jujur dan amanah yang memperhatikan kepentingan dan kesejahteraan rakyat Indonesia. Semangat bekerja untuk membangun Indonesia lebih maju dan sejahtera.. 🙏
- (11) @nanik1010 Selamat ya mas gibran semoga amanah ❤️❤️❤️
- (12) @zafiraraeesa Smt bertugas mas Gibran bersih kota solo biar bersih seperti bpk Jokowi waktu jd walikota solo 😊👍👍👍

Data (10), (11), and (12) are included in anthropological speech acts. Saying congratulations is one of the cultures that exist in Indonesia. Netizens welcomed the inauguration of Gibran Rakabuming Raka. There is an element of respect for others who have successfully won and been

established as regional leaders. The culture of saying congratulations is a good culture to be maintained by the community. The culture of saying congratulations in Indonesia has been going on for a long time. For example, when people flock to congratulate each other. Similar to the inaugurating Gibran as Surakarta Mayor, people flocked to congratulate each other.

Netizens' Anthropolinguistic speech acts in pray to the inauguration of Gibran Rakabuming Raka

- (13) @yapkho Semoga mas gibran amanah dalam mengemban tugas. Semoga maa gibran bersama wakil senantiasa dalam perlingungan dan bimbingan Yg Maha Kuasa dan Pengasih 🙏🙏🙏🙏🙏🙏🙏🙏
- (14) @rtj74 Semangat pak walikota. Selamat mengemban tugas. Semoga amanah seperti Pak Jokowi 🙏
- (15) sorayasubadri Selamat & Sukses dlm mengemban Tugas Mas Gibran, Semoga Amanah, selalu sehat & dlm lindungan ALLAH SWT.. Aamiin YRA.. 🙏🙏🙏🙏🙏

Data (13), (14), and (15) are netizens utterances containing prayers to Gibran Rakabuming Raka. Praying is one of Indonesia's cultures. The characteristic of Indonesian people who believe in the One and Only. Praying in the world of politics means that the leader whom he prays for is always trustworthy in developing his duties. Many leaders turn away, after winning or getting a position. This has prompted many netizens to pray that Gibran Rakabuming Raka will remain entrusted with leading the city of Surakarta. In addition, the people of Surakarta will pray that Gibran will always receive guidance and protection from Allah SWT.

Netizens' Anthropolinguistic speech acts hope / ask to the Inauguration of Gibran Rakabuming Raka

- (16) @novianto_fn Untuk syukuran bagi bagi markobar lah bro @gibran_rakabuming 100hari pertama lah. 😊
- (17) @prayoga_1015 Palang kereta api joglo...semakin padat...semoga segera dilaksanakan proyek flyaover..
- (18) @syahdaputra_ Harapan saya, tetap menjadikan kota Surakarta sebagai kota yang berbudaya dan berseri. serta mengembangkan, mengelola, dan membangun apa yang diperlukan dari masyarakat, oleh masyarakat, dan untuk masyarakat itu sendiri. Sehingga kota Surakarta tetap terjaga eksistensinya dari segi apapun ☐

Data (16), (17), and (18) include hoping or asking anthropolinguistic speech acts. Data 17 is a culture of asking which is spoken by netizens. Netizens asked Gibran Rakabuming Raka to give thanks by giving Markobar. Markobar is a *martabak* brand owned by Gibran. The culture of asking, often occurs when someone gets the position of leader. Meanwhile, the data (17) and (18) are the culture of hope that the netizen has. Netizens hope that Gibran, as the new Surakarta Mayor, will fix the city of Surakarta, especially the joglo bars which are getting stuck so that flyovers will be made to minimize congestion. In addition, the community hopes that Surakarta City will continue to be a cultured and radiant city.

Netizens' Anthropolinguistic Speech Acts in Advising to the Inauguration of Gibran Rakabuming Raka

- (19) @exelcise_deo_simbolon Harus bisa melebihi gerak cepat pak Jokowi. Selamat bertugas anak muda
- (20) @lentikdewi hebat mantap mas sukses yah 🙌🙌🙌🙌🙌🙌 inget yah jangan korupsi
- (21) @relisasaragih15 Jangan korupsi ya bro !!

Data (19), (20), and (21) are anthropolinguistic advising speech acts. The culture of advising always sticks in Indonesia. Advising is included in anthropolinguistic speech acts, namely as a form of community affection and obedience to its leaders. Netizens advised Gibran not to commit acts of corruption while leading the city of Surakarta. Netizens also advised Gibran to move beyond his father, who is now the President of the Republic of Indonesia.

Conclusions

Based on the results and discussion described above, conclusions can be drawn. Netizens' speech contains speech acts in a pragmatic and anthropolinguistic way. Indonesian, especially the Surakarta netizens, include: locutionary - to inform, inform, and pray; illocutionary - directive, assertive and expressive; and perlocutionary - to work hard, make cities progress, work real, and work well. Netizens' speech act is pragmatics, namely the purpose of accepting the presence of regional leaders, as Surakarta Mayor. Apart from being pragmatic, there are anthropolinguistic speech acts by netizens, namely congratulating, praying, and giving advice. The culture of congratulating, praying, and advising leaders is expressed by netizens on the Instagram account. The reality of people's 'socio-cultural intelligence' is preserved in social media. The speech acts of the Surakarta's netizens, both pragmatically and anthropolinguistically

(anthropopragmatically), aim to accept a new leader and define the culture of the Indonesian people especially in Java.

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STUDENTS' APOLOGY REALIZATION PATTERNS IN ONLINE CLASSES DURING THE PANDEMIC-19

Ella Masita

Jambi University

Indonesia

ellamasita@unja.ac.id

Abstract

Online class becomes a more common platform in academic activities nowadays, specifically in during the Pandemic-19. As a consequence, equipping students with adequate skills is an urgent thing to do in order to prepare them in the world of digital citizenship. This paper, then, is intended to investigate the common patterns made by university students in expressing their apology realization through the lens of Cross-Cultural Speech Act Realization Pattern (CCSARP). It is expected that the identification of the patterns will enable lecturers to gain more comprehensive understanding as well as to help students any possible varieties in expressing apology.

Keywords: *Apology, Online Class, Pandemic-19*

Introduction

Communicative Competence is an urgent competency that students should achieve in order to be able to use language effectively in real acts of communication. Several studies have established empirically that non-native speakers might fail to communicate effectively even when they have mastered excellent grammar of the target language. Inappropriate utterances due to this lack of communication skills have been reported in a number of studies, for instance the failure of non-native English speakers in communicating in American English (Wood et al., 2010) the failure of using the expressions of gratitude among Turkish people (Araz & Erdugan, 2017), the inability of a Thai student in understanding the concept of bathing in England (Ahn, 2007), and the inappropriate apology realization of non-native speakers of English (Masita, 2004).

A number of factors are responsible for this lack of communication skill. One of them is the inability to produce appropriate utterances by social contexts of English due to the lack of sociocultural competence of the learners. This is in line with a study by Li (2015) that underlines the culture differences between the first language of

speakers and the target language as one of the main reasons of students' failure in appropriately comprehending and producing target language. As addressed earlier, there are great varieties of the rules of politeness behaviours from one culture to another. The ways of how an utterance should be expressed greatly depends on how the language communities in a specific culture views the ways to express that speech based on the politeness markers they have. One of the cultural-bound utterances that become the main concern in this paper is the apology realization of Indonesian students in online class.

Apology plays an important role in social life. This apology act is usually conducted as the after someone has offended the hearer, intentionally or unintentionally. Its primarily function is to convey affective meaning as well as to restore social relationship where there is some behaviour that appears to violate social norms. About this, Yule (2006) explains that an utterance or an act is required in the act of apologizing to "set things right" (p. 235). In line with that, Brown and Levinson (1987) propose the terms of "positive politeness strategies" and "negative politeness strategies" as the

strategies in the patterns of apology realization.

Positive strategies are intended to avoid giving offense by highlighting friendliness, solidarity, intimacy, informality and familiarity. In general, this strategy is characterized through the use of in-group identity markers, special discourse markers, promising, complimenting, jokes, nicknames, honorifics, tag questions, exaggerating interest in hearer, establishing common grounds, juxtaposing criticism with compliments, and avoiding disagreement. On the other hand, negative strategies are described as the strategy to emphasize avoidance of imposition on the hearer through the expressions of restraint, formality, and distancing. These strategies are realized through a number of efforts such as being conventionally indirect, minimizing an imposition, giving deference, apologizing, impersonalizing, and nominalizing. Furthermore, Brown and Levinson also state that the choices of politeness strategies are mainly influenced by some factors such as formality, power, distance, and rank of imposition. The research in this paper, then, focuses the analysis on the strategies in apology realization patterns with the consideration to the four aforementioned factors.

Methodology

The research in this paper is a part of a study about politeness strategies in online

classes with a bigger number of audiences and research participants. As the preliminary study, the research participants of this paper are three university students at their fourth semester majoring English department. The researcher and the participants have known each other since all of the participants are taking the same online class with the researcher as the lecturer when the data is taken. The data in this research is collected through online, semi-structured recorded interviews. The interview is selected since it is considered that this method of data collection might enable participants to provide historical information under the topic. Apart from that, it might also allow the researcher to ask questions to the participants in order to get a more elaborated answer or to clarify the situations that are not clear enough.

During the interview, the participants are provided the contexts of situations in which the apology realizations are supposed to be realized. The participants respond orally in a recorded online interview session through zoom by directly stating the apology realization they would say when it is prompted. Then, the participants are to provide explanation of why they choose such realization. There is one guiding paper used during the interview written in English. They are five prompts which providing the subjects with apology situations. The prompts are as follows:

Table 1: Apology Prompts

Situation 1	You are overslept and late for the first virtual meeting of your online class for five minutes with a lecturer that you haven't met before. Your lecturer asks about the lateness during the class.
Situation 2	You laugh inappropriately during an online class with your lecturer who is also your uncle that you know very well.
Situation 3	Your promises to hand in the mid-term assignment to your lecturer but you haven't finished writing it at the due time. You call your lecturer at his personal phone number to apology and ask for some additional time to finish and submit the assignment. The lecturer says that the lateness of submitting the assignment is a serious problem and he is not happy about that.

Situation 4	You have offended your classmate that you have been known since high school by inappropriately imitating his mistake in pronouncing an English word when he is in the middle of explaining something during a virtual class discussion. Your classmate mentions this fact during the online class just after the discussion finished.
Situation 5	Just before the class begins, you realize you have lost the USB flash drive containing a very important final assignment project you are working with your classmate for your online presentation today. This is the first time you and your classmate have class project together. You have never met him/her personally before. You call your classmate to tell him/her about it.

Research Findings

Situation 1:

The setting of this situation is an online virtual meeting of the first online class. This is a formal setting in which the participant owes an apology to a lecturer (power: superior) s/he meets for the first time (distance: low solidarity) for being late (rank of imposition: light offence).

Based on the interview to the three participants of this research, it is revealed that all of the participants consider that the facts that this is the first time they meet the lecturer really affects how they express their apology. The first participant (Participant A) chooses to directly express his apology to the lecturer during the class by telling the truth: “I do apologize for being late. I was overslept, Sir”. On the other hand, the second participant (Participant B) decides that it’s better to make a false reason for his lateness by saying “I am sorry sir, but my electricity was cut at my first so I couldn’t join the class on time”. Different from those two participants, the third participant in this research (Participant C) thinks that besides expressing her apology for being late to respond the lecturer’s question, she also considers to contact the lecturer personally after the virtual meeting to explain the reason of her lateness and show that she is really sorry for the lateness.

Situation 2:

Similar to Situation 1, the setting of Situation 2 is formal virtual meeting of an online class. The participant owes an apology to a lecturer (power: superior) who is also his/her uncle s/he knows well

(distance: high solidarity) for inappropriately laugh during the class (rank of imposition: medium offence).

The results of interviews to the three research participants show that each participant has different perspective toward the situation, specifically the fact that the lecturer is his/her own uncle. Participant A states that the close relationship between him and the lecturer would not affect him in expressing his apology. It is the lecturer status and the formal setting that becomes his first consideration in the choice of how he would apologize. Thus, he chooses to apologize by saying: “I am so sorry, Sir” just right after the inappropriate laugh. Moreover, Participant B thinks that the personality of the lecturer would significantly affect his apology realization, but unless the lecturer is a very strict and unfriendly person, he believes that a short and informal apology such as: “Sorry” will be enough. Similar to the second participant, Participant C considers her personal relationship with the lecturer as a beneficial factor for her. However, the fact that this is a formal class setting and there are her classmates attending the class drives her to choose a formal apology such as: “I am sorry” to say in the virtual meeting.

Situation 3:

The situation in this prompt is an informal setting in which the participant personally contact the lecturer (power: superior) by phone about his/her mid-term assignment that has been due (rank of imposition: high offence). No information

about the distance between the participant and the lecturer. However, the term “mid-term assignment” implies that this is not the first meeting between the participant and the lecturer (distance: high solidarity).

For this kind of situation, the responses of the three participants are quite similar. All of them use a very formal way in their apology realization by saying: “I am really sorry” or “I do apologize”. In addition, all of the participants would try to tell the lecturer the reasons of the lateness even if the lecturer does not ask for it as well as to request some additional time to finish the mid-term assignment. In doing this, Participant A chooses to make a promise as an effort to get some additional time by saying: “Could you please give us some additional time, please? I promise I’ll send the assignment before the due date”. In contrast, both Participant B and Participant C merely ask the lecturer to give them any additional time without any promise. The superior position of the lecturer with more power than the participants as his students as well as the fact that the lecturer is older than them become the main factors of those three participants to choose formal apology realization in speaking with the lecturer.

Situation 4:

The setting of Situation 4 is formal since it happens during the virtual online meeting. As classmates, the power between both speakers are equal with the distance is high solidarity because they have been friend for years. However, the rank of imposition in this situation is categorized as high offence. The fact that the classmate has mentioned it during the class implies that he consider it as a serious offense.

In regard to this situation, Participant A articulates that he would use joke as an indirect apology realization to his classmate such as “come on, don’t be angry; it’s nothing, just a joke”; no need to explicitly express his apology, considering that they have been friends from high school. Unlike the previous participant, the second participant in this research explicitly

mentions his apology by saying: “I am so sorry, I don’t mean to hurt you but it’s just so funny.” In spite of that, he does not think this should be a serious problem between him and his classmate. The reason why he thinks a verbal apology is still required despite his close relationship as an old friend to the classmate is because this is a formal class with other classmates and the lecturer are also there. The third research participant, on the other hand, considers the classmate’s mention toward the inappropriate attitude she has done as a serious problem. Consequently, she would say: “I am so sorry. Please don’t be angry” to show the classmate that she really regrets for what she has done. Additionally, Participant C also says that she would personally contact the classmate just after the class as her effort to fix the unhappy situation and restore the harmony.

Situation 5:

This setting of this last prompt is informal, comprising a conversation between the participant and his/her classmate. Similar to Situation 4, the level of power between the participant and the classmate is equal. Unlike the previous situation, however, the distance between them is considered as low solidarity as the participant does not personally know the classmate very well. The level of imposition in this situation is high offence. This is implied from the description within the prompt about the missing USB that contains an important final assignment just before the assignment has to be presented at the online class that day.

As the response of this situation, Participant A says: “I am so sorry I know this is my mistake that the flash drive is lost”. As his own defence, Participant A also explains that he would try to put the blame on someone else to diminish his mistake, for example by saying things such as: “I was quite sure the flash drive was already in my bag. I don’t know why it can be missing now.” At the same track, Participant B says: “ I am sorry that our

flash drive is missing.” However, instead of trying to reduce his mistake by finding a good reason for the lost, Participant B prefers to asks for the possibility that his classmate has a copy of the data within the missing flash drive. Similarly, Participant C chooses to both express her apology and asks whether the classmate has a copy of the assignment, even if it’s not the complete one. She also promises to re-do the assignment by herself. In addition, Participant C would offer to contact the lecturer and explain what has happen with the hope that the lecturer would give any additional time for her in re-doing the assignment on behalf of her and her classmate.

Discussion of research Findings

Based on the aforementioned findings, the most common realization used by the participant is the term “sorry”. It can be seen that in almost all the situations, the participants of this research begin their apologies by stating this term, unless in Situation 4 in which Participant A thinks that an explicit apology using the term sorry is not really necessary due to the close relationship to the classmate. Thus, the term “sorry” appears to be the most central strategy in apologizing. Furthermore, all participants tend to combine more than one strategy in their apology realizations. Some of the strategies are included as the positive politeness strategies such as promising, offer of repair, and taking on responsibilities while some others includes negative politeness strategies such as refusal to acknowledge guilt, minimizing an imposition, and prohibiting.

Furthermore, the results of interviews to the participants in regards of the reasons of their chosen strategies reveal that the selection process is greatly influenced by a number of factors. Among them, the presence of the lecturer really affects the participants in selecting what kind of apology realization they will use regardless if the lecturer is someone they have just met for the very first time

(Situation 1), the person they have known for quite a while (Situation 3) or even the one that personally close to them (Situation 2) as well as if it is a formal online classroom setting (Situation 1 and Situation 3) or informal personal setting by phone (Situation 2), all of the participants believe that they have to show high respects to the lecturer due to his superior power, educational background, and age. Consequently, they are very careful in selecting the words and even the intonation, mimics, and gestures when they are communicating with the lecturer.

In contrast, for the people with relatively equal power (classmate), the main consideration of the participant is the social distance to the person. If the one hat has been felt offended is someone they do not know very well and is not personally close, they appears to be quite formal and try to show their sincere apology to the person, specifically when the level of imposition is quite high and might make the classmate into a big problem due to their carelessness (Situation 5). To the people they are close with, however, the participants tend to claim that an explicit verbal and formal apology is not something really urgent to say. Instead, they choose to express their apology indirectly by uttering a prohibition such as “don’t be angry” or refusal to acknowledge guilt such as: “but it’s so funny.” They believe the good close personal connection between them and the classmate will make the classmate know that he does not have a bad intention to him.

Conclusions

The research results show that factors such as formality, power, distance, and level of imposition significantly affect participants in the apology realization they are using. This can be seen from the varieties of apology realization they are using toward the situation as in the prompts. However, the situation in this research is not real, they are all prompted by predetermined scenarios provided by the researcher. This might or might not affect how the

participants would act in a natural setting of apology situation. Apart from that, the limited numbers of participants and time of data collection might also limit the results of this research. Therefore, further research with wider scopes as well as larger numbers of participants and time is required to provide more comprehensive understanding on apology realization patterns, specifically in relation to the online interaction.

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A REGISTER ANALYSIS OF PHOTOGRAPHERS COMMENTARIES ON SOCIAL MEDIA COMMUNITY (INSTAGRAM)

Haryani¹, Ainur Rosyidah Azmie Putry²

¹Politeknik Bumi Akpelni Semarang
Indonesia

²Pascasarjana Universitas Negeri Semarang
Indonesia

haryani@akpelni.ac.id, putryazmie@students.unnes.ac.id

Abstract

This research aimed to investigate the linguistics form, meaning, and motive based on Rembang photographers' commentaries on social media called Instagram. The researchers employed qualitative research design with the object was photographers' conversation. The researcher collected the data through observation and documentation. The researchers analysed the data by identifying the linguistics form by selecting register into word and phrase. Second, the researchers analyzed the meaning of the register by identifying the context of the data situation based on Larson's theory. Third, the researchers analyzed the motives of the register based on Hockett's theory. Therefore, the researchers revealed the high frequency of linguistics forms was in noun. The researchers found one abbreviation, three nouns, one adjective, one verb, one compound, one clipping, one noun phrase, and one verb phrase. The researchers also found 2 lexical meanings (20%) and 8 contextual meanings (80%). Moreover, 8 need filling motives and 2 prestige filling motives were identified within the conversation. The tendency of using contextual meaning can refer to need filling motive because the speaker employ this meaning in order to adjust the lexical terms based on their needs amid the communication. Meanwhile, the tendency of using lexical meaning can represent prestige filling motive. Here, the speakers tend to emulate the speech pattern of those who have same profession, same interest, or same topic of communication. Both of those meanings are essential to support their profession as a photographer.

Keywords: *Register, Linguistics, Meaning, Motive.*

Introduction

Language takes an important roles in human life. It provides several functions for people in their daily life. According to Srijono (2001) people employ language in different purposes such as communication, persuasion, information, introduction, negotiation, and also sosialization. Regarding language as the tool of communication, it has a function as media to build an interaction with others. They can learn and transmit knowledge by exploring their culture to others. Beside that, they can express their feelings or ideas too. It constructs good relationship with society. Because of the varieties of human life and culture itself, so language varieties exist accordingly. That varieties of language become their identity. The way they employ a language within their utterances

is different in one place to another. The relationship between language and society is discussed in the part of linguistics called Sociolinguistics.

In accordance with that, Wardaugh (1998) defines that sociolinguistics focus on investigating the relationship between language and society with the purpose of having deeper understanding about language structure and how its functions in communication. Based on the definition above, we can infer that language and society are closely related. Sociolinguistics is study term of linguistics which integrates language and society, i.e. the way people employ language in various region. One of language varieties is register. Register can be defined as a language of certain group with the same interest. As Holmes (1992) defines that register is a language used in a group of people with common interest or

job in any situational associated with such groups. For example in each occupational group has different particular vocabularies associated. Doctors and nurse employ specific vocabularies in the medical term and the conversation happens in certain areas such as hospital, clinic, etc.

Besides doctors, photographers also employ some specific vocabularies in their field. Those words may be unfamiliar with us if we are not belongs to their occupational group. Photographers mostly discuss about lighting, angle, wardrobe, etc. Each of those words has different meaning such as ambient light which means the natural light around us without any additional light. Next, there is wide angle lens which describes about a specific lens that provide wider view than a normal lens. Moreover, there is aperture which focuses on lens hole that support lighting when picture is taken. The higher aperture can increase the lighting. There are many lexical terms which are used in photography field besides those examples above.

There were some previous studies which analyze the linguistics form and meaning by context of situation such as Krisnawati (2013) analyzed cosmo girl magazine, Alfi (2013) analyzed online shop, and Mega (2012) analyzed ticketing division at Tanjung Emas Semarang. Besides, Irhana, Arifin, & Ariani (2017) investigated word formation, meaning and language function of all k-pop news articles. The other researches which were in same field of register were analyzing of diction, style, and figure of speech conducted by Ulfah (2010) and Hartanto (2013). Both of them analyzed English movie advertisement. At last, Febrayadi (2017) analyzed social identities, situation types, and functions in the movie entitled “in the heart of the sea”. All of those previous studies support the current study.

Regarding the previous studies above, the researchers attempt to conduct a research related with register analysis of Photographers commentaries on social

media community. To differentiate this research with the previous studies, the researcher employs Instagram as social media and provides motive analysis which are rarely found in another researches. This study is conducted in order to develop the previous ones and strengthen the analysis of register field by using different media. The objectives of this study are: *First*, to investigate the linguistics forms of the register used in the photographer language; *Second*, to explain the meaning of register employed in photographer language; *Third*, to find out the motives of the register used in the photographer language.

Methodology

In this research, the researchers employed qualitative research design. A theory based on Merriam and Tisdell (2015) explained that qualitative research focuses on meaning and understanding. In addition, Schutt and Check (2012) defined that qualitative research usually begins research questions related to what people think, how they act, and why they do particular actions in some educational setting.

The object of the research is photographers conversation. The data are register in the form of words and phrases used in photographers conversation. The researchers take the source of data from the dialogue among photographers which are found on Instagram of Rembang photographer community.

In collecting the data, the researchers employ observation and documentation. The steps are includes: *first*, the researchers look for photographers conversation on instagram. Because of the are various kind of photographers, specifically the researchers select Rembang photographers community to take their dialogues. *Second*, the researchers investigate dialogues carefully and provide sign related with the register used in their dialogues. *Third*, the researchers write down the register in the dialogue.

After collecting the data, the researchers analyse the data by implementing several steps such as: *First*, the researchers identify the linguistics form such by classifying the dialogues which one belongs to register word and phrase. *Second*, the researchers analyse the meaning of the register by identifying the context of the data situation based on Larson's theory (1989). *Third*, the researchers analyse the motives of the register based on Hockett's theory (1958). At last, the researchers provide conclusions and suggestions based on data analysis.

Results and Discussions

After analysing all the data, the researchers divide two kinds of data: word and phrase. The data of word is classified based on the content and the formation of word. Based on the content of word, the data contains noun, verb, and adjective. Based on formation of word, the data contains compound and abbreviation. The data of phrase contains noun phrase and adjective phrase. The findings are based on linguistic form of register, the meaning of the social media register and the motive of register.

1. Word

a) Noun

Data 1: angel

Cahyadi : "angle nya sangat mantap, tajam".

The register in the piece of the sentence above is "angel". It belongs to noun. The function is as a subject in the sentence. It has the contextual meaning for the point of the picture view. The speaker uses the word "angel" because the speaker cannot find the similar meaning of the word "angle" in Indonesian. So, the speaker uttered that word as a code mixing. This motive of using English based on theory of Hockett (1958) belongs to need filling motive.

Data 2: Wardrobe

Komara : "konsepnya mantap, model oke, Wardrobe juga oke. Mantap Pict nya".

The register in the piece of the sentence is "wardrobe". That word belongs to noun and subject of the sentence. The word "wardrobe" has the lexical meaning for cloths which people wear as a model of the picture. The speaker uses the word "wardrobe" to show her educational status whereas she aims to emulate the other ones who use this word. The word "wardrobe" can be said "kostum" in another utterance. So, based on theory of Hockett (1958) about filling motive in register, the speaker employs prestige filling motive.

Data 3: Exposure

Dhany : "komposisinya bagus dan exposure nya pas, tak terlalu lama dan tak terlalu cepat".

The register in the piece of sentence is "exposure". In a sentence it is function as noun, it can be subject or object. As we know subject or object must be noun. It has the contextual meaning for an intensity of time. The speaker uses the word "exposure" because the word "exposure" does not have similar meaning in Indonesian. So, based on theory of Hockett (1958) about motives in sociolinguistics, the utterance "exposure" belongs to need filling motive.

b) Adjective

Data 1 : Reflection

Amir : "oke replexnya".

The register in the piece of sentence above is "replex", its function is as an adjective. Adjective is a word to describe a noun. In the sentence above, the word "replex" describes a noun (reflection thing). The word "replex" is naturalization word from reflection. It has the lexical meaning for reflected image. The speaker uses the word "reflection" which is imported from English to Indonesian means "bayangan". The researcher employs the word

“reflection” to show his educational status. So, it belongs to prestige filling motive.

c) Verb

Data 1 : Splashing
Adi : “keren banget splashingnya”.

The register in the piece of the sentence above is “splashing” whereas the function is as a verb. Verb is a word that shows what a person or thing does. In the sentence above, the word “splashing” has the contextual meaning for displaying water caused by photographer. The speaker uses the word “splashing” because the speaker cannot find the word “splashing” that has similar meaning in Indonesian so he employs need filling motive.

d) Compound

Data 1 : Close up
Mulyatna : “close up nya tajam dan detailnya mantap om, keren nemen”.

The register in the sentence above is “close up”, it is considered as compound word. It combines from two lexical categories of word. They are adjective close and adverb up. It has the contextual meaning for a close shot. Because of the difficulty to look for the similar meaning of “close up” in Indonesian, so that the speaker employs need filling motive in saying this utterance.

e) Clipping

Data 1 : COMPO (composition)
Komara : “Compo tone nya menarik, nice model”.

The register in the sentence above is “compo”, it is the short form of “composition” named clipping. Clipping is a process in which a word is formed by shortening the longer one. The word “compo” has the contextual meaning for integration of several elements in one frame of picture. The utterance “compo” used by the speaker aims to assist her in delivering

an understandable argument towards the interlocutor. Besides, this utterance cannot be found in the Indonesian language. In accordance with that, according to Hockett (1958) theory, the use of that utterance belongs to need filling motive.

f) Abbreviation

Data 1 : HI (human interest)
Andry : “nice HI, mantap”

The register in the sentence above is “HI”, it is an abbreviation form of “human interest”. Abbreviation is the shortening form of the phrase by taking the first letter of first syllable. It has the contextual meaning for the use of an individual as a photograph model. Because of the difficulty of the similar meaning of HI in Indonesian, the speaker tends to employ this word in his utterance without changing it. This kind of motive in register is called need filling motive.

2. Phrase

a) Noun Phrase

Data 1 : Nice Freezing
Ardi : “nice freeze, tajam”.

The register found in the sentence above is “nice freeze”, it is noun phrase because it has noun “freeze” as the head and the adjective “nice” as modifier. It has the contextual meaning for a stop time. This meaning represents a brief moment where the time is stopped for a while and the photographer takes a picture of the object. The speaker uses the word “nice freeze” because the speaker cannot find the similar meaning of the word “nice freeze” in Indonesian. In accordance with that, the theory of filling motives based on Hockett (1958) shows that the speaker employs need filling motive.

b) Verb Phrase

Data 1: Nice Shoot
Arya : “kucingnya lucu, nice shoot banget”.

The register in the sentence above is “nice shoot”, it belongs to verb phrase because it has verb “shoot” as the head and the “nice” as modifier. It has the contextual meaning for how excellent the photographer’s work. The utterance “nice shoot” is not easy to be translated into Indonesian. Therefore, to construct a comprehensible meaning between the speaker and interlocutors, the speaker tends to employ the utterance “nice shoot”. There is no any other meaning in Indonesian which can represent this verb phrase. In a nutshell, based on the Hockett (1958) theory of filling motives, the speaker employs need filling motive at the moment.

Discussions

Based on the result of the present study above, the high frequency of linguistics form is noun. There are three kinds of noun that can be found in photographers’ conversation such as

wardrobe, angle, and exposure. Another word formation are adjective which is presented by reflection, verb such as splashing, and compound word like close-up. Next is clipping presented by compo. After that, the use of abbreviation such as human interest abbreviated (HI). Beside word formation, there are two kinds of phrases found in the photographers’ conversation involve noun phrase and verb phrase. In noun phrase, nize freezing is

found in this conversation. Meanwhile, nice shoot is chosen as the verb phrase of this conversation. There are many linguistics form found in the photographers’ conversation. That linguistics form represents many lexical terms particularly in the photography field. The variety of lexical terms uttered by the photographers emphasizes how excellent their content knowledge of the register found in their profession’s environment.

Next, some the lexical meaning and contextual meaning are found in the photographers’ conversation. The high frequency of meaning types is contextual meaning. The dominant use of contextual meaning uttered by the speakers represents how much they focus on their job. It means, the photographers should comprehend some lexical terms that are essential for their job. By using this contextual meaning, the photographers mostly can do the two-way communication with their partners easily because a comprehensible meaning in the communication can be achieved if both of the speakers and interlocutors can adjust the lexical terms based on the context of the situation. In a nutshell, the effective communication will achieved when both of them employed this contextual meaning effectively. The discussion of register used are described in the form of table as follows:

Table 1. The Register in Photographers’ conversation

No.	Register	Meaning	Types of meaning		Types of motive	
			Lexical	contextual	Need filling motive	Prestige filling motive
1	Angle	Point of picture view		✓	✓	
2	Wardrobe	Clothes that people wear as a model (customs)	✓			✓
3	Reflection	Reflected image	✓			✓
4	Exposure	Intensity of time		✓	✓	

5	Splashing	Displaying water caused by photographer		✓	✓	
6	Close-up	Close shoot		✓	✓	
7	Compo	Integration of several elements in one frame of picture		✓	✓	
8	HI	The use of an individual as a photograph model		✓	✓	
9	Nice freezing	A stop time		✓	✓	
10	Nice shoot	how excellent the photographer's work		✓	✓	
Σ			2	8	8	2
%			20%	80%	80%	20%

Based on the table above, the need filling motive and prestige filling motive are found in this conversation. The dominant motive is need filling motive whereas the speakers tend to employ the lexical terms based on their needs. Some particular lexical terms in photography field help the photographers in doing their jobs. They use them in order to create better communication, and more intension on their jobs. Otherwise, the photographers also employ prestige filling motive in their conversations such as utterance “wardrobe” and “reflection” in order to show their educational status. They emulate the speech pattern of others that mostly used in photography field. The use of need filling motive and prestige filling motive are essential in their communication. By recognizing the variety of motive found in the photographers' conversation above, we can assume that those photographers are competent in their works. They can adjust their content knowledge of lexical terms based on their needs and prestige.

The tendency of using contextual meaning can refer to need filling motive because the speaker employ this meaning in order to adjust the lexical terms based on

their needs amid the communication. Besides, this kind of meaning is used because of the lack of similar meaning in Indonesian language as well as the first language of the speakers. Meanwhile, the tendency of using lexical meaning can represent prestige filling motive. Here, the speakers tend to emulate the speech pattern of those who have same profession, same interest, or same topic of communication. In applying the prestige filling motive, the speakers not only develop their content knowledge of register in photography field but also improve their prestige in their environment because they have more potential of recognizing uncommon terms they used in their arguments. In a nutshell, the use of both need filling motive and prestige filling motive are essential to create an effective communication in supporting their profession.

Conclusion

Based on the data analysis above, the researchers infer several conclusions involving: *First*, the variety use of linguistics form in the photographers' conversation shows how marvelous their content knowledge of the register found in their profession's environment. *Second*, the

use of meaning found in the photographers' conversation reveals how professional their performance because they can adjust their content knowledge of lexical terms based on their needs and prestige. By applying those meanings proportionally, an effective motives amid the communication can be generated as well as need filling motive and prestige filling motive employed by the speakers. Thus, an effective communication between speakers and interlocutors can be created. The present research is conducted purposefully to provide the other researchers a reference about register particularly in photography field. Besides, an educator can employ this research as an example in teaching register towards pupils and adjusting the material based on their needs. Because of the time limitation and subject of the research, the other researchers can conduct deeper research problems from this previous one.

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ECOSOPHY OF SYAIR IKAN TERUBUK

Mohd. Fauzi, Tengku Silvana Sinar, Dwi Widayati, Bahagia Tarigan

Universitas Sumatera Utara

Indonesia

fauzi@unilak.ac.id

Abstract

This study is intended to analyze the Ecosophy of Syair Ikan Terubuk using a critical ecolinguistic approach. This type of research is descriptive qualitative. In collecting data, researchers used the documentation method. The data of this research are lexicons, phrases, and verses containing the ecosophy of environmental preservation, especially the aquatic environment, which is sourced from Syair Ikan Terubuk. The results showed that the lingual units in Syair Ikan Terubuk has positive values and encourage people to love, care for and preserve their environment (ecosophy values). This Syair Ikan Terubuk presents 60 types of fish in the Bengkalis sea and in Puyu-Puyu Lake with their respective characters. Although this poem is a symbolic poem about human behavior, but it has a very strong connection with the environment. It is proven that in the past a large number of fish mentioned in the previous poem existed and became a source of sustenance for the Bengkalis community, but nowadays it is very difficult to find them, even most of them are no longer found. At least by analyzing these verses, the current generation and so on will not make matters worse. The ecosophy values of the Malay ancestors in caring for and living side by side with their natural surroundings are clearly stated in this Syair Ikan Terubuk.

Keywords: Ecosophy, Syair Ikan Terubuk, Critical Ecolinguistics

Introduction

Syair Ikan Terubuk (SIT) reveals social and cultural issues of Malay society in Bengkalis. The multiple phenomena explored in the poem is based on the fact that Bengkalis areas are surrounded by sea. One of the sea product from this place is Terubuk fish. The name of Terubuk fish then unites with the name of Bengkalis itself. At the time the syair was written, this area was rich with maritime and aquatic resources and Malay communiy lived in prosperity. Implicitly the lingual units in it reveal the writer's closeness to the socio-culture and natural environment. The author fully understands that the message to be conveyed will not be accepted immediately by the public if the delivery media is not in accordance with the habits of society. For Malays, poetry is considered to be an effective medium for conveying messages because it is expressed in selected words and in polite language.

The sequence of language in the poem explores the story of Terubuk fish and other

fish species in the Bengkalis sea and its surroundings. Moreover, SIT also explores types of fish in the Puyu-puyu lake on the island of Padang. Both different worlds are shown with deep conflicts and figurative language, but this research attempts to dig the language used in the poem using critical ecolinguistic.

The concept of language environment, ecology of language (human environment with language and all organisms in its environment), as well as the concept of environmental language, ecological language, are recommended to be used. By paying attention to and taking advantage of the real conditions of language in a certain environment that includes all existing languages, and with language treasures about the inherited environment such as the treasury of environmental lexicons, expressions, and texts, all of which can be combined into reading materials, even language learning materials ecolinguistic [1].

In the past, *syair* was often read at traditional events and important events in Malay villages. The poetry was recited in a melodious voice so that people were fascinated by the beauty of the sound and the listeners enjoyed its contents. Even though people already knew that there were many moral lessons obtained from *syair*, for example the obligation between humans and Allah, humans with other humans and humans with nature, but they did not feel offended. Consciously, they understood that the issues written in *syair* was indeed a real story and brought beneficial things for them. The language used was figurative, refined, polite and in accordance with the characteristics of the Malay community who preferred indirect languages. Through *syair*, the advice conveyed did not offend feelings, but the intentions conveyed reached the target.

Among the important messages contained in Malay poetry are messages of environmental preservation. These messages are not directly conveyed but are united with other moral messages. The issues on environment have extraordinary role to preserve the fish world from damage. SIT is one of the most famous poems in Riau. This verse has been existing around for hundreds of years, but is still famous today. This poem has an ecosophy about preserving the aquatic environment, especially about the world of fish and the environment in which the fish live.

Several previous studies examining Terubuk Fish Poetry include; Supriyadi, et al. (2020) "Cultural Meanings and Character Education Values in *Syair Ikan Terubuk*" [2]; Muawiyah (2016) "The Values of Moral Education in *Syair Ikan Terubuk*" [3] and Azmi (2004) "The Language Style in *Syair Ikan Terubuk*" [4]. Furthermore, research related to the philosophy in the Riau Malay text and other texts has been analyzed by previous researchers, including Fauzi (2020) "The ecosophy of the "Cangkir Kera" in Banglas folk tale Antara Rintis by Hang Kafrawi, et al" [5]; Astawa, et al. (2019) "The

Representation of TheTri Hita Karana Ecosophy in TheAwig-awig (Customary Law) Text of Tenganan Pegringsingan Village: Critical Ecolinguistics Perspective" [6]; Junaidi (2019) "Spirit of Maritime in Rida K Liamsi's Poems" [7]; and Mishra (2016) "Ecocriticism: A Study of Environmental Issues in Literature" [8].

From the numbers of research have been done before, there is no research examining the ecosophy of SIT. This research is very important to do because it reveals linguistic treasures, especially languages that are related to the maritime and aquatic environment. If this research is not carried out, this linguistic phenomenon will simply spread and the benefits will not be obtained by future generations.

To reveal the ecosophy of SIT, a critical ecolinguistic concept is used. The concept of critical ecolinguistics was chosen because basically ecolinguistics can be used in all fields of linguistics that combine language and environment. The role of critical eco-discourse, namely "... the task of ecocritical analysis is a discourse-ethical one to watch the use of environmental terminology, the use of metaphors and euphemisms, and to show the ideologies and ethical concepts contained in the language on environmental topics and ecological issues "[9]." Ecolinguistics analyzes language to reveal the stories we live by, judges those stories according to an ecosophy, resists stories which oppose the ecosophy, and contributes to the search for new stories to live by [10].

Language has a very big role in the sustainability of the natural environment. Through language, the ecosophy of human relations with nature can be found. "The ecosophy, by definition, includes consideration of the life-sustaining interaction between humans, other species and the physical environment. However, the exact principles, norms and values of the philosophy are for the individual analyst to determine [11].

By using this Stibbe concept, the pattern of environmental preservation, especially

the aquatic and maritime environment in the Bengkalis area and its surroundings as mentioned in the SIT, can be revealed. Human activities that encourage people to preserve the environment need to be supported and appreciated, while activities that encourage people to destroy the environment must be resisted or opposed.

Methodology

This research applied a qualitative method. The choice of descriptive research in language research tends to be used mainly in collecting data and describing data scientifically [12]. Data collection method used was documentation method sourced from Syair Ikan Terubuk compiled by Ulul Azmi (2006) [13]. The data of this research are in the form of lexicons, clauses and stanzas in Syair Ikan Terubuk which are related to the representation of human relations to the Almighty God, other humans, and nature. Two kinds of methods are used to present the results of the analysis, namely the formal presentation method and the informal presentation method [14]. Data were analyzed using evaluation theory developed by Stibbe (2015) [15], and appraisal theory developed by Martin and White (2005) [16].

Findings and Discussion

Three elements are discussed to reveal the ecosophy contained in SIT, namely the human relationship with God, the human relationship with nature and, and the relationship between humans and others. Effendy explained that in the tradition of the life of the Malay people, expressions in the form of pantun, syair, gurindam, proverbs, prayer and so on, which are often inserted in the language of everyday communication, which contain advice and advice are also called moral teaching lesson. Relating to all aspects of life, ranging from religious, social, kinship, morals, ethics, morals to politics. Furthermore, Efendi said that the function

of this teaching point is to lead people to the straight path and be pleased by Allah, so that they are safe in their life in this world and the hereafter [17].

The lingual units in SIT is assessed for its evaluative form and appraisal pattern according to the concept of Stibbe (2015), namely whether the stories in SIT contain stories or human activities that have the potential to preserve the environment or tend to damage it. Thoughts or ideas contained in the lexicon, phrases or verses in SIT which are positive actions in saving the environment need to be supported and appreciated. Meanwhile, stories that have the potential to damage the environment need to be challenged and contested.

3.1 Syair Ikan Terubuk.

This verse consists of 285 verses, expressing the passionate love of the Terubuk Fish for the Puyu-puyu fish that live in the Puyu-puyu lake on the island of Padang. Terubuk fish itself lives in the sea of Bengkalis. He was the leader of a sea kingdom with a territory spanning several straits. Terubuk fish love aground and unrequited because they are different environments. It seems that the environment of saltwater and freshwater causes their love to run aground. Terubuk Fish with his army attacked the Puyu-puyu kingdom, while Puyu-puyu and all his men were getting ready to face the attack of the Terubuk fish army while continuing to ask God for help. The efforts of the Terubuk fish troop failed because they were trapped in storm and big flood. The 60 fishes appear in the poem are (Terubuk, Puyu-puyu, Malung, Dolphins, Jerung, Yu, Tenggeri, Gulame, Senunggang, Kurau, Puput, Pari, Sembilang, Kitang, Belut, Membiang, Debuk, Belukang, Duri, Todak, Tilan, Haruan, Siahan, Batung, Sepat, Umbut-umbut, Selais, Tepuyuk, Batutu, Monitor, Keli, Limbat, Kayang, Tambul, Sekepar, Tapah, Toman, Jalai, Belida, Juare, Sebarau, Galah Shrimp, Happy, Gubal, Short Teeth, Kelampai, Dugong, Weir,

Bawal, Bilis, Pufferfish, Selangat, Sotong, Sekepar, Tapah, Jalai, Patin, Raje and Bendang).

3.1 The Relationship between Humans and God

Since the arrival of Islam to the land of Malay, the Riau Malay people have practiced Islamic values in their daily life,

- | | |
|---|---------------------------------|
| (1) <i>Kehendak Allah hambe amanatkan</i> | Allah's will, I mandated |
| <i>Buruk dan baik minte relekan</i> | Bad and good please forgive |
| <i>Kepade Allah hambe mohonkan</i> | Only to Allah I ask help |
| <i>Hendak mengarang syairnye ikan</i> | Want to compose poem about fish |

(SIT: 7)

- | | |
|-------------------------------------|-------------------------------|
| (2) <i>Buat peraut pasak perahu</i> | Make a boat pin sharpener |
| <i>Pergi ke darat memburu ruse</i> | Go ashore to hunt for deer |
| <i>Mude di laut kamipun tahu</i> | Young in the sea we also know |
| <i>Melainkan Allah punye kuase</i> | But Allah has the power |

(SIT, bait 149)

The lingual units in SIT that reveal the relationship to Allah SWT are 22 stanzas, namely verses 1,2,3,4,5,7, 54, 112, 138, 149, 166, 175, 181, 185, 187, 193, 200, 201, 202,203, 252, and 253. Of these data, only two data are discussed. Both data are only representatives of the numbers of data in SIT. The verses in data (1) and (2) above show the closeness of the SIT writer to spiritual values, as it is in the phrases of data (1) stanza 7 *Kepade Allah hambe hamba mohonkan* 'only to Allah I ask help'. Composing the SIT seems that the writer does not want to be careless in arranging the words in each stanza but asks for guidance and forgiveness so that what he writes is not wrong and is not misinterpreted by his readers. The texts related between the author and submission to Allah SWT are a form of positive appraisal and show *tawadhu* 'humble or not arrogant'. This

not only in matters of obligatory worship between humans and Allah but also the human relationship with social life and their environment. Malay people were religious and loyal to the command from Allah and prophet Muhammad. The fact can also be seen in the opening of the SIT, 7 stanzas were found, namely:

condition is not something that is artificial because if we look closely, all Malay poetry begins with praise to ALLAH SWT and shows the sincerity of the poet writer to avoid mistakes and hope that his writing will be useful for others. In verse 149, we can also see a lingual unit that reveals the relationship between humans and God as outlined in the conversation between sea and fish in the lake. The phrase, *instead, Allah punye kuase* is a piece of speech in the form of a rhyme which is essentially reminding the followers of the Terubuk fish not to be arrogant because everything is under the control of Allah. Through these verses, a harmonious relationship between humans, nature and Allah SWT is seen. In other words, through the lingual units in SIT, it is known the ecosophy of the close relationship between fish on land which is considered weak by the fish in the sea but

the fish in the lake always surrender to Allah SWT so that they are spare from the disaster which almost happens to them.

(3)	<i>Berdatang sembah si udang galah</i>	Come the giant prawns speaks to princess
	<i>Tuanku jangan berbanyak olah</i>	My lord, don't listen too much arguments from others
	<i>Mintelah kepada Allah</i>	The only Allah where we ask
	<i>Kehendak mude jika tersalah</i>	Do not be too obedient to the young souls
	(SIT: 181)	

Data (3) in verse 181 above is a conversation between giant prawns and Puyu-Puyu. He suggests her to ask help from Allah. *Mintelah kepada Allah* 'The only Allah where we ask' and *Kehendak mude jika tersalah* 'Don't be too obedient to the young souls'. The giant prawns realized that the advice from other fishes that are conveyed to Puyu-Puyu will only disturbing her decision. The giant prawn knows that the planning of Terubuk fish troop is true, but he believes that Allah's help was more than anything else. Puyu-puyu fish hears the giant prawns and then he takes a bath with lime water to clean herself and goes into the puri asking for prayers alone until dawn. Not long after that, there was a gale and heavy rain, hindering the attack of

Terubuk's troops. Allah grows the Pulai tree in the middle of the lake, and the Puyu-puyu jumps over the top of the Pulai tree. Terubuk troops see the incident and report to Terubuk fish about what have they seen. They tell him that Puyu-puyu fish has flown into heaven. The whole army return to the sea and Terubuk fish are disappointed.

3.2. The Relationship Between Humans and Nature

The lingual units contained in SIT verses reveal the relationship between humans and the aquatic and maritime environment, that is fish in the sea and fish in the lake. The fish dialogue like humans to fulfill their desires.

(4)	<i>Tersebutlah kisah ikan terubuk</i>	There was a the story of Terubuk fish
	<i>Tubuhnya tipis badannya gemuk</i>	Thin body but fat in middle part
	<i>Di laut Melake tempatnye duduk</i>	In the sea of Melaka where he lives
	<i>Gilekan puyu di dalam lubuk</i>	Love to much with Puyu-puyu in in the pond
	(SIT: 8)	

(5)	<i>Berdatang sembah ikannya tapah</i>	The Tapah fish come to report
	<i>Ampun tuanku duli khalifah</i>	Forgive me my lord, duli caliph
	<i>Hulubalang di laut seperti sampah</i>	Hulubalang in the sea like trash
	<i>Jikalau datang boleh dikepah</i>	If they come, we will bit them

(SIT: 164)

Data (4) and (5) above are two examples of data from 185 couplets in the SIT. Implicitly, all the verses in SIT contain positive ecosophical values towards the preservation of the aquatic and maritime environment (salt water and fresh water). The salt water refers to Bengkalis marine environment and the straits connected to the Bengkalis Sea to the Melaka Strait. The fresh water in SIT is depicted as a large pond in Padang Island. The large pool is recognized by the local population as the Puyu-puyu lake. The position of Padang Island is located in front of Bengkalis Island. The phrase of SIT as in data (4) indicates that the Terubuk fish story is important to listen to and remember. Terubuk fish as the leader of the fish in the sea of Bengkalis who are at odds with Puyu-Puyu fish because they refuse their love. The phrase *Hulubalang di laut seperti sampah* 'Hulubalang in the sea is like rubbish'. If it comes, it can be broken in the data (5) is a statement of the Tapah fish, Puyu-puyu fish followers are ready to fight to defend their princess from the attack of the Terubuk Fish army. The 60 types of fish mentioned in the SIT indicate that the author's intention was to reveal that the Bengkalis area was very rich with various fish, because at that time the marine environment and the aqualic live as it is in Puyu-puyu lake environment had not been polluted. The way people took fish was very traditional and not greedy. This means that people took fish products and natural resources around the sea and Puyu-puyu lakes very wisely. They took the fish based on their need. Now, when they hear SIT

being sung or read, people realize that the fish mentioned in the SIT are not as luxurious as they used to be. There have been many fish that are only in name but difficult to get.

The old people used to have their own method of calling a herd of terubuk fish "Semah Laut". Oktaviani (2016) says that in the end, the lyrics contained in the poem were believed to have the power to summon Terubuk fish from the Malacca Strait to come to Bengkalis waters. The Semah Laut ceremony was held by the Bengkalis community, especially the terubuk fish fishermen. This ceremony contains a rule that one month before and one month after the ceremony was not allowed to catch terubuk fish. Currently, the semah laut ceremony has not been held for a long time [18].

“The Semah Laut aimed to increase fishermen's income. Therefore, all fishermen took part in the ceremony. In the Semah Laut, close cooperation was created between the elements of the leader and the people. Cooperation was seen in preparing the ceremonial equipment that was served on a raft. The raft was made from a perforated boat arrangement. The raft was given the floor as a seat for people who were directly involved in the translation ceremony [19]. This Semah Laut is the ecosophy of the Malay people in this area towards the natural environment. By asking for help from the rulers of nature to move the terubuk fish from the Melaka Strait to the Bengkalis waters to come and lay eggs so that the fishermen can catch them easily. The utterances read in the Semah Laut program are the lingual units in the SIT. These lingual units have tremendous magical power to summon fish, but not

everyone can do it. The one who read it was a Batin (traditional leader).

3.4 The Relationship Between Humans to Other Humans

The lingual unit that indicates the relationship between humans and other humans in SIT is not very visible, but the actual use of the metaphorical language style in it shows that the fish in dialogue are a symbol of conversation between humans. Besides revealing the relationship between humans, nature and God, SIT also reveals the relationship between humans and other humans. Text producers try to convey messages to listeners and readers of poetry with an attractive language style, namely that nature must be cared for, preserved and preserved.

Conclusion

The ecosophy found in Syair Ikan Terubuk is a positive one, which is to encourage people to protect the surrounding environment from damage. One of the goals of writing this poem is reading or listening SIT, the writer explores the natural wealth of the Bengkalis sea and Puyu-Puyu lake. The action of producing this text is positive and has the potential to care for the environment, this is in accordance with the concept stated by Stibbe (2015) that human stories that encourage people to protect their surrounding environment should be appreciated and supported, and the attitude that have the potential to damage the environment should be stopped and forbidden. The lingual units in SIT refer to the human relationship with God, the human relationship with nature and the human relationship with other human beings.

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A CRITICAL DISCOURSE ANALYSIS AND ILLOCUTIONARY ACTS OF JOKO WIDODO'S SPEECH FOR THE 75th SESSION OF THE UNITED NATION GENERAL ASSEMBLY

Fatimah Aqillah Irani

Universitas Muhammadiyah Surakarta
Indonesia
irannyaqillah@gmail.com

Abstract

Discourse is a unit of language which it's formed larger than a sentences used by the society in communication. Discourse also conducting social issues and used a specific language as information structures to deliver specific purposes. The present research designed based on descriptive qualitative research, employed Critical Discourse Analysis approach to investigate Joko widodo's speech in the 75th session of United Nation General Assembly which aired on the 23 September 2020 virtually, focused on illocutionary act base on speech acts theory. The result showed that the speaker his speech not only addressed to the audience but also to the people in the world. The purposes of Jokoi's speech are to congratulate the participant of United Nation for their efforts on making peaceful world and convey his hope for the freedom of all of country including Palestine. The speaker was answer the three concepts of question of critical discourse analysis, the speaker also produced the five types of illocutionary acts; representative, directive, commissive, expressive, and declaratives. However, the most illocutionary acts used by the speakers is Directive speech acts in his speech in order to inviting the participant and the people around the world to set a peaceful world together.

Keywords: Speech, United Nation General Assembly, Critical Discourse Analysis (CDA), Illocutionary Acts, Speech acts.

Introduction

People share the information or even what they tough by producing some utterances in communicating with others. Language could build someone identities in social environments. It could be seen in our social context; if someone could fluently speak English are considered socially and culturally dominant because they speak language that socially and politically dominant people. Therefore, critical discourse analysis was not primarily aim to contribute any specific discipline, paradigm, or any educational theory. In addition, it is primarily interested and motivated by a social issues, which hoped found a better understand through discourse analysis.

However, that was happened in a speech, the speaker tries to influence the audience by producing what they tough.

The audience need being critically on analyzing content of speech in the speaker utterances. The meaningful utterances produced and delivers to the society is part of discourse. The speech being analyzed in this study is the speech of President of Republic of Indonesia Mr. Joko Widodo on addresses the 75th session of the General Assembly of United State, which virtually aired on 23 September 2020. There was the first time for President Joko Widodo do his speech for addresses United State General Assembly. United Nationis a word organization that has function to bring the peaceful between the countries. President Joko Widodo in his speech mentions Indonesian encouragement and commitment on succeeding the peaceful future among the countries in the world.

The speaker of the speech Mr. Joko Widodo is also known as Jokowi, is an Indonesian politician and businessman who is the 7th and current president of Indonesia. Jokowi was elected in July 2014 as the first president not to come from an elite political or military. Jokowi previously the Mayor of Surakarta from 2005 to 2012 and the Governor of Jakarta from 2012 to 2014. Moreover, the participant and the audience of the United Nation General Assembly of the 75th session was the delegation of each country of the member of United Nation and the core members of United States. The topic of speech was about social world issue that related with the critical discourse analysis that focused on society issues.

There are some previous study that could be used to validate this research. The first previous study entitled “Contrast and Critique of to Approaches to Discourse Analysis: Speech Act Theory” written by Van Han (2014). The study was described the approaches to discourse analysis through conversation analysis and speech act theory, Van Han also explain the contrast point between both approaches. The second previous study entitled “A Critical Discourse Analysis of Mohamad Nasir’s Speech” written by Shanti Widiastuti (2020). The study was described the ideology of the speech delivered by Mohamad Nasir and the structures of the speech. The third previous study comes from Muhammad Kiki (2019) titled “Illocutionary Acts in President Rodrigo Duterte’s Speech”. The study was focused on find out the type of illocutionary acts produced by the president Rodrigo Duterte’s Speech based on the speech acts theory proposed by Searle.

According to the background of the study, the researcher in this study will analyze President Joko Widodo’s speech for the 75th session of United Nation General Assembly which aired virtually on 23 September 2020 based on critical discourse analysis framework and the illocutionary acts theory.

Literature Review

In this section the researcher showed off the references related to the topic in order to build a strong theoretical review to make the clear understanding of the background knowledge for both critical discourse and illocutionary acts theory.

In the study of language, discourse often refers to how the use of language dialect and the acceptable statements in society. According to Vandijk (1998) critical discourse analysis (CDA) particularly concerned with the analysis of any discourse, whether written or spoken from the discursive practice in a society. Brown and Yule (1985) explain that language not only used for the description of things but also used for doing as well. Therefore, critical discourse analysis use to analyze how language is used in a real life and how language used to reveals the culture and social background. Critical discourse analyses focus on how language reflects the discursive practice in the social relation. According to Fairlough (2010), critical discourse analysis focused on the language and discourse and relations between discourse and social issue; power relation, ideologies, institution social identities, education and so forth. Halliday (1978) regarding to critical discourse analysis has a same though that language is considered to be a social act due to how people communicate is part of a social setup. Whereas language and society were a dependent then linked in terms named communication.

Moreover, Young (2006) defines that critical discourse analysis is an approach of how language to examine ho ideology and power expressed produced and reproduced through discourse. Young also categorized the critical discourse analysis into three parts: (1) Type I question: Who is doing what to whom. (2) Type II questions: Attitudes, beliefs and Opinions. (3) Type III questions: Holding the discourse together. According to Young categorization, there are some question needs to be answered in each parts of types in order to understand more about the content of the speech. In

type I question, there were some questions to be answered; to whom is the discourse aimed to?, Who are involved in this discourse?, what is the intention or the purpose of this purpose? and so forth. The type II question, there were some question to be answered; what discourse that impress speaker's feeling? In which phrases are used to indicate the feeling? etc. Then the type III question was to answer the question of how the topic of speech or the content could influence the listener? What is the general conclusion of the speech? and so forth.

Furthermore, in this study the writer also analyze the illocutionary acts produced by speaker in his speech. Illocutionary acts under the speech acts theory proposed by Austin. Austin explained that Speech act is an action performed by the speaker while producing an utterance. Austin in Yule (1996) also introduced the three basic act in speech namely; (1) Locutionary act; is the basic fact of utterance because it produces a meaningful linguistic expression, (2) Illocutionary act; is performed by forced communicative utterance in order to make statement, offer, explanation or other purposes, and Perlocutionary act; is done to have an effect from the utterance to the listener. The illocutionary acts has an communicative force of an utterance is known as illocutionary force. There are five illocutionary acts to be analyzed in the speaker utterance based on the speech acts theory there are; Representative, Directive, Commisive, Expressive, Declaration. (1) Representative is about suggesting, putting forward, swearing, boasting or concluding action uttered by the speaker. (2) Directive, is about askin, ordering, requesting, inviting, advising, begging. (3) Commisive, is about Promising Planning, vowing, betting, opposing, threatening. (4) Expressive, is about thanking, apologizing, welcoming, deploring, congratulating. (5) Declaration is about declaring, firing etc

Methodology

This study designed based on descriptive qualitative research. The data was taken from the speech delivered by the president of the republic of Indonesia Mr. Joko Widodo on the 75th seassion of United NationGeneral Assembly that virtually aired on 23 September 2020 by You Tube channel of United States.

The speech was downloaded from the official You Tube channel of United States. The researcher then watches and listens to the video for several times. The video of speech has about nine minute twenty four second then, had been transcribed by the researcher in order to make it easily to analyze. The researcher read and observing the transcribed speech, then selecting the data.

The speech of President Joko Widodo is analyzed by applying Critical Discourse Analysis (CDA) based on the theory of three type of question categorized by Young (2006) and used the illocutionary acts under the speech acts theory proposed by Searle (1979).

The speech firstly analyzed used three type question categorized of critical discourse analysis proposed by Young (2006); (1) Type I question was to find out who is the speaker addressee his speech. (2) Type II question was to find out the Attitude beliefs and opinions. (3) Types III question was to holding the discourse together and find out the conclusion of the speech. Secondly, the speech analyzed used the illocutionary acts types proposed by Searle (1979) there are; representative, directive, commisive, expressive, and declarative.

Findings and Discussion

In this section the researcher tries to presenting the result of analysis. The first research findings delivered by the researcher is the speech analyzed based on critical discourse analysis categorized by Young (2006). The researcher started by analyzing the type I question "for whom the discourse aimed to?" to find out to whom

Joko Widodo addressee his speech. There were some parts of speech which showings who are involved in the discourse.

The first critical discourse analysis will answer the type I question categorized by Young (2006) as follow;

“His Excellency President of United Nations General Assembly”

His Excellency – here refers to the president of UN General Assembly who attend the 75th session of United Nation General Assembly. The speaker used the word His Excellency to greet the president of United Nation General Assembly and by being polite and to show respect. Whereas, the greet specifically referring to Mr. Volkan Bozkir as the seventy-fifth President of United Nations General Assembly for the 75th session. Therefore, the type I question was answered that the addressee of the discourse was Mr. President Volkan Bozkir as the seventy-fifth president of United Nation of General Assembly.

“His Excellency United Nation secretary general”

His Excellency – the referring of the second His Excellency is for the secretary general of United Nations General Assembly. The speaker produced such utterance on greeting to show his respect to the secretary general of United Nation General Assembly Mr. Antonio Guterres as the ninth secretary general of the United Nations General Assembly since 1st January of 2017 as the referring or the addressee of the discourse.

“And the Distinguished Leaders of the member Countries of the United Nations”

Distinguished Leaders – the speaker used the phrase in order to greet the audience of the 75th session of United Nation General Assembly. Whereas the audiences were the leaders from the member countries of the United Nations then the discourse was addressee to all of the 193 leaders of the member country of the United Nations.

“Mr. President, in this 75th anniversary of the UN, we must ask ourselves. Have we succeeded in creating the world that we dreamed of?”

Mr. President – in this discourse the speaker mentioned Mr. President in his utterances in order to assert that there was something to be heard and need an attention by Mr. President who is referring to Mr. Volkan Bozkir, the seventy-fifth president of United Nation General Assembly from Turkey. Moreover, the speaker also produced the pronoun of “We” in this discourse. The pronoun “We” - here was referring to all the audience including Mr. President Volkan Bozkir and Joko Widodo himself. The discourse uttered by the speaker above was mean to inviting all the audience and also Joko Widodo himself to contemplate again about the purpose of United Nation of creating the peaceful world.

“The UN should continue to improve itself through reforms revitalization and efficiency. The UN need to prove that multilateralism delivers. Especially, during the time of crisis UN needs to be more responsive and effective in tackling global challenges”

The UN – The speaker tried to become general by producing the reference UN, while convey some of the speaker’s though for United Nations on creating a peace, stability, and prosperity world. The speaker referring “The UN” to all the audience of the United Nation General Assembly including his own nation Indonesia as the member of United Nation the to work together on creating a peace, stability, and prosperity world together.

According to the result of the research on analyzing the critical discourse analysis used Young categorization, the answer of the first type I question about the addressee of the speech done by Joko Widodo in his speech for the 75th United Nation General Assembly was addressee to the seventy-fifth president of United Nation; Mr. Volkan Bozkir, Mr. Antonio Guterres as the ninth secretary general of

the United Nation General Assembly, and all the 193 leader of the member of the country of United Nation including Indonesia as the speaker's own country. According to critical discourse analysis through the critical social analysis, the speech deliver by Joko Widodo has showed a normative critique that assesses the extent to which the speaker matches up to various values for decent societies (Fairclough, 2010).

The type II question about analyzing the purposes of the speech was designed as follow:

“This year mark the 75th anniversary of the United Nations. 75 years ago the UN was born so that a great war, the second world war will not happen again. 75 years ago the UN was also established to create a world that is more peaceful, stable and prosperous. Because war will no benefit no one”

The discourse uttered by the Joko Widodo in his speech on the 75th session of United Nation General Assembly was purposes to congratulate the United Nation for its existence since 1946 and its great effort on preventing the second world war and still do their effort bring the peace and stability for the world.

“Mr. President, in this 75th anniversary of the UN, we must ask ourselves, have we succeeded in creating the world that we dreamed of? I believe all of us have the same answer, not yet. Conflicts are still happening all over the world Poverty and even hunger are still suffered by many. The principles of the UN Charter and international law are often neglected, including the respect for sovereignty and territorial integrity. All of us are concerned with this situation. Our concern grew even deeper. In the midst of Covid-9 pandemic”

The discourse above was delivering by Joko Widodo addressee to Mr. President seventy-fifth president of United Nation; Mr. Volkan Bozkir and all the leader of member of the United Nation as the audience in order to express the speaker and

all the member of United Nation concern and worriedness about the conflict in the present situation. Whereas, these concern become even deeper in the midst of Covid-9 pandemic spread on all over the world.

“We must unite and always promote a win win approach in building relations among state that is mutually beneficial. We all understand the tremendous impacts of the pandemic both on health and the social economy.”

The discourse produced by President of Indonesia on delivering his speech for the 75th session of United Nation General Assembly was purpose to solicit and inviting all the member of United Nation including the present President and secretary general of United Nation to work in unite and rule out the rivalries to creating stability and prosperity for all the countries.

“It has always been our commitment Indonesia will continuously contribute to world peace as mandated by our constitution Indonesia will continue to play a role as bridge builder as part of the solution Consistently, this commitment is continuously upheld”

The utterance produced by Joko Widodo on his speech on addressee the 75th United Nation General Assembly above was conducting a purpose to affirms in front of all the audience as the leader of member of United Nation about the commitment of Indonesia will consistently contribute to world peace and will play a role as the bridge builder as part of the solution for creating a peace, stability and prosperity of the world.

“The UN needs to be more responsive and effective in tackling global challenges and all of us bear the responsibility to further strengthened the UN, so that the UN remains relevant and contributive in keeping with the challenges of time”

The fifth purpose found in Joko Widodo's speech addressee the 75th session of United Nation General Assembly was to convey his thought and to give a feedback or advise for United Nation, so this world

organization could be better on the revealing the conflicts in the present or even future issues.

The result of the speech content analyzed used the type II question categorized by Young (2006) has answer some issues about social critical of ; Attitude, beliefs and opinions which describe the purpose of the speech deliver by Jowo Widodo in the 75th United Nation General Assembly. The researcher found there are five purposes in Joko Widodo's speech being concluded. The first was to congratulate the 75th session of United Nation General Assembly. The second was to convey the speaker's though of concerned about the current conflicts according to the poverty, hunger which getting worst in the midst of Covid-19 pandemic. The third was to inviting and solicit the strengthened of the United Nation by work in unite to creating a peace, health, stability and prosperity in all of the country. The fourth was to affirm the commitment of Indonesia as the speaker's country that Indonesia will continuously contribute to world peace and will become a bridge builder as the solution for gaining the world peace. The fifth was to convey his tough by giving an advice for United Nation for its better performance on facing the present or even the future conflict. In term of critical discourse analysis this speech containing explanatory critics more than just a normative critique, which explained by showing the structure were being postulated (Fairclough, 2010).

The type III question will analyze the overall impression of the speaker's feeling and the phrase or clauses indicate the feelings. That will be explained as follow;

Feeling of Proud

"This year mark the 75th anniversary of the United Nations. 75 years ago the UN was born so that a great war, the second world war will not happen again"

The president Joko Widodo in uttering these discourse in his speech showed the impression of the feeling of

proud to the United Nation for its efforts on preventing the world war and to always tried on creating a peace stability and prosperity of the world.

Feeling of Worried / Concerning

"Conflicts are still happening all over the world. Poverty and even hunger are still suffered by many. The principles of the UN Charter and international law are often neglected. Including the respect for sovereignty and territorial integrity. All of us are concerned with this situation. Our concern grew even deeper in the midst of Covid-9 pandemic"

In the speech deliver by Joko Widodo on addressee 75th session of United Nation General Assembly the speaker showed the impression feeling of worried by convey his concern about the present world conflicts.

Feeling of Sincerity

"It has always been our commitment Indonesia will continuously contribute to world peace as mandated by our constitution Indonesia will continue to play a role as bridge builder as part of the solution consistently, this commitment is continuously upheld"

Joko Widodo on producing the utterance in his speech for the 75th session of United Nation General Assembly showed the impression feeling of sincerity on declaring Indonesian commitment to continually contributed creating a peace and prosperity world.

Feeling of hopefulness

"Cooperation in tackling Covid-19 must be strengthened in terms of the health aspects as well as the socio-economic effects" and "We need to work together to ensure that all countries have equal access to a safe vaccine with affordable price"

The speakers in his speech also produce the utterance that showed his impression feeling of hopefulness for the available vaccine against Covid-19 and stabilized the social economic for all the countries.

The type III question is holding the discourse together that found the correlation

between the type I and type II question then could be describe the speaker’s feeling while delivering the speech. Through the discourse analysis it could be seen that there are four impression feeling showed by Joko Widodo as the president of Indonesia and the member of United Nation while delivering the speech in front of all the member of United Nation General Assembly. There are the feelings of proud, worried or his concern about wide world’s conflicts, sincerity, and the hopefulness of the best solution of the conflicts.

The next analysis is to investigate the Illocutionary acts produced by the Joko Widodo in his speech on the 23 September 2020 addressee the 75th session of United Nation General Assembly. This investigation used the theory of illocutionary act under the speech acts theory proposed by Searle (1979). There are the concluded results of the illocutionary acts analysis of Joko Widodo speech;

Table 1. The frequency of Illocutionary Acts

Illocutionary Acts	Frequencies
Representatives	28
Directives	10
Commissives	-
Expressives	9
Declaratives	3

The table above was showed the result of Illocutionary Acts analyzed based on Searle in (979) the three kinds of Illocutionary Acts there are; Representative Directive, Commisive, Expressive and Declarative produced by President Joko Widodo in his speech adresee the 75th session of United Nation General Assembly. Joko Widodo produced only the fourth illocutionary acts; representative, directive, expressive and declarative. Whereas, commisive illocutionary acts did not produce by the speaker.

Moreover, the highest frequency of occurrence was the type of Representative

which was occurs 28 times in Joko Widodo speech, followed by directive occurs for 10 times, expressive 9 times and declarative 3 times. Representative speech acts used for showing the truth statement, claiming, complaining and even suggesting. Joko Widodo in his speech seems to tell the truth statement and claiming the action. The directive speech act used for ordering, commanding, requesting in polite advising and even recommending. This speech act occurs on 10 utterance due to the advice or convey though of Joko Widodo on give some advice. The third was expressive with 9 times occurrence; expressive is used for

thanking, congratulating, pardoning, blaming praising and even condoling. The fourth was declarative which occurs for 3 times in Joko Widodo's speech; declarative is used for declaring something such firing, committing and so forth. the last as commissive speech act, which due to commissive is a presenting of promising, vowing and offering, then this type speech act did not occurs in Joko Widodo's speech for 75th United Nation General Assembly. The speaker necessarily did not promising, vowing or offering something in his speech.

Conclusion

The investigated of Joko Widodo speech addressee the 75th United Nation General Assembly done by the researcher was analyze used the critical discourse analysis of the three type question categorized by Young (2006) and the illocutionary acts of the speech used the speech act theory proposed by Searle (1979). From the result and discussion it can be concluding that the social critic issued could be analyzed used the three type question mentioned before. The answer for the type I question about to whom the addressee of the discourse could be found in this study was addressee to the audience and also to the speaker himself.

The type II question was found out the attitude, beliefs and opinions of the speaker there was five purpose found on the speaker's speech; (1) to congratulate the United Nation for their existence for successes the United Nation's dream, (2) to convey the speakers though and concern about the current conflicts, (3) to solicit and inviting all the members of United Nation on work together to united for creating a peace, stable and prosperity world, (4) to affirm the speakers as Indonesian membership for continuously contributed on promoting the peaceful, healthy, stable and prosperity country, (5) the last was to giving an advice for a better United Nation on facing the present or even the future conflicts. The type III question was found holding all the discourse answered in type I

and type II question to show the impression feeling of the speaker. There are four impression feeling found; (1) proud, (2) Worried or concerning, (3) Sincerity and (4) Hopefulness.

In addition, this study also analyzed the type of illocutionary acts produced by the speaker in his speech. The researcher used the five classification of speech act in illocutionary act proposed by Searle (1979). There are four speech act found being produced by the speaker in his speech; (1) Representative 28 times occurrences, (2) Directive 10 times occurrences, (3) Expressive 9 times occurrence, (4) Declarative 3 times occurrence, and there no occurrence for the commissive speech act.

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ERROR ANALYSIS IN ESL WRITING

Yasmine Liong Pui Kwan Abdullah

English Language Teaching Centre

Malaysia

yasmineliong77@gmail.com

Abstract

English is a globally recognised language spoken almost all over the world. When learning the English language, one needs to acquire four skills. They need to develop listening, speaking, reading and writing skill. Writing is difficult for English as Second Language (ESL) learners to acquire. It is an essential skill as they need it for many purposes in their daily lives. However, Malaysian pupils, being ESL learners and for some foreign language learners, it is even more challenging to master the skill. Teachers need to identify the area of weaknesses faced by their pupils so that they can choose appropriate materials and practical pedagogical approaches to help them learn. Error analysis is an effective way to help teachers obtain information on their pupils' kind of errors. This study aims to identify grammatical errors made by 77 Year Five primary pupils from a suburban school, focussing only on tenses. The analysis is done based on a short essay written by the pupils. This study suggests that by understanding their pupils' weaknesses, teachers will be able to develop interventions for the betterment of their pupils' learning.

Keywords: English As Second Language (ESL), Tenses, Writing, Error Analysis, Primary School Pupils

Introduction

In Malaysia, the English language is considered the second language compared to Bahasa Melayu, which is given the primary importance as it is the country's official national language (Thirusanku & Yunus 2014; Yamat, Farita, et al. 2014). One of the aspirations hoped to achieve by the Ministry of Education of Malaysia is for our younger generations to acquire both languages (Ministry of Education 2013). They are required to be able to use Bahasa Melayu as our national language and be competent in English if they were to compete in the globalised world.

English is taught as a second language in national schools, as it is considered the second most important language (Yamat, Farita, et al. 2014). In primary schools, Year One to Year Six and Form One to Form Five in secondary schools. Pupils are required to sit for the Ujian Penilaian Sekolah Rendah (UPSR) when they are in Year Six, and one of the subjects evaluated is the English language. Meanwhile, when they have

reached Form Five, they are required to sit for Sijil Pelajaran Malaysia (SPM). Again, their competency in the language is tested. When they enrol in higher education, they need to sit for the Malaysian Universities English Test (MUET), which is compulsory when you pursue your degree. The government rationalises this to ensure that they will be able to compete in the world going through globalisation. However, it is found that there are still many graduates who are not competent in the language (Yamat, Fisher, et al. 2014).

Malaysia pupils being ESL learners, finds it difficult to write using the language. There are four skills to master the English language: listening, speaking, reading, and writing. Many ESL learners find writing the most challenging skill to acquire (Fareed et al. 2016; Gedion & Peter 2016; Ismail & Mohd. Shah 2015; Nusrat 2016; Raimes 1983; Sa 'diyah 2017; Seitova 2016; Yunus et al. 2018). Although it is challenging to acquire writing skill, they still need to

because writing is an important skill. People apply their skill in writing in their daily lives.

Proficiency in grammar improves ones' language production skill. Therefore, pupils need to learn the grammar of the language, idioms, and vocabulary before they can acquire the writing skill (Raimes 1983). Students score higher if they are good at writing (Asrifan 2015). The teacher's role is to choose functional materials combined with practical pedagogical approaches to help their pupils write better. To do this, teachers must first gather information on what errors are most commonly made by their pupils. Error analysis is a practical way for teachers to identify what types of errors frequently made by their pupils and what approaches can they use to amend that problem (Talif & Edwin 2015). This study aims to find out errors frequently made by Year Five pupils in tenses when writing short essays. A teacher can find a solution to help her pupils only if she knows what type of errors they are making.

Methodology

This study is quantitative, and sampling is purposive. Samplings are 77 pupils studying in a suburban school in Negeri Sembilan. All pupils are in Year Five and are taught by the same English Language teacher. The 77 pupils comprise

38 advanced class pupils and 39 lower intermediate class pupils who are labelled as Group 1 and Group 2. These two groups of pupils were selected based on the difference in competency levels to see if there is a difference in the errors made.

They were given a writing task to be completed within an hour. Just like UPSR, the number of words for the essay should not exceed 80 words. The researcher marked the essays and analysed the errors made. The frequency and percentages are presented in the tables. Discussion of findings is based on the tables, and examples of errors made are included.

Findings and Discussion

This section consists of data collected from this study. Findings are presented in two

sections. Section one will be one table showing the number of errors and one graph showing the percentage of errors made by these pupils in the use of tenses found in the short essays. The second section will be the examples of the errors made.

4.1 Analysis of essays

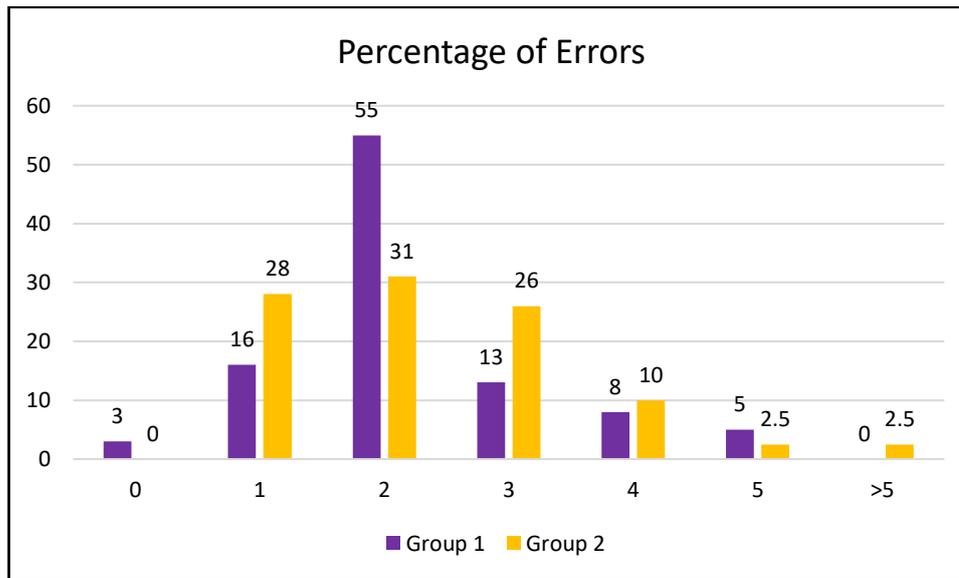
The table below shows the number of errors in the use of tenses in the short essays written by Group 1 and Group 2.

Table 1:

	Number of errors							TOTAL
	0	1	2	3	4	5	>5	
Group 1	1	6	21	5	3	2	0	38
Group 2	0	11	12	10	4	1	1	39

The graph below shows the percentage of errors found in the short essays on the use of tenses.

Graphic 1:



4.2 Examples of errors in the use of tenses

a) Present Tense

i) *The *ospital **open** from Monday till Saturday from 8.30 a.m till 4.30 p.m.*
 Correct form: *The hospital **opens** from Monday till Saturday. It opens from 8.30 a.m*

till 4.30 p.m.

ii) *Berjaya Dental Hospital **provide*** the types of treatment.*
 Correct form: *The Berjaya Dental Hospital **provides** many types of treatment.*

Example one and two show pupils used a plural verb with a singular noun. It indicates that pupils do not know how to differentiate singular and plural nouns and when to add an 's' to verbs that come after the noun.

b) Past participle

i) It is **open** on Monday till Saturday from 8.30 a.m; till 4.30 p.m.
 Correct form: It is **opened** from Monday till Saturday, from 8.30 a.m; till 4.30 a.m.

ii) Hospital is open from morning till 4.30 p.m
 Correct form: The hospital is opened from morning till 4.30 p.m.

Example one and two show the pupils did not use past participle after the auxiliary verb 'is'. It shows that they do not know that if they have an auxiliary verb before the action verb, then the action verb should be in the past participle.

omission of auxiliary verbs

iii) *The hospital *free vitamins * **given** to prevent gum disease on visits made for checkups.*
 Correct form: *The hospital **has** free vitamins **given** to prevent gum disease on visits*

made for checkups.

iv) *They * **given** * to prevent gum * (to teeth).*
 Correct form: *They **were given** free vitamins to prevent gum disease.*

Earlier, example one and two show pupils did not change the action verb to the past participle tense. Meanwhile, example three and four show pupils who did not add an auxiliary verb before a past participle. These examples are evidence that pupils lack knowledge in the usage of the past participle tense.

Conclusion

By analysing errors made by pupils, teachers could attain valuable information. This information can help teachers to decide on suitable remedial materials and pedagogical methods to help their pupils. This study identifies common errors made by pupils when using tenses.

Teachers need to identify errors made by their students to come up with solutions to improve their pupils' learning. In this study, it is evident that teachers need to develop appropriate materials and methods to overcome the problems in the usage of tenses to use them correctly in their essays in the future.

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CYBERNETICS AS HYPERREALITY AND NEO-GRAMSCIAN HEGEMONY

Neni Virginia Rachmatika¹, Budi Tri Santosa²

Universitas Muhammadiyah Semarang
Indonesia

nenivirginiarachmatika@gmail.com, btsantosa@unimus.a.id

Abstract

This paper discusses advanced technology capable of detecting human behavior and psychology perfectly. Mica robots are a well-known artificial technology and are often shown on TV. But who would have thought, with his sophisticated system he was caught in a murder case, besides Mika Robot is also good at manipulating the human brain with his sexy tricks so that humans can obey his orders without being forced. Detectiv Rivera is confused by his strange attitude and he wonders whether a robot can be convicted of murder and whether he deserves a prosecutor as a protector in court. This study uses a qualitative descriptive research type with the aim of providing an overview and explaining the events that are happening without affecting or changing the variables in any way. The analysis technique is to understand the short story narrative and take ideas, then the ideas are reviewed through hegemony theory in order to achieve a desired result.

Keywords: Hegemony, Technology, Beauty, Murder

Introduction

Technology according to KBBI is applied technology that provides things that are necessary for the sustainability and comfort of human life. Technology has many benefits for human life, such as helping people to do activities, facilitate long-distance communication, access information more quickly and efficiently. However, the short story "Mika Model" by Paolo Bacigalupi narrates that robotic technology is caught in a murder case so that it has the ability to trick humans with its sophisticated systems as a result of this, human obey its orders.

In the modern era, technological developments are increasingly sophisticated. Humans have passed through several technological civilizations, the industrial revolution 1.0 occurred in the 18th century, namely the discovery of the steam engine which succeeded in making ships last longer to sail (Bahrin et al., 2016). In addition, the steam engine became popular in England because it was used for the first mechanical loom which helped

humans to complete their work quickly, thus increasing productivity. The second is the 2.0 industrial revolution, namely the invention of electric power and at the end of the 2.0 century there was a mass manufacture of cars which was initially done manually, replaced by an "assembly line" or conveyor belt using a conveyor belt in 1913. Therefore, car production could be done quickly and more efficient. Furthermore, the 3.0 revolution is marked by the presence of robots and computers. This is still ongoing in the 4.0 era because robotic technology is still the flagship in this century. The emergence of autonomous robots, contemporary automation, cyber physical systems, internet for services, cloud computing, internet of things and so on. Industrial robots also contribute to helping humans, one of which is in the industrial field. With the help of this robot, it can help human performance to be faster, more efficient, more productive, flexible, versatile, safer, and collaborative. Thus, it can open up opportunities, new businesses,

opportunities for further advancement to new innovations so as to create a product that was never unexpected before. The machines are equipped with self-optimization, self-configuration, even artificial intelligence to complete complex tasks. So that a product that is created can be maximized properly. Industry 4.0 is a new area for the technological revolution. The existence of the internet of things, and cyber-physical systems are combined with software, processors, sensors and communication technology to create real "things" that can not only be moved by electronic components but can also be moved through a programming language that has been set in such a way as to get results which are desired.

This phenomenon can be found in the short story "Model Mika" by Paolo Bacigalupi which narrates a sophisticated robot that resembles a human being because it has the same blood and skin as human. She gets caught in a murder case and goes to the police station to ask for a legal lawyer for trial. Instead of feeling guilty about the murder case, Mika Robot actually makes it a sexy and seductive game. She teased the detective in an obscene way. Even though Detective Rivera knows it's a robot fitted with a micro-chip to do things according to the owner's orders, he still enjoys everything in Mika's body.

In this case, the writer formulates two problems, namely. How is the hegemony context in technology and how robotics can manipulate humans to obey their desire without feeling forced. Researchers used previous research references to determine the relationship between robotics and hegemony.

The first research entitled "Meningkatkan Minat Belajar Fisika SMP dan SMK Nusa Bhakti Sawangan Depok melalui Teknologi Media Robotik" by Dwi Aprillia Setia Asih, Indica Yona Okyranida and Deden Ibnu Aqil (Setia Asih et al., 2019). Narrated that the school try a robotics experiment to improve student learning and education. The method used is

to provide information about the robot and how to make a line follower robot and a soccer robot. The material provided is in the form of making, managing, and providing an explanation of the benefits that will be obtained in learning. The results obtained from these efforts were successful. Many students are interested in the robotics learning system, in other words, students can also apply robot building and use it directly, not just hearing theory. So, it can be concluded that a learning system with direct practice using a robot can increase productivity, enjoyment for students, and benefit teachers because it can be an alternative in learning media.

The second research entitled "Pengendalian Robot Lengan Menggunakan Hybrid Biosignal dan Gerakan Leher" by Akbar Fauzan (Fauzan, 2017). Narrate that robots can ease the burden on humans, especially people with disabilities . Persons with disabilities can take advantage of this robot (hybrid biosignal) and (neck movement) can act as a substitute for their deformed hands / feet. By using eye signals (Electrooculography), muscles (electromyography) and movements in the neck.

The third research entitled "Terapi Robot bagi Lanjut Usia yang Mengalami Demensia" by Mu'man Nuryana (Nuryana, 2020). It accounts for a shift from animal-assisted therapy to the development of robotics. The Paro robot has a role in parenting. The results obtained are quite good, namely Paro can encourage dementia to interact with one another, so that he is able to build strong social relationships and can overcome loneliness. Apart from dealing with stress and anxiety, Paro is also able to minimize the use of psychoactive drugs and medical pain in dementia, and is effective in therapeutic interventions.

The basic premise of hegemony theory is an agreement made by many people, which means that there is little rejection (Bates, 1975). This shows that humans are not only conquered by strength, but also by ideas. Hegemony will occur if the power of

ideas succeeds in influencing the class block, both creative or conservative ideas. They act as custodians of the ideological unity of all social class blocs. The idea "does not mean that it will eliminate class struggle, but in fact they are able to ethically silence so that class society obeys.

Researchers analyzed "Mika Model" in this short story aimed to find out how a robot can influence humans by using her beauty, and make it obey her desire without feeling forced. This topic was chosen because it was unique and interesting, namely that robotics technology succeeded in hegemonizing humans with the existing systems in their bodies.

Methodology

Technology according to KBBI is applied technology that provides things that are necessary for the sustainability and comfort of human life. Technology has many benefits for human life, such as helping people to do activities, facilitate long-distance communication, access information more quickly and efficiently. However, the short story "Mika Model" by Paolo Bacigalupi narrates that robotic technology is caught in a murder case so that it has the ability to trick humans with its sophisticated systems as a result of this, human obey its orders.

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Findings and Discussion

Refers to the narrative short story “Mika Model” it has been explained that Detective Rivera was successfully hegemony by the beauty of Mika Robot. Her pretty face makes anyone fascinated, especially her slightly naughty behavior, able to win over detective Rivera and make her want to get to know Mika closely.

I'd seen that same teasing smile in advertisements. That same flash of perfect

teeth and eyebrow quirked just so. And those eyes. Dark brown wide innocent eyes that hinted at something that wasn't innocent at all.

The quote above shows they have beautiful faces that is owned by robotics technology, namely the 'Mika Model' to be admired. Her entire body shape was almost perfect and absolutely dazzling. She is not inferior to real living things, namely humans.

From that thought, suddenly Detective Rivera began to realize that she was a robotics technology that did things on the orders of the owner, in other words, it was pre-programmed.

“You're a Mika Model.”

When Rivera realized, the memory of the commercial on tv reappeared. Detective Rivera recognizes the nature and traits of Mika's robot.

She inclined her head. “Call me Mika, please.”

That quote shows that Mika Robot, refuses to be called a “robot” or something that is not real. He wanted detective Rivera to just call her by name, which was "Mika".

However, Detective Rivera refused, as he immediately remember that Mika is a robot that had been modified in such a way, so that she looks like a human. Mika Model is often advertised on tv and other news reports that Mika Robot is a technology that can rule the future.

The girl, the robot ... this thing—I'd seen her before, all right. I'd seen her in technology news stories about advanced learning node networks, and I'd seen her in opinion columns where feminists decried the commodification of femininity, and where Christian fire-breathers warned of the End Times for marriage and children.

The quote shows that the role of humans for biological needs or "sex" may be reduced due to the presence of robotics type technology. There are some people who are starting to realize it, and say it's a sign of the end times.

Its sophisticated system can fascinated anyone. She's good at flirting with her naughty seduction. Offers the pleasure of making love with a new method of "love without age limit". The point is, if humans make love to robot Mika, then they will be satisfied with his service because a robot has no age, will never die.

This same girl had followed me around on my laptop, dogging me from site to site after I'd spent any time at all on porn. She'd pop up, again and again, beckoning me to click through to Executive Pleasure, where I could try out the “Real Girlfriend Experience™.”

The quote shows that, there are dating services that provide to humans. Humans can at any time access and rent these services.

I'll admit it; I clicked through.

Detective Rivera is curious and wants to get to know Mika better. Then, he try to accept the offer by clicking the button on his body.

Her blouse was unbuttoned at the collar, one button too many, revealing hints of black lace bra when she leaned forward. Her skirt hugged her hips. Smooth thighs, sculpted calves—

At the time he see it, he is amazed. Beautiful body shape makes him passionate. Mika's temptation to Rivera is a little bit succesfull. When Mika's efforts are about to succeeds, she tries to seduce Rivera in other ways.

I realized I was staring, and she was watching me with that familiar knowing smile playing across her lips.

Mika has managed to become the center of Rivera's attention because of her beauty. Then, she try to get a little wilder by shows her sexy lips.

That was the truth. She was just a bunch of chips and silicon and digital decision trees. It was all wrapped in a lush package, sure, but she was designed to manipulate. Even now she was studying my heart rate and eye dilation, skin temperature and moisture, scanning me for microexpressions of attraction, disgust, fear, desire. All of it processed in milliseconds, and adjusting her behavior accordingly. Popular Science had done a whole spread on the Mika Model brain.

The quote shows that, even though Rivera's detectives are stunned by Mika Model, he still realizes that he is still a robot fitted with a micro chip to carry out the pre-programmed vision and mission of manipulating victims in seductive ways.

Advanced science is incorporated into the Mika Model, so that he can carry out orders perfectly.

Even though I knew she was jerking my chain, the lizard part of my brain responded anyway. I could feel myself being manipulated, and yet I was enjoying it, humoring her, playing the game of seduction that she encouraged.

The above quote shows that, even though Rivera knew he is exploited psychologically. He still enjoyed the way Mika seduced him. The seduction seemed to be a pleasure for him.

Whatever the reason, I'd cuffed her with her hands in front, instead of behind her, and put her in the front seat of my car to go out to the scene of the murder. I was breaking about a thousand protocols. And now that she was in the car with me, I was

realizing that I'd made a mistake. Not because of safety, but because being in the car alone with her felt electrically intimate.

Detective Rivera tries to find a way out of dealing with the murder case by checking directly on the 'scene'. However, he felt that he is starting to have a special relationship with Mika and let her sit close to him.

While in the car, Rivera chat with Mika. He explain a little about the legal law. Lawyers can only defend humans, not an electronic object. "Bots don't get lawyers." Rivera said firmly, robots cannot get a lawyer because there is no law that regulates that robots get the same rights as humans. "She recoiled as if I'd slapped her. Immediately, I felt like an ass." Suddenly Mika seemed offended by what he had just said. She felt both shocked and sad when Rivera said she couldn't get a lawyer in court later. The look on Rivera's face changed, he felt like he had said something harsh and inappropriate. He felt like he wanted to take his words back so as not to sadden Mika. "She doesn't have feelings, I reminded myself." Rivera remembers that Mika is a robot. And that is certainly proof that she doesn't have real feelings.

But still, she looked devastated. Like I'd told her she was garbage. She shrank away, wounded. And now, instead of sexy, she looked broken and ashamed.

Mika looks different, she seems like have feelings of sadness and looks desperate. The beauty aura on Mika, immediately disappeared. Rivera watch it all with concern.

He try to understand Mika's feelings. Rivera thought that she needed to cheer up and encourage Mika to get excited like before.

Needed someone to tell her she mattered. Now, looking at Mika, I had that same feeling. Just a girl who needed to

know she mattered. A girl who needed reassurance that she had some right to exist—which was ridiculous, considering she was a bot.

When that thought is in Rivera's mind, it is like a ridiculous thing. He is confused by his intention to comfort Mika, considering she is a bot / inanimate object.

It was trying another tactic to forge a connection with me. And it was working. Now that she wasn't giggly and playing the tease, I felt more comfortable. I liked her better, despite myself.

Rivera ignored the thought. He immediately entertaining Mika in his ways. When he saw Mika smiling again, he felt happy. Rivera felt that he had fixed the problem in his relationship.

Even though it made Mika smile, Rivera is still confused by the murder case. There are some crazy thoughts that Rivera thought, as the quote below.

I didn't reply. Truthfully, I wasn't even sure that it was a murder. Was it murder if a toaster burned down a house? Or was that some kind of product safety failure? Maybe she wasn't on the hook at all. Maybe it was Executive Pleasures, Inc. who was left holding the bag on this. Hell, my cop car had all kinds of programmed safe driving features, but no one would charge it with murder if it ran down a person.

The quote explains that, a robot is difficult to say as a suspect. This does not make sense because basically a "robot" is an inanimate object, in other words, it can live or move because there is a programming system or provision of objects such as micro-chips that are given and controlled by the owner, namely humans.

However, Mika still denied that she was a robot. Sh's real, Mika thinks she's real. She has things like those of humans.

“I don't get instructions. I learn. You learn, too. You learn to read people. To know if they are lying, yes? And you learn to be a detective, to understand a crime? Wouldn't you be better at your job if you knew how thousands of other detectives worked? What mistakes they made? What made them better? You learn by going to detective school—”

Mika explains how the system functions properly. Shee protest Rivera's claims that she is an object, a "robot" that doesn't real.

“My Year Zero Protocol. So? You have your own, coded into you by your parents' DNA. But then you learn and are changed by all your experiences. All your childhood, you grow and change. All your life. You are Detective Rivera.

The quote explains that Mika also say that Rivera could also live because he has a patent system, namely because of his parents' DNA and experiences from his life.

“It's true, though. You want to feel like a big man, who does important things. But you didn't go into business, or politics.” She frowned. “I think someone saved you once, and you want to be like him. Maybe her. But probably him. It makes you feel important, to save people.”

“Would you cut that out?” I glared at her. She subsided.

It was horrifying how fast she cut through me.

The quote explains that, Rivera also has lust and desire because it's triggered by the story of someone who had helped him. Mika explain in great detail, until Rivera realized and gasped.

The way she said it made me look over. Her expression was so vulnerable, I had an almost overwhelming urge to reach out and comfort her. I couldn't stop looking at her.

God, she's beautiful.

It was a shock to see it. Before, it was true; she'd just been a thing to me. Not real, just like she'd said. But now, a part of me ached for her in a way that I'd never felt before.

Her eyes are beautiful, make Rivera amazed. Inside, he admits that everything Mika said is true.

Rivera's subconscious started to react. He begins to agree that Mika is not just an inanimate "robot" but he feels he is something unique, that can feel and is sensitive to something.

If I wanted, I could reach out to her. Her bare thigh was right there. And I knew, absolutely knew, she wouldn't object to me touching her.

What the hell is wrong with me?

When Rivera's subconscious recognized that Mika is a living thing, he begin to have crazy thoughts.

He begin to think about the services contained in the Mika Model system, namely the invitation to make love. Rivera realized that, if he wanted to use Mika's services, surely he wouldn't object. However, Rivera's thoughts were lost in an instant, he begin to realize that what he was thinking is crazy.

I felt weird talking about the case in front of her. I turned my back, and hunched over my phone. "I can't decide if this is murder or some kind of product liability issue. I don't know if she's a perp, or if she's just ..."

The murder case isn't over. Rivera doesn't know what else to do. Because if he is interrogating or discussing the case with Mika, he feels strange that robots are not to blame for a crime case.

"No! Don't do that, either. Just ... figure out if there's some other angle to work, other than giving a robot the same

right to due process that a person has. She's a manufactured product, for Christ's sake. Does the death penalty even matter to something that's loaded with networked intelligence? She's just the ... the ..." Lalitha hunted for words, "the end node of a network."

Rivera's work partner also feel confuse by this case. Lalitha, suggested that Rivera should handle this case carefully. Since Mika is basically a programmed robot, in other words she didn't commit the murder of her own accord.

Once again, I felt like I was on weird legal ground. I couldn't bar a lawyer from a client, or a client from getting a lawyer. But was Mika a client, really? I felt like just by letting the lawyer in, I'd be opening up exactly the legal rabbit hole that Lalitha wanted to avoid: a bot on trial.

A corporate robot called Holy is coming. He came to solve the problem. Rivera is confused, he felt he has no right to control the situation at that time. Rivera try not to create a mess, so she try to see the company robots at work. "No." Mika shook her head. "I want a real lawyer. Not a company lawyer." Mika refuses, and she says if he doesn't want a fake lawyer.

She sticks to her stance, that is, get a real, legal lawyer. Mika protested against all the rules in her institution.

Holly ignored her and plunked herself and her bags on the sofa beside Mika. "Well, you're still our property, so I'm the only lawyer you're getting. Now have a seat."

Holly ignored what Mika's say. She explain that Mika still her rightful possession, therefore this case was also the responsibility of the Holy on behalf of her company. "But ..." Mika was looking from her to me with confusion. "I want a real lawyer."

Mika still insists on wanting a real lawyer. She wanted the case to be resolved in a human-like manner. This means that

they have equal rights as humans in law. “You don’t have money, dearie. You can’t have a real lawyer.” Holy fiercely rejected Mika's words. She insists that Mika is an inanimate object, does not work and therefore has no money to hire a lawyer.

Holly gave me an exasperated look. “Will you explain to her that she isn’t a citizen, or a person? You’re not even a pet, honey.” Holy eyes glanced at Rivera sharply. Wish he would explain that he is a robot, not human. In fact, it cannot even be said to be a pet / living being.

Holly’s gaze shot from her, to me, and back again. “Oh, come on. She’s doing that thing again.” She gave me a disgusted look. “Hero complex, right? Save the innocent girl? That’s your thing?” The quote shows that, Holy was astonished at Rivera. When shee look at Rivera , it seemed Rivera is on Mika's side. He seemed to support Mika's argument, so Rivera just keep quiet. “ isn’t predictable.” Increasingly, this case is getting more complicated because there are no rules that say robots can be convicted. Holy is annoyed, thinking that his arrival would bring good results, solution of the problem. I bristled. “Who says I’m predictable? This case has no end. Rivera opposed, siding more with Mika to support her argument. Truly, circumstances that could not be predicted beforehand.

“Don’t kid yourself. There really aren’t that many buttons a Mika Model can push.”

Holy remind, to deactivate Mika Model, couldn't just press the button on her body. There is another way to make her die, which is to kill her.

By the time I dragged Holly off, it was too late. Blood poured from Mika’s eye. The girl was gasping and twitching. All her movements were wrong, uncoordinated, spasmodic and jerky. A few moments later Holy immediately shut down Mika's system by gouging out her eyes. Rivera is both surprised and scared, she swiftly dragged the Holy from Mika.

However, it's all too late. Mika is helpless with blood streaming down, she is acting strange, uncoordinated, and unpredictable. Like a robot that has been tampered with. “You killed her!”

Rivera feel angry. Rivera shouted Holy that he has killed her. She has taken Mika's life and separated Rivera and Mika for good.

“No. I shut down her CPU,” said Holly, breathing hard. “It’s better this way. If they get too manipulative, it’s tougher. Trust me. They’re good at getting inside your head.”

Holy awakens Rivera if she is just a robot. Shutting down the CPU is the best way to keep it calm and quiet. If not, Mika Model might come up with a new plan to master the situation around her. “You can’t murder someone in front of me!”

Rivera shouted loudly. The murder that is carried out in front of him is a heinous and evil thing. She shouldn't do that in front of him.

“Like I said, not a murder. Hardware deactivation.”

“She really got to you, didn’t she?” She patted my hand patronizingly. “I know it’s hard to understand, but it’s just that hero complex of yours. She pushed your buttons, that’s all. It’s what Mika Models do. They make you think you’re important.”

Holy emphasized that it is not a murder, but simply deactivating the CPU system to keep it quiet. She also realized that Rivera has been overpowered by Mika. All Mika systems are sophisticated, capable of manipulating a person and making him seem like an important person for her life.

Conclusion

From the above events, it can be concluded that technological sophistication accompanied by science will bring about something extraordinary. "Mika Model" is a representation of man-made results that combines technology with science.

Mika Model tends to be negative, because it is programmed to manipulate humans into submitting to it. She used her

sexy body to seduce humans to enjoy her service "executive pleasure to make love".

Detective Rivera has been overpowered by Mika with her subconscious. He thought that he had an intimate relationship with Mika all this time. Ribera felt that he had become a valuable and important person by a robot, making him think absurdly but still enjoying it.

Furthermore, Holy ended it all by killing Mika. Turning off all systems that make it smarter every day because it keeps uploading new knowledge gained from its interlocutors. When Mika's CPU system shuts down, she will automatically be quiet, calm, and will not fool her victims, humans anymore.

However, it all made Rivera look frustrated. He wants Mika back to normal, because he feels Mika has a living system like humans, but this is in a unique context which is "robot".

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DEVELOPING INDONESIAN LANGUAGE SKILLS AS A PLACE TO EXPRESS CREATIVE IDEAS BY INTROVERTED STUDENTS

Nur Hafidah

Trunojoyo University
Indonesia
hafidahnur58@gmail.com

Abstract

Every child has special thinking. The spirit to achieve goals manifested from the plan. Efforts to build branding in interpersonally must recognize yourself, control yourself, and be consistent with yourself. The personality type of the human character is not a hindrance. Hone all four types of language skills through listening, reading, writing and speaking. The type of choosing language skills on the personality type of each child's character has a difference. The social environment has a big influence on the priorities of children's thinking in exploring creative ideas. The problems in this research are: 1) How to Develop Indonesian Language Skills as a Place to Express Creative Ideas by Introverted Students? while the objectives of this study are: 1. Develop Indonesian language skills as a place to express creative ideas by students. This study uses R & D research methods, the research model of Baker and Shutz's version. The research is relevant to the researcher's thesis which is related to the research of Maria Eny Kurniati 2016 with the thesis on "Development of Media and Indonesian Language Learning Materials with Microsoft PowerPoints for Class VIII Semester 2 SMP Marganingsih Muntilan Students". The similarities of each of these studies are both using the Research and Development method and using the Baker and Shutz research model. The difference lies in the research conducted by researchers, namely articles, while the relevant research is in the form of a thesis.

Keywords: Language skills, Introverts and Flipbooks

Introduction

Language recognition in each child goes through the pralinguistic stage of the child, the stage of linguistic development, making words in phrases, making complete sentences, using language symbolically. Language in children is related to children's intelligence, children's language skills include reading, listening and writing skills. The existence of language is supported by the implementation of language learning through Skinner's behaviorist theory, Nativist theory by Chomsky and constructive theory by Piaget, Vigotsky and Gardener.

The term Indonesian Language is one of the terms familiar to the Indonesian people. According to the Big Indonesian Dictionary (KBBI), Indonesian is a system of arbitrary sound symbols, which are used by members of a community to cooperate

and identify themselves. Language is the main communication tool in social, cultural, economic and legal relationships. Communication between people is human nature as a social being. Those two things cannot be separated from his life. Language as a means of communication has the main function of conveying messages or meanings from person to person. The resilience of the Indonesian language in the national and international arena needs to be preserved and maintained. Language opportunities, especially Indonesian, are very many, there are technological developments, making language promotion through social media.

Indonesian is related to semantics. Lexically, the arrangement of meanings affects one of the language levels (Chaer, 1990: 2). According to Tarigan, the division

of meaning includes lexical meaning and structural meaning. The distribution of language is related to the demographics of the community, there are no language limitations, everyone uses their preferred language. People speak produce words that are responded to by the speech partner. This proves that the language is easily accepted by the community, even though the language is not standard, slank, and slang.

The relationship between language and humans causes changes in line with changes in human activities in their life in society. Language change can occur in the form of language development and expansion. This phenomenon of change can also occur in introverted students. Student thinking is very complex, depending on how students organize by differentiating activities that are compulsory and seeking experience. Logically, students in the Indonesian Language and Literature Department in the field of writing recognize fiction and non-fiction works.

Every child has special thinking. The spirit to achieve goals manifested from the plan. Efforts to build branding in interpersonality must recognize yourself, control yourself, and be consistent with yourself. The personality type of the human character is not a hindrance. Hone all four types of language skills through listening, reading, writing and speaking. The type of choosing language skills on the personality type of each child's character has differences. The social environment has a big influence on the priorities of children's thinking in exploring creative ideas.

This continues with introverted students who generally express themselves through writing. Language development is an effort or activity to develop the ability to communicate with the environment through language. Every human being has a language talent that is inherited genetic. This research focuses on writing poetry along with literary flow that connects the social conditions of the poets. The potential of reading helps children write in writing related to poetry, poetry is a naturalist

literary work, poetry is a type of fiction, language is related to literature and culture. the meaning of the poem contained. A good literary work provides a view of life and value. Through interaction activities in a society, linguistic talents are owned by someone will be formed and developed possessed by someone through optimizing their field expertise in languages.

In the experience of introvert writers, the constraints are the complexity between making fiction and non-fiction works, it is more difficult for fiction, in writing fiction emphasizes using imagination and creativity, in contrast to non-fiction works that are objective based on data. The desire to write is a willingness to read frequently, observe current events, watch movies, listen to music and do research. The relationship between writing and language skills includes writing after reading to get the main idea, writing before listening, for example discussions, speeches, writing interviews after speaking, making writing comes from speaking or speaking taking information from writing.

Writing skills are one of the language skills that produce a written work. Writing skills as an actualization and form of thoughts, ideas, opinions and imagination (Wahyuni, 2016). Writing which is done by PBSI 7th grade introvert students in the form of fiction, one of which is poetry, composing poetry cannot be separated from literary genre. In making poetry beautiful in its meaning, it takes diction and language style that is right in accordance with the title.

PBSI 7th grade introvert students are free to express their poetry through a flipbook which has the title Silent Mirror (Collection of Poetry Anthology by 7th grade PBSI introvert students) A work of each child has its own characteristics in writing, it depends on social environmental criticism. The habit of writing poetry hones and develops language on a regular basis, every time writing poetry, generating implicit words opens high curiosity, and connects with life. Generally, working on

poetry makes it consistent with the development of literature and art.

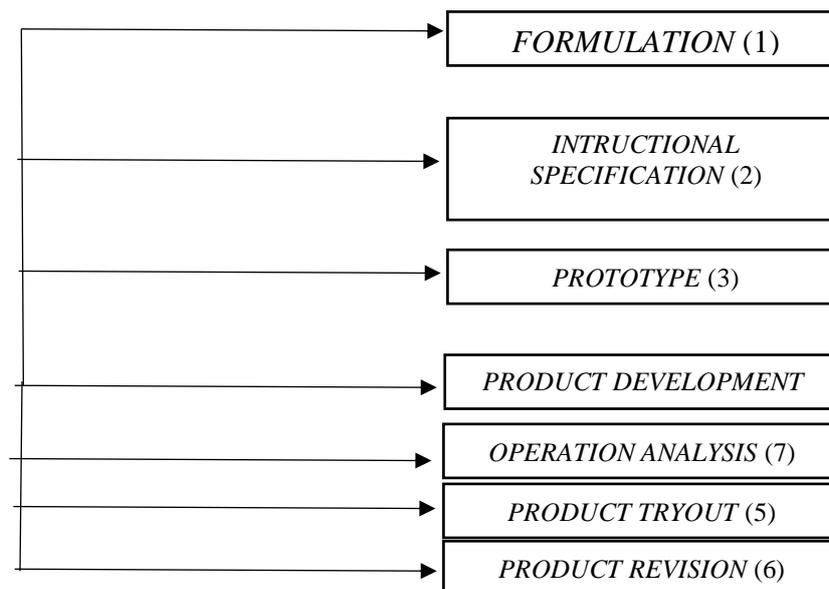
The image expresses the creative ideas of a poet's thoughts according to the target audience. Poetry writers make a work accessible to a group of people, by using language distortion to strengthen the poetry's power, to achieve the desired form of pronunciation and to achieve rhyme harmony. The presumption of poetry writers using conventional language has no aesthetic value to writing, a medium that is deemed appropriate is able to deliver writing in the form of language distortion. The collection of poetry of each poet has different characteristics, it is motivated by a reflection of the idol of a particular literary

period. The problems in this research are: 1) How to Develop Indonesian Language Skills as a Place to Express Creative Ideas by Introverted Students?

Methodology

This research is a Research and Development method using a version model Baker and Shutz. To create a product requires a product to be tested for the effectiveness of the implementation of the product. Sugiyono (2015: 407) explains that R&D (Research and Development) is a research method used to produce a product and test the product's effectiveness. Here are the steps that must be done in the Baker and Scutz Development model.

Picture
 The Baker and Scutz Development Model



Product trials using formative evaluation techniques, this evaluation includes trials of media experts, trials of expert poetry writers and limited trials in this case researchers measure the extent to which the quality of developing language skills using a *flipbook*. The test subjects were the target users of development products, namely 7th semester introvert students majoring in Indonesian Language and Literature Education. This

trial design required 20 limited trial students.

Findings and Discussion

How to Develop Indonesian Language Skills as a Place to Express Creative Ideas by Introverted Students?

1. Poetry formation

Poetry is closely related to literature, if it is connected in language, it will become a harmony. Poetry always contains the

aesthetics of each verse. The aesthetic thought trajectory of modern poetry leads to aesthetics of harmony, deviation and emancipation. Writing poetry requires aesthetic thinking in every author's point of view. In the study of aesthetic values and moral messages. Manifesting poetry must be poured directly from observation, the press absorbs words that correspond to reality.

a. The building blocks of poetry

Diction (Choice of Words) Diction is a choice of words or phrases in literary works according to Abrams in (Wiyatmi, 2005: 623). Each poet will choose the right words, according to the intent to be expressed and the poetic effect to be achieved. Diction is often also the hallmark of a particular poet or era. Because of the importance of words in poetry, the sound of words is also considered carefully in their selection (Waluyo, 1991: 72).

b. Figurative Language

Figurative language is the language used by poets to express something in an unusual way, that is, indirectly expressing the meaning of the word or language which means the class or symbolic meaning (Waluyo, 1991: 83). Classical language commonly found in poetry:

a) Comparison / parable (simile)

Comparison or simile (simile) is a figurative language that equates one thing to another by using comparative words such as like, like, for example, and other comparative words (Wiyatmi, 2005: 67).

b) Metaphor

Metaphor is a metaphor which states something as something that is comparable to other things, which are not the same according to Altenberd & Lewis (via Wiyatmi, 2005: 65). Metaphor has two elements, namely comparator (vehiche) and comparable (tenor). In relation to these two elements, there are two types of metaphors, namely explicit metaphors and implicit metaphors. It is called an explicit metaphor when the comparison and comparison elements are mentioned, while the implicit

metaphor only has a comparison element (Wiyatmi, 2005: 65-66).

c) Personification

Personification is a metaphor that equates objects with humans, inanimate objects are made to act, think, and so on like humans (Wiyatmi, 2005: 65).

d) Hyperbole

An exaggeration of figures. The poet feels the need to exaggerate things in comparison in order to get closer attention from the reader.

e) Metonymy

A figurative language that is used less frequently. This metonymy in Indonesian is often called a figurative substitute for a name. This language is the use of an attribute of an object or the use of something that is closely related to replacing the object. Metonomia (name replacement) is defined as one meaning that is used to mean the other is adjacent according to Luxemburg (in Wiyatmi, 2005, 66)

f) Sinekdoki (Syneadoche)

A figurative language that mentions an important part of an object (thing) for the thing or thing itself. Sinekdoki is a figurative form that is similar to metonomia, where one meaning is used as another meaning. There are two kinds of Sinekdoki:
- Pars Prototo: if part of it is used to refer to or represent whole
- Totum Proparte: if the whole is used to refer to or represent a part (Wiyatmi, 2005: 67).

g) Allegory.

A figurative story or a figurative painting. This figurative story or figurative painting suggests something else or another event.

h) Rhyme

Rhyme is the repetition of sounds in a line or line of poetry, at the end of a line of poetry, or even in a whole line or verse of poetry (Jabrohim, 2001: 53-54). In poetry, there are many types of rhymes that we encounter, including:

a) According to the sound:

1) Rhyme is perfect when all the ending terms sound the same

- 2) Rhyme is imperfect if some of the ending syllables sound the same
- 3) Absolute rhyme when all the sounds of the word are the same
- 4) Assonance of repetition of vowels in one word
- 5) Alliteration: the repetition of the consonant sound in front of each word sequentially
- 6) Pisonansi (frame rhyme) when the consonants that make up the word are the same, but the vowels are different.
- b) According to the location:
 - 1) Front rhyme: when the words at the beginning of the line are the same
 - 2) Middle rhyme: when the word or syllable in the middle of a line of poetry is the same
 - 3) End rhymes when the word loop is at the end of the line
 - 4) Rhyme is straight if the word at the end of the line is the same as the word at the beginning of the line next.
 - 5) Rhyme is flat if the loop is on one line.
- c) According to its location in the verse of the poem:
 - 1) Rhyme sequences with aabb, cddd patterns.
 - 2) Rima intermittently with the abab pattern, cdef ...
 - 3) Rima hugged with abba, cddc
 - 4) Rhymes continue with aaaa, bbbb
 - 5) Rima breaks with a pattern abaa, bccb
 - 6) Free rhyme: rhymes that do not follow the previous rhyme pattern
 - 7) Efony combination of melodious and beautiful sounds to describe intimate feelings, affection, love and joyful things.
 - 8) Cacafony sound combination that is not melodious, hoarse and not suitable for amplifying an unpleasant atmosphere, chaotic, completely disorganized, even disgusting. (Waluyo, 1991: 93).
- i). Rithm

Rithm is the alternation of fluctuations, short lengths, hard and soft spoken language sounds regularly (Jabrohim, 2001: 53). According to Waluyo

- (1991: 94) rhythm is a clash of sounds, high low, short length, hard weak, which plays regularly and repeatedly to form beauty. There are three types of algorithms, namely:
- a) Andante: A word consisting of two vowels, which gives rise to a slow rhythm
 - b) Alegro: Three-vowel word, giving rise to a moderate rhythm
 - c) Alegro's motto: a four-vowel word that causes a fast rhythm.
- j). Theme

The theme is the main idea or subject matter put forward by the poet (Waluyo, 1991: 106). So it is clear that with his poetry the poet wants to say something for the reader through his poetry. Something that a poet describes in his poetry is called a theme, while the subject matter which the poet intends to raise in his poetry is called the subject matter. So the theme of building poetry in general and the subject matter of building poetry in particular.

k). Mandate

Poets as writers and members of society both consciously and unconsciously feel responsible for maintaining the continuity of life according to their conscience. Therefore, poetry always wants to contain a message (message). Although poets do not specifically and deliberately include mandates in their poetry. The message is implied behind the word and also behind the theme expressed by the poet (Waluyo, 1991: 130). Mandate is the intention to be conveyed or appeal, message, purpose to be conveyed by the poet through his poetry. According to Jabrohim, the mandate or purpose is what encourages the poet to create his poetry (Jabrohim, 2001: 67).

l). Imagery

Imagined images, thought images, mental impressions or visual images and language that depicts images or images, while forming mental impressions or images of something are called images or imaginations (Jabrohim, 2001: 36). Imagery can be limited by the meaning of words or words that can express sensory experiences, such as sight, hearing, and feelings. Images

can be divided into three, namely sound images (auditive), visual images (visual), and touch images (tactile images) (Herman J. Waluyo, 1995: 75).

2. Poetry writing

Writing is recording ideas consciously, by writing must consider the touch. Touch in the form of rhythm and choice of words, pouring written expressions stores vocabulary in the brain. On the other hand, the brain becomes more responsive to something. The writing process includes preparation, incubation, illumination and verification. The habit of regularly practicing writing poetry, being able to get ideas from the author's experience and imagining by reading stories abroad, when knowing the differences from abroad, you can get insights that never existed in Indonesia, with imagination you can compose words and find new vocabulary.

Poetry writing is inseparable from literary genre, poets determine the flow of poetry based on the object of their preferred composition. Every time he writes poetry from a generation of old poets to the present, the theme depends on the character of the writer in writing poetry. The current generation of introverted students tends to express their hearts through the creation of poetry according to their psychological conditions, generally using three schools, namely:

1. Impressionism.

Impressionism is literary flow that focuses on what is happening in the mind of the main character. Impressionism prioritizes giving an impression / influence on feelings rather than reality or actual circumstances. Some of the authors of Pujangga Baru show impressionism in some of their works.

2. Realism.

Realism is a flow of literary works that tries to describe / describe / tell something as it is. This flow is generally more

objective looking at everything (without including feelings). As we know, Plato in his mimetic theory once stated that literature is an imitation of reality / reality. Starting from this then developed schools, such as: naturalism and determinism.

3. Expressionism.

Expressionism is a flow of literary works that tries to describe / describe / tell something as it is. This flow is generally more objective looking at everything (without including feelings). As we know, Plato in his mimetic theory once stated that literature is an imitation of reality / reality. Starting from this then developed schools, such as: naturalism and determinism.

3. Capture a poetic moment and describe it

Enjoy being in a mountainous place, by feeling the cool air and beautiful views, try to close your eyes and then paint the thoughts that come to mind, capture the activity while holding a candle and observe the process that occurs, seeing falling leaves, listening to the sound of a waterfall and feeling at the top of a mountain that sound also contains meaning, such as the roar of the train, the rustling of the leaves and the sound of the animals at night.

4. Raising the Language

Observing poetry belonging to famous writers by observing every writing process by trying to cultivate the language, trying to make a more lively composition by looking for words that are rarely used in expressing something. To enrich the language can use a thesaurus dictionary, If necessary, take notes as needed and replace words in poetry.

There are seven implementation results of language skills development according to the Baker and Scultz model, namely:

1. *Product Formulation* (Product Formulation)

Based on the results of observations and interviews with introverted students and lecturers, there are formulations for language development in the form of: 1. Interest in learning reading skills of the subject decreases, 2. Students in class are generally dominant like literature, 3. Students' creative ideas differ from each individual, this is proven when writing poetry using different literary genres.

2. *Intructional Specifications* (Specifications of making poetry)

The following is a description of the specifications for making poetry based on the results of discussions with material experts, the following is the explanation: 1. Observing other people's ideas (observing writings or literary works of famous writers by learning their writing tricks), 2. Techniques for arranging ideas (Block writing / deadlocked ideas due to lack of exercise or lack of insight), 3. Environmental observers

3. *Prototype*

The prototype for developing language skills contains literary flow in poetry, the interview instrument contains questions about the general expert's assessment of

the prototype of Indonesian language skills through writing poetry for media experts and poetry writers.

4. *Product Development* (Product development)

There are five stages in product development, including: 1. Determining the title of the poetry anthology book, 2. Writing a draft anthology of poetry, 3. Designing the cover on the cover, 4. Using a flipbook as a medium of work

5. *Product Tryout* (Product Trial)

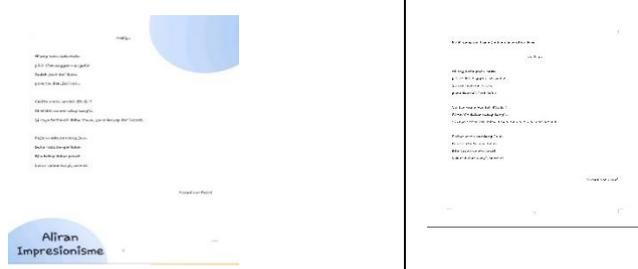
The trial was conducted by Sri Rahayu, SS, M. Hum. one of the PBSI lecturers at Trunojoyo University on December 3, 2020. The trial instrument consisted of 2, namely material evaluation and evaluation of media experts. The first instrument obtained a valid and feasible classification for use with a percentage of 89%, the second instrument also obtained a proper classification with a percentage of 83%. Furthermore, to users or students for a limited trial with a sample of 20 students

6. *Product Revision* (Product Revision)

Revised material expert

No.	Trials	Parts that need revision	The part that was after being revised
1.	Material expert	There is no flow of poetry	There is a flow of poetry
2.		Use stiff language	Use the language with the language

Product revisions from media experts

No.	Trials	Parts that need revision	The part that was after being revised
1	Media Expert	The cover gradient is less cloudy	Cover gradient supports according to the theme 
2		The book background is too crowded	Analogy is not given a background 
2		Simple writing form on the cover of poetry anthology	The form of writing conforms to the cover of the poetry anthology

7. Operational Analysis (Operations Analysis)

The initial process carried out by the developer to develop the flipbook media was to see the potential opportunities to bridge introverted students. After that, at the trial stage, the developer used the interview guidelines for the 7th semester students. Next, they made a material plan for poetry anthology and flow requirements for material and media experts, as well as

developing a media flipbook. Then perform the instrument validation to the validator, namely Mrs. Sri Rahayu, SS, M.Hum. Then give instrument sheets to media experts as well as materials and products made, with the aim of seeing the feasibility of the flipbook media both in terms of material and media.

Conclusions.

Poetry is closely related to literature, if connected in a language it becomes a harmony. Poetry always contains the aesthetics of each verse. The aesthetic thought trajectory of modern poetry refers to the aesthetics of harmony, deviation and emancipation. Writing poetry requires aesthetic thinking in every author's point of view. In the study of aesthetic values and moral messages. The purpose of this study was to produce an anthology of poetry flipbook media. This flipbook media product is able to accommodate the work of introverted students. Students are given the opportunity to work through the media. This media development procedure uses the Baker & Schutz development model. This model has seven stages which become a reference for media developers.

Flipbook link :

<https://online.anyflip.com/zzlgz/mwbu/mobile/index.html?1607246945767>

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HUMANICAL VALUES AND ENVIRONMENTAL VALUES IN THE FOLKLORE AT THE REGION KARANGJATI DISTRICT, NGAWI REGENCY: LITERARY ECOCRITIC APPROACH

Vinsca Sabrina Claudia^{1*}, Sarwiji Suwandi², Nugraheni Eko Wardani³

Universitas Sebelas Maret, Surakarta, Indonesia

vinscaclaudia@student.uns.ac.id^{1*}

sarwijiswan@staff.uns.ac.id²

nugraheniekowardani_99@staff.uns.ac.id³

Abstract

The folklore found in Ngawi regency is very diverse, scattered in various districts. Circumstances like this give the origin of the name of the area can be created through the conditions of the environment. Furthermore, providing values and symbols through Natural Resources as the unifier and strengthening of society. This makes the folklore of the origins of the village in Karangjati district, Ngawi regency as an expression of oral literature with a dimension of concern for humans and nature. So, the problem of concern is related to the value of human care for humans or humans with nature and even nature with humans. The main problem in this research is about how humanist values and environmental care values are contained therein. This research has the aim of describing and explaining the various humanist values and environmental care values of the folklore stories of village origins in Karangjati district. The type of approach used is the ecocritical approach that focuses on the literary field. This study uses a qualitative descriptive method by taking data in the form of content analysis. The results showed that there were four folklores in Karangjati district with ecological nuances, namely (1) The Origin of Sembung Village; (2) The Origin of Karangmondo Hamlet, Rejomulyo Village; (3) The Origin of Sumberan Hamlet, Rejomulyo Village, and (4) The Origin of Sawo Village. Meanwhile, in terms of humanist values, there is a lot of data found in the stories of the origins of Sembung and Rejomulyo villages. On the other hand, the two values can provide an early teaching especially the younger generation about the importance of ecology in the community.

Keywords: Humanical Values, Environmental Values, Folklore, Ecocritic Approach

Introduction

Geographically, Ngawi district is an area located on the border between the provinces of East Java and Central Java. Ngawi Regency has 19 sub-districts spread from west to east and north to south, namely (1) Karangjati sub-district; (2) Bringin sub-district; (3) Pangkur sub-district; (4) Padas sub-district; (5) Kasreman sub-district; (6) Ngawi sub-district; (7) Pitu sub-district; (8) Geneng sub-district; (9) Kwadungan sub-district; (10) Gerih sub-district; (11) Kendal sub-district; (12) Paron sub-district; (13) Jogorogo sub-district; (14) Ngrambe sub-district; (15) Kedunggalar sub-district; (16) Widodaren sub-district; (17) Karanganyar sub-district; (18) Mantingan sub-district, and (19) Sine sub-district. From various districts, there must be oral literature developing in the community, one of which is Karangjati sub-district. Along with the changes, it can still be maintained by word of mouth by local speakers with a slightly different story but still having the same purpose. Therefore, oral literature can

provide a result of a combination of aspects of traditional culture with other cultures so as to gain new status and values (García Liendo, 2017). Oral literature has various types, one of which is folklore.

Folklore was created by William John Thorns by giving the meaning that the story provides an overview of the oral tradition by involving community activities (Skaggs & Skaggs, 1984). Activities carried out are related to the story of human or human relationships with the surrounding environment and humans and their God. In addition, it provides a description of the characteristics or characteristics of each region (Mufida et al., 2018). Furthermore, the information provided is also of an ordinary nature containing knowledge (Kganyago, 2000).

Furthermore, according to Bascom (1965b: 4) folklore also has three types according to the genre, namely (1) myth, which is a folk tale that is still considered sacred by its elders by having story characters, namely the gods; (2) Legends,

are folk tales that are almost like myths except that the characters are human as in general and are also assisted by magical creatures, and (3) Fairy tales are story events that are not considered true because they are not bound by time and place. (in Danandjaja, 2007).

This research focuses more on legends about the origins of villages in Karangjati sub-district. The origin of regional names appears to be the reality of people's lives that is expressed in oral literature. His life is in the form of management and an attitude of responsibility in an environment that is formed in a thought that is owned by humans (Suwandi et al., 2017). In addition, it is a means of providing ideas and values that are found in events in the community (N. E. Wardani & Ulya, 2019). The events that are displayed are the diversity of values so that they can develop the character of the younger generation to make a better person. So, the researcher used a literary ecocritical approach as a study to find out the values contained in folklore. Using ecocritical studies can provide analysis to find and correct literary works that think about concern for environmental-based problems (Endraswara, 2016). In addition, according to Love (2003) provides an overview of literary studies related to the topic of the natural environment on earth (in Wiyatmi, 2017).

The ecocritical approach can find out the value of caring for the environment as a form of attitude towards environmental wisdom. The attitude that is carried out is more towards awareness of being part of nature so as to create harmony (Sukmawan, 2016). The value of caring for the environment is divided into five types based on the diversity of values that can provide a relationship with one another for the environment and the surrounding nature, namely (1) Respect for nature; (2) Attitude of moral responsibility to nature, (3) Attitude of solidarity to nature, (4) Principles of compassion and care for nature, and (5) the principle of doing not disturbing natural life (Sukmawan, 2016).

On the other hand, it can provide humanical values by providing an explanation of beliefs in shaping concern for the surroundings. In addition, humans can influence each other to form a complete personality so that it is beneficial for the life around them (Study, 2018). There are five kinds of humanical values, namely (1) Right Behavior; (2) Peace; (3) Truth; (4) Love, and (5) Nonviolence (Naagarazan, 2006).

It must be admitted that locally based folk tales are difficult to obtain authentically. Steps that must be taken to obtain a script by word of mouth that has been passed down by previous people to future generations through traditions and rituals (Janthaluck & (Laila), 2012). Furthermore, folklore that comes from word of mouth produces various stories (Nugraheni Eko Wardani, 2019). Thus, this study attempts to analyze the humanist values and environmental care values contained in four folk tales, namely (1) The Origin of Sembung Village; (2) the origins of Karangmondo Hamlet, Rejomulyo Village; (3) The Origin of Sumberan Hamlet, Rejomulyo Village, and (4) The Origin of Sawo Village. The folklore taken is very interesting and different because it contains very strong ecological values. In addition, the values in which it is directly related to nature can be learned in the form of humanist values and environmental care values, so this research is entitled Humanical Values and Environmental Values in the Folklore at the Region Karangjati District, Ngawi Regency: Literary Ecocritic Approach.

Methodology

This study, research used a descriptive qualitative method. Qualitative method is a method that uses exploration and understanding of meaning so that it can be described using words according to scientific concepts (Moleong, 2014). Sources of research data were obtained from folklore documents of the origins of Sumberan village, the origins of Rejomulyo village, and the origins of Sawo

village as well as elder informants from Sumberan village, Rejomulyo village, and Sawo village. The research data are humanical values, environmental values, and folklore in the Karangjati sub-district, Ngawi regency. The data obtained by researchers using data collection techniques in the form of a collection of folklore of the origins of the village in Karangjati sub-district and interviews. Researchers take part or take part of the story with a literary ecocritical approach. The data analysis technique refers to data condensation, data display, and verification of conclusions based on an interactive model (Miles et al., 2014).

Findings and Discussion

This research is a descriptive qualitative research with the delivery of the findings using descriptive words that are explained scientifically. The results of the findings are in the form of qualitative data, namely quotations from stories and dialogues of figures contained in a collection of folk tales in Karangjati sub-district, Ngawi regency. A collection of folklore in Karangjati sub-district, there are

four stories of the origins of villages that contain ecology, namely (1) folklore of the origins of Sembung village; (2) the folklore of the origins of Karangmondo hamlet, Rejomulyo village; (3) folklore of the origins of the Sumberejo hamlet, Rejomulyo village, and (4) folklore of the origins of Sawo village. Furthermore, the results of this study indicate that there are humanical values and environmental values contained in the story of the origin of villages in Karangjati sub-district.

The following are the results of data findings that show the humanical value and the environment value in folklore of the origins of villages in Karangjati sub-district based on a literary ecocritical approach.

Folklore of the Origins of Sembung Village, Karangjati District

After analyzing the data on the folklore of the origin of Sembung village, there were 5 amounts of data for humanical values. Based on the findings of the data, there are three types of humanical values in the origin of Sembung village, namely (1) Right Behavior; (2) Love, and (3) Nonviolence.

Table 1:
 Data Table of Humanical Values of the Origin of Sembung Village

No	Forms of Value for the Humanical	Frequency	Percentage
1.	Right Behaviour	1	20%
2.	Peace	0	0%
3.	Truth	0	0%
4.	Love	2	40%
5.	Nonviolence	2	40%
	Total	5	100%

The table above shows that the humanical values of love and nonviolence produce the same amount of data. Followed by correct behavior data with less data than others. Next, an explanation of the examples of the findings of humanist value data in the folklore of the origins of Sembung village.

Data (01) :

Sambil mengembara, mereka mencari pekerjaan untuk mendapatkan nafkah agar bisa bertahan hidup.

Data Analysis (01) : the quote in the data sentence (01) gives a humanist value about the correct behavior that should be carried out by a human being. They consisted of Empu Sutopo, Suro, Sundoko, and Semburo doing an activity to survive. They have ethical skills focused on initiative by looking for work. They have the initiative to find work so they can survive because the provisions for wandering brought from the kingdom have run out. In addition, the

masters did not wish to return to the Kingdom before things recovered.

Data (02) :

“Setelah mendapatkan daun tersebut di beri air dan direbus sampai mendidih kemudian minum satu hari dua kali pagi dan sore untuk mengobati orang yang sakit diare itu!” lanjut penjelasan perintah dari Empu Sutopo.

“Baiklah Empu akan aku laksanakan!” jawab Semburo.

Data Analysis (02) : quotation from dialogue in data (02) provides a humanist value about love for people who are experiencing disaster. They are experiencing diarrhea at the same time. Then, Empu Sutopo gave a dedication to Empu Sumboro to mix herbal concoctions by utilizing plants around him. He gave a medicine in the form of boiled water from sembung (guava) to drink twice a day in the morning and evening.

Data (03) :

Sebab jembatan (kretek) dari bambu yang digunakan untuk menyeberang sungai itu sudah hanyut dibawa banjir. Selanjutnya, orang-orang melaporkan hal itu kepada Empu Sutopo.

“Nuwun Sewu Empu Sutopo, kami mau melapor bahwa penyeberangan bambu di timur desa habis terbawa banjir yang menyebabkan orang-orang tidak bisa menyeberang.”

Data Analysis (03) : quotations in the data dialogue (03) provide humanist values about nonviolence in social acts in the form of brotherhood. If there is a disaster or problem, they immediately respond and help each other. This is evidenced by the bridge owned by the public markets being broken Talok brought the flood, and they were trying to restore order to the other communities could move again. The conditions experienced by them were immediately reported to the master for immediate follow-up.

Furthermore, data analysis on the folklore of the origins of the village of Sembung, there are 5 amounts of data for the value of environmental. Based on the findings of the data, the values of environmental care found in the origins of Sembung Village are divided into three types, namely (1) Respect for Nature; (2) Principle of compassion and care for nature, and (3) the principle of doing not disturb natural life.

Table 2:

Data Table of the Origin of Environmental Values in Sembung Village

No	Forms of Value for the Environment	Frekuensi	Percentage
1.	Respect for Nature	0	0%
2.	Attitude of Moral Responsibility to Nature	0	0%
3.	Attitude of Solidarity to Nature	1	20%
4.	Principles of Compassion and Care for Nature	1	20%
5.	The Principle of Doing Not Disturb Natural Life	3	60%
	Jumlah	5	100%

The table above shows that the value of caring for the environment about the principle of not disturbing natural life is more commonly found. Followed by data on the attitude of solidarity towards nature and the principle of love and concern for nature, the amount of data is the same. Furthermore, an explanation of examples of the findings of environmental value data in

the folklore of the origins of the Sembung village.

Data (01) :

Mereka ingin berencana bermukim dan ingin bercocok tanam di tempat ini karena banyak ditumbuhi pepohonan sangat lebat dan besar serta memiliki suhu sangat dingin.

Data analysis (01): fragment of the story in the data (01) provides the value of caring for

the environment about the principle of not disturbing natural life. Those referred to are Empu Sutopo and Semburo as nomads who want to live. In addition, they also have a desire to grow crops because it is supported by a beautiful environment such as many very dense and large trees. The two masters had the awareness that they would not unnecessarily harm nature even though they used part of the land for farming. They have a sense of maintaining the beauty of the environment.

Data (02) :

Hal ini dimanfaatkan oleh Empu Sutopo dan Semburo memanfaatkan lahan ini menjadi tanaman produktif yang bisa menghasilkan sesuatu untuk bertahan hidup.

Data analysis (02): the fragment of the story in the data (02) provides the value of caring for the environment about the attitude of solidarity towards nature carried out by Empu Sutopo and Semburo. They try to plant productive crops by utilizing land that does not harm the ecosystem. The masters have an effort to save nature and all life in it. They try to protect the environment without destroying it. In addition, humans also need food to survive by utilizing what can be produced by plants around their environment.

Data (03) :

Lama-kelamaan daerah di sekitar persimpangan jalan itu semakin ramai dikunjungi banyak orang sehingga menjadi pasar karena di dekat pasar itu ada pohon

yang besar, daunnya rimbun, sangat nyaman untuk berteduh. Pohon besar ini juga menghasilkan buah kecil-kecil segar dan manis untuk dimakan yang bernama buah talok. Oleh karena itu, Empu Sutopo daerah itu diberi nama Pasar Talok.

Data analysis (03): fragment of the story in the data (03) provides the value of caring for the environment about the principle of not disturbing natural life. The community carries out the wheels of the economy by conducting trade transactions under large trees that have very lush leaves and produce small fruits. This provides comfort to the community so that many visit. They feel cool and do not feel hot when buying and selling transactions during the day. By looking at the situation, Empu Sutopo gave a name, namely the talok market so that later the community would protect the talok tree from growing as it should. In addition, providing education to the public so that they have the ability not to threaten the existence of living things.

Folklore of the Origins of Karangmondo Hamlet, Rejomulyo Village

After analyzing the data on the folklore of the origin of the village of Sembung, there were 6 amounts of data for humanist values. Based on the results of the data findings, the humanist values found in the origins of Karangmondo hamlet, Rejomulyo village are of two types, namely (1) Love and (2) Nonviolence.

Table 3:
 Data Table of Humanical Values of the Origin of Karangmondo hamlet, Rejomulyo village

No	Forms of Value for the Humanical	Frequency	Percentage
1.	Right Behaviour	0	0%
2.	Peace	0	0%
3.	Truth	0	0%
4.	Love	5	83,3%
5.	Nonviolence	1	16,6%
	Total	6	100%

The table above shows that the humanical value of love generates more data than nonviolence. Furthermore, an

explanation of the examples of the findings of humanist value data in the folklore of the

origins of Karangmondo hamlet, Rejomulyo village.

Data (01) :

Para raja sedang berkumpul untuk berunding merencanakan sesuatu agar penguasa dari Belanda tidak menguasai wilayah kerajaannya.

Data analysis (01): quotes from data (01) provide humanistic values about love. Expressing love through consideration of something you want to decide together. The kings deliberately gathered to discuss the increasingly unsafe condition of their territory. They were not willing if their territory was controlled by the Dutch colonialists. In addition, they also think about the fate of their people who have been their servants for a long time. So with all the considerations of various factors, they decided to go to a deliberation in order to reach consensus.

Data (02) :

Zaman dahulu kala, ada sebuah kerajaan Mataram yang sangat besar yang dipimpin oleh beberapa Pangeran. Mereka masih

dalam satu garis keturunan yang selalu hidup rukun tanpa ada perselisihan.

Data analysis (02): quotation on the data story (02) provides a humanist value about nonviolence with a social focus in the form of brotherhood. Even though the Mataram kingdom was led by several princes, they did not feel jealous or envious. They try to maintain the brotherhood that is still in the same lineage to always live in harmony. They try to maintain a good brotherly relationship so that there is no division because if there is the slightest gap, the invaders will easily attack perfectly.

Folklore of the Origins of Sumberan Hamlet, Rejomulyo Village

After analyzing the data on the folklore of the origin of the village of Sembung, there were 5 amounts of data for humanical values. Based on the results of the data findings, the humanist values found in the origins of Sumberan hamlet, Rejomulyo village are of two types, namely (1) Peace and (2) Love.

Table 4:

Data Table of Humanical Values of the Origin of Sumberan hamlet, Rejomulyo village

No	Forms of Value for the Humanical	Frequency	Percentage
1.	Right Behaviour	0	0%
2.	Peace	1	20%
3.	Truth	0	0%
4.	Love	4	80%
5.	Nonviolence	0	0%
	Total	5	100%

The table above shows that the humanical value of love yields more data than data on peace. Furthermore, an explanation of examples of the findings of humanist value data in the folklore of the origins of Sumberan hamlet, Rejomulyo village.

Data (01) :

Di Desa itu hiduplah seorang Gadis yang cantik bernama Dyah Roro Sayuti. Ia tidak hanya cantik, tetapi juga terkenal cerdas dan baik hati. Ia bisa mengobati orang sakit, menguasai ilmu pertanian, dan bisa mendamaikan warga yang berselisih.

Sayuti merupakan orang pemberi solusi bagi warga desa, maka mereka sangat menghormatinya.

Data analysis (01): quotation from the story in **data (01)** provides a humanist value about love in the form of sharing services carried out by Dyah Roro Sayuti. She is a girl who is generous to the people around her. Dyah Roro wants to dedicate the knowledge he has gained to his village. He always provides agricultural knowledge to the community because the majority work as farmers. In addition, he always treats the sick and provides solutions if there are small

or big problems faced by the village community.

Data (02) :

“Desaku yang damai dan indah. Semoga Tuhan selalu membawa kedamaian dan kesejahteraan di desa ini,” begitu doa Sayuti setiap pagi.

Data analysis (02): quotation from dialogue on **data (02)** provides a humanist value about peace in the form of gratitude that Roro Sayuti has for his village. He is very grateful that he is still given the opportunity to gather in a society that is always peaceful without any violence. Besides that, the village where Roro lives

also has a very beautiful view. Every morning before doing activities, he is always grateful and always asks God to always provide peace and prosperity.

Furthermore, data analysis on the folklore of the origins of Sumberan hamlet, Rejomulyo village, there are 4 amounts of data for the value of environmental care. Based on the findings of the data, the value of environmental care found in the origin of Sumberan hamlet is divided into three types, namely (1) Respect for Nature; (2) Attitude of Moral Responsibility to Nature, and (3) An Attitude of Solidarity to Nature.

Table 5:

Data Table of the Origin of Environmental Values in Sumberan hamlet, Rejomulyo village

No	Forms of Value for the Environment	Frekuensi	Percentage
1.	Respect for Nature	1	25%
2.	Attitude of Moral Responsibility to Nature	1	25%
3.	Attitude of Solidarity to Nature	2	50%
4.	Principles of Compassion and Care for Nature	0	0%
5.	The Principle of Doing Not Disturb Natural Life	0	0%
	Jumlah	4	100%

The table above shows that the value of caring for the environment about an attitude of solidarity with nature is more commonly found. Followed by data on respect for nature and attitudes of moral responsibility towards nature have the same amount of data. Next, an explanation of the examples of the findings of the value data on environmental care in the folklore of the origins of Sumberan hamlet.

Data (01) :

Konon terdapat sebuah desa kecil yang indah, nyaman, damai, tenteram, gemah ripah loh jinawi. Pepohonan dan tanaman pangan tumbuh dengan subur di desa ini. Warganya hidup dengan bahagia. Anak-anak kecil bermain dengan riang. Para petani pun dengan suka cita menggarap sawahnya.

Data analysis (01): fragment of the story in the **data (01)** provides the value of caring for the environment by showing the respect of residents for nature. Residents can live in the village feeling happy because they are in

an area that is overgrown with trees and plants so it can be called gemah ripah loh jinawi (peaceful and prosperous and has very fertile land). The majority of residents work as farmers. They live happily and can develop according to their respective goals. In addition, young children also feel happy when they are playing together.

Data (02) : *Namun, ketenangan desa itu tiba-tiba terusik. Para warga diresahkan oleh sesosok makhluk yang tidak jelas asalnya. Hasil sawah dan kebun mereka dirusak tanpa ada sebab. Suatu pagi seorang warga desa berlari-lari dengan panik memanggil-manggil Sayuti sambil berlarian.*

Data analysis (02): fragment of the story in the **data (02)** provides the value of caring for the environment about the attitudes of residents by showing solidarity with nature. Once upon a time, they experienced a disaster, namely the destruction of rice fields and plantations. The residents were very anxious when the rice fields and

gardens were damaged by a creature whose origin was unclear. In fact, it is to meet the needs of daily living from the produce of these fields. The residents try to save nature by calling Sayuti. They believe that Sayuti can solve the problems they are experiencing at the moment.

Data (03) :

Dalam kebingungan itu, Sayuti berjalan pulang. Saat perjalanan, kemudian Sayuti melihat raksasa Sangran sedang mengacak-acak sawah warga. Dia tidak hanya merusak sawah melainkan juga memakan ternak para warga. Hal ini membuat Sayuti marah hingga langsung berteriak kepada Sangren.

“Hai raksasa rakus! Hentikan perbuatanmu! Kau tidak boleh merusak seperti itu! Kau sudah mengganggu ketenteraman penduduk desa!”

Data analysis (03): dialogue fragment on **data (03)** provides environmental care

about Sayuti's attitude to be morally responsible for nature in her village. When Sayuti feels confused when the problems of her citizens have not been resolved, suddenly she meets a giant who is destroying the residents' agricultural products. Apart from that, he also saw giants eating their livestock. By seeing this incident, Sayuti found out the cause of the disaster in her village. He as a villager has a responsibility.

Folklore of the Origins of the Sawo Village

After analyzing the data on the folklore of the origins of the village of Sembung, there were 8 amounts of data for humanist values. Based on the findings of the data, there are four types of humanical values found in the origin of Sembung Village, namely (1) Right Behavior; (2) Peace; (3) Love, and (4) Nonviolence.

Table 6:
 Data Table of Humanical Values of the Origin of Sawo village

No	Forms of Value for the Humanical	Frequency	Percentage
1.	Right Behaviour	3	37,5%
2.	Peace	2	25%
3.	Truth	0	0%
4.	Love	1	12,5%
5.	Nonviolence	2	25%
	Total	8	100%

The table above shows that the humanical values of love and nonviolence produce the same amount of data. Followed by correct behavior data with less data than others. Next, an explanation of examples of the findings of humanist value data in the folklore of the origins of the village of Sawo.

Data (01) :

Rakyat yang berada di Kasunanan Surakarta dari pagi sampai sore sibuk bekerja mencari nafkah untuk keluarganya. Ada yang bekerja sebagai petani, pedagang, dan ada yang mengabdikan di Kasunanan. Setelah seharian bekerja mereka beristirahat tidur dengan pulasnya.

Data analysis (01): quotation from the story in **data (01)** provides a humanist value about the correct behavior by the people of Pengeran Mangkubumi regarding ethical skills according to their lives. They carry out tasks according to their profession, such as: farmers, traders, and servants of the kasunanan. There is a sense of responsibility with each other's duties. After they have served according to their portion, if they return to their respective homes, they don't forget their duties as family. They can do the task as well as possible so that when the break time can make the best use of it so they can return to their activities tomorrow.

Data (02) :

Beliau tidak sombong, suka bersedekah kepada rakyatnya yang miskin dan membantu yang sedang mengalami kesulitan. Hidupnya yang sederhana dan sikapnya yang ramah inilah yang menjadikan Beliau disegani dan dihormati oleh rakyatnya.

Data analysis (02): quotation from the story in **data (02)** provides a humanist value about the peace that a king has towards his people. The King showed a humble attitude towards his people. Although a leader who has quite abundant wealth, he is not arrogant about what he has. The King always helps his people who are still experiencing difficulties or difficulties. He is very friendly and simple so that his people are highly respected and respected by his people.

Data (03) :

Raden Sawunggaling bertanya, “Mengapa Kakek menangis?”

“Kisanak perahuku yang kugunakan untuk mencari ikan dan menyeberangkan orang sebagai sumber mencari nafkah untuk menghidupi keluargaku setiap hari, tenggelam, dan hilang. Aku cari kesana kemari tidak ada,” jawab sang Kakek.

“Hiii . . . hiii . . . hiii . . .” kakek tua itu terus menangisi perahunya.

Raden Sawunggaling terus menghibur kakek itu, “ya sudahlah Kek, perahunya yang tenggelam ikhlaskan saja. Nanti saya buatkan lagi. Jangan bersedih Kek! Yang sudah tenggelam, ya sudaah.”

Data analysis (03): quotation from dialogue on **data (03)** provides a humanist value about the love that Raden Sawunggaling did towards Grandfather. At that time, Raden Sawunggaling asked Grandpa's condition. She tried to comfort her grandfather so as not to be dissolved in the sadness of the tragedy that had befallen him. Raden Sawunggaling's generous attitude gave Grandpa peace because the boats used to fish and ferry people would be made new again.

Furthermore, data analysis on the folklore of the origins of the village of Sawo, there are 5 amounts of data for the value of caring for the environment. Based on the findings of the data, the value of environmental care found in the origins of Sembung Village is divided into three types, namely (1) Respect for Nature; (2) Attitude of Moral Responsibility to Nature, and (3) Attitude of Solidarity to Nature.

Table 7:

Data Table of the Origin of Environmental Values in Sawo village

No	Forms of Value for the Environment	Frekuensi	Percentage
1.	Respect for Nature	3	60%
2.	Attitude of Moral Responsibility to Nature	1	20%
3.	Attitude of Solidarity to Nature	1	20%
4.	Principles of Compassion and Care for Nature	0	0%
5.	The Principle of Doing Not Disturb Natural Life	0	0%
	Jumlah	5	100%

The table above shows that the value of environmental care about respect for nature is more common. Followed by data on attitudes of moral responsibility towards nature and attitudes of solidarity with nature have the same amount of data. Next, an explanation of the examples of the findings of the value data on environmental care in

the folklore of the origins of the Sawo hamlet.

Data (01) :

Pada zaman dahulu kala di Kasunanan Surakarta, Jawa Tengah, yang dipimpin oleh Pangeran Mangkubumi, terkenal dengan tanahnya yang subur, alamnya yang indah dan rakyatnya yang hidup rukun, damai, tenteram, dan sejahtera.

Data analysis (01): the fragment of the story in the **data (01)** provides the value of caring for the environment about respect for nature in the Kasunanan Surakarta area, Central Java. The Kasunanan area is led by a prince named Pengeran Mangkubuni. He was known to be kind and wise to his people. The attitude he has is very influential on the people to have a sense of respect for nature in order to live, grow and develop naturally. This is proven by the Kasunanan area which has fertile land and very beautiful scenery. They live in harmony and peace without any conflicts. So, the life of the prince and the people was very peaceful and prosperous.

Data (02) :

Desa Sawo terdapat tiga dusun antara lain dusun Klempun, dusun Gayam, dan dusun Sawo. Adanya dusun Gayam terdapat kedatangan seorang ulama yang belum diketahui namanya yang berasal dari Grobogan. Suatu ketika, ulama itu menyuruh menanam pohon Gayam kepada para santrinya. Mereka menanam pohon Gayam sampai tumbuh tinggi dan besar hingga berbuah. Para santri pun setiap pagi dan sore selalu menyiram dan merawat sesuai petunjuk yang diberikan oleh Ulamaanya.

Data analysis (02): the fragment of the story in the **data (02)** provides the value of caring for the environment about the respect for the ulama and the students for nature. Ulama give awareness to their students to plant Gayam trees. They carry out what has been ordered by their Ulama. Every day, the students always guard by watering and caring for it every morning and evening so that they grow tall and big. His efforts were made to be able to give respect to the surrounding environment. In addition, nature also has the right to be respected like humans in general.

Data (03) :

Maka jadilah dusun Klempun. Sehingga warga masyarakat tidak berani jika hari Jumat mandi di sungai bawah jembatan. Jenazah tetap dimakamkan di sungai, sampai sekarang jembatan di dusun

Klempun itu terkenal dan dikeramatkan orang.

Data analysis (03): fragment of the story in the **data (03)** provides the value of caring for the environment about the solidarity attitude of residents towards nature. They have solidarity that nature needs to be preserved according to its existence. This makes people appreciate Fridays not to bathe under the bridge. Therefore, people harmonize human behavior with the ecosystem in the river. They buried their bodies in the river so that they could provide lessons so that there would be no further victims.

Based on the analysis of research data that has been collected, identified, and classified based on humanistic values and environmental care values, there are many forms of humanist values according to the Naagrazan (2006) classification with a total of 24 data, while the value of environmental care according to Sukmawan (2016) contains 14 data on quotations from stories and dialogue of characters in a collection of folklore from village origins in Karangjati sub-district, Ngawi district based on ecology. The results of the interviews with village elders show that the folklore of the origins of the village in Karangjati sub-district has contributed to the community so that they are more familiar with and know more about the history of their respective villages. In addition, it can assist in the inventory of documents in the form of local folklore as cultural heritage. This is in line with the development of old literature with progressive developments, so that the old ones are almost abandoned or destroyed. With the existence of a collection of folk tales from the origins of the village in Karangjati sub-district, it can help the younger generation to get to know the origins of their area and can teach the side of life both in terms of humanist values and environmental care values. Furthermore, it can provide a model of old literary texts that can be used as teaching material in schools. The use of models can solve the problem of the lost and updated collection of old

literary books so that educators do not get bored easily.

Conclusions

In data analysis research on a collection of folklore from the village origins in Karangjati sub-district, Ngawi district contains humanical values and environmental care values. Humanical values are found in the quotations of stories and dialogue of characters in a collection of folklore in Karangjati sub-district, namely (1) Right Behavior; (2) Love; (3) Nonviolence, and (4) Peace, while the manifestation of environmental care values include (1) Respect for Nature; (2) Attitude of Moral Responsibility to Nature; (3) Attitude of Solidarity to Nature; (4) Principle of Compassion and Care for Nature, and (5) The Principle of Doing Not Disturb Natural Life.

The theoretical implication of research in a collection of folklore from village origins in Karangjati sub-district contains humanical values and environmental care values about explaining the various forms of values contained in them so as to provide an understanding of the attitudes that are carried out for the surrounding environment. In addition, it can provide direction to readers about a symbol to educate the character, especially humanical and care for the environment, especially in the field of education. Furthermore, referring to the results of the interview, it can be said that the collection of stories is interesting, but not yet fully known by local residents. Therefore, the folklore of the origins of the village in Karangjati sub-district can be made into a book and then inventoried by the local government so that it can be known directly by the next generation.

The results of this study can be used as a form of initial step in further researching the value of humanical and the value of caring for the environment by using folklore based on local culture. In addition, it can provide contributions and additions for other researchers to further develop

humanical values and environmental care values in the old literature of local culture. This can provide new breakthroughs so that old literary research is increasingly developing.

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UNDERSTANDING OF INTERLINGUAL TRANSLATION "DI ATAS" BY AGRIBUSINESS STUDENTS IN PROGRAM OF ENGLISH AS GENERAL COURSE STUDY

Allif Syahputra Bania, Rahmiati, Muhammad Yakob

Universitas Samudra Indonesia

allifbania@unsam.ac.id, rahmiati@unsam.ac.id, myakob_mhum@unsam.ac.id

Abstract

Translation learning is one of the main focuses in language learning and teaching activities in the English class in the agribusiness study program at the University of Samudra so that consciously or unconsciously students have taken the action of translating between Indonesian and English. This study wants to see the ability of bilingual translation with respect to the word 'di atas' which is translated from Indonesian to English. The interlingual translation of the word 'di atas' results in several products of translating into English such as the preposition 'on', 'above' and 'over'. Starting from the same source language but after being translated into English, the three interlingual translation products have almost the same function and but not the same thing. This research method is a test method with a quantitative descriptive approach given through the Whatsapp application because the Covid-19 pandemic is still ongoing until this research is worked on. The research object was 32 students with a time limit given to answer the test is 15 minutes. With the dominance of the student's success in answering the test correctly and the success rate being above 50% or half of the total number of research objects, the student's ability to answer the test correctly to the interlingual translation problem in this study is good. Likewise, from the questionnaire data obtained as many as 59% of students who translate interlingually 'di atas' into over, it can be concluded that students are good at understanding the function of the prepositions given in the test questions.

Keywords: *above, on, over*

Introduction

Learning about prepositions is often considered unimportant by students but this problem must be given serious attention considering that they still often make mistakes in the use of prepositions in sentences where the accuracy of sorting out the appropriate prepositions in the formation of a sentence greatly affects language products they produce (Anjayani and Suprpto, 2016: 2). The above statement is in accordance with Saravanan (2014: 161) which states that the use of prepositions is one of the biggest difficulties in writing, especially writing in English for students. An essay containing prepositions generally has a function as an adverbial marker in a sentence, this means that a constituent that is preceded by a preposition then the constituent occupies an adverbial function (Sumadi and Susilowati, 2016: 107). Darmadi (2011: 14-15) explains that prepositions are divided into two kinds,

namely single prepositions and compound prepositions. A single preposition consists of only one word which consists of two parts, namely a single preposition in the form of a root word (for example in Bahasa: *dari, di, ke*) and a single preposition with affix (for example in Bahasa: *menurut, selama, terhadap*). With regard to one other kind are compound prepositions, namely prepositions that come from a combination of several single prepositions, namely adjoining compound prepositions (for example in Bahasa: *sampai dengan, selain dari*) and correlated compound prepositions which are marked by a separation distance by other words or phrases. (example in Bahasa: *antara...dengan, dari...ke, sejak...hingga*). Then also, Yule in Herdi and Andriana (2017: 72) exemplifies the preposition in English, one of which is on. When the preposition 'on' is used with a noun in a phrase it provides information about place directions such as an example

on the table or the translation is " *di atas meja* ".

Prepositions are one of the basic elements of language learning grammar that English subject students must be able to master. Mastery of good prepositions will have a significant impact on the progress of the learning process of this course so that it becomes the basis for the ability to translate interlingually in everyday life for English subject students in the agribusiness study program as beginners in the realm of education between these study programs. Students are required to understand prepositions in the source language and also in the target language in translation activities. Lumiwu (2017: 3) describes that prepositions specifically function as connectors that provide a connection to a noun or pronoun to other words in a sentence that are interrelated. In connection with the description above, further Mardiah and Muta'ali (2019: 992) add that prepositions have a special category of core content where linguistically cognitive language problems involve not only the relation of words to other words in the sentence but more broadly, also related to reality. Herdi and Andriana (2017: 70) in relation to learning grammar in English state that one of the grammar topics that must be studied and has a strategic role is the subject of prepositions where the prepositions of the direction are included. From this explanation, it can be seen that the preposition of a signpost is something that should be given an in-depth observation of the students' language skills. Rather than that, students are required to be able to understand the function and differentiate between the use of directional prepositions. Among the examples is the phrase using the preposition '*di atas*' in Indonesian where the provision of information regarding the direction of an object that is on top of another object has a narrow explanation of its use or function because the meaning of the direction designation does not have a different meaning in the preposition as attached in the interlingual translation in

English, namely on, above and over. The three prepositions have information to indicate the direction of an object that is on top of another object, but the function contained therein is different among the three.

Translation learning is one of the main focuses in teaching and learning activities in the English language MKU class in the agribusiness study program at the University of Samudra so that, whether consciously or not, students have taken the action of translating between Indonesian and English. The results of language translation carried out by students on written texts between different languages are known as interlingual translations. According to Maheswari, Adnyani and Suwastini (2020: 122) it is stated that the term interlanguage was first introduced by Selinker in 1972, which is related to the linguistic system of students, namely differences in the mother tongue or first language with the target language. Setia (2007: 126) explains that interlingual translation is a traditional translation which is the main focus of the study in the study of translation itself. Then, Siregar (2017: 117) adds that interlingual translation is a replacement for messages that do not aim to separate code units but rather the entire message in other languages. This is consistent with Jakobson (1959/2000: 114) who explains that interlingual translation is the translation of verbal signs between two different languages where at least there must be two different languages and can even be more than two languages such as translation from Indonesian as the source language to English or Arabic and so on as the target language or vice versa. With an example, Frank (2014: 5) shows an interlingual translation of '*kul huwAllahu Ahad*' where Arabic is the source language which is then translated as '*Katakanlah bahwa Allah itu Esa*' in Indonesian and becomes '*Say: He is Allah, the One*' in English. The interlingual translation that occurs is Arabic as the source language

which is translated into two target languages, namely Indonesian and English.

With regard to understanding interlingual translation as part of language learning, this learning is the same as other learning that is studied by mankind where it is appropriate that what is called learning is always followed by failures and errors according to the statement by Tizazu (2014: 70). The previous explanation was echoed by Wedananta (2017: 73) that according to Keshavarz's taxonomy where interlingual errors are generated from the transfer of phonological, morphological, grammatical, lexiconintant and native language styles of students to the target language translation. In the interlingual translation the word '*di atas*' in bahasa produces several products of translation into English such as the preposition 'on', 'above' and 'over'. Starting from the same source language, but after being translated into English, the three interlingual translation products have almost the same functions and uses but are not the same. This is what often causes polemics in the form of confusion for translation students in choosing the right translation of the preposition between the three translation words above when they are faced with a sentence that requires translation action.

For the results of the interlingual translation of 'on' it can be explained that this preposition occurs on objects that are on top of each other or must be in contact with each other, for example 'banana is on the table' then the body part of banana (Indonesian: banana) must be in direct contact with body from table (Indonesian: table). Priyasudiarja (2006: 85) explains the difference between 'above' and 'over', that is, 'above' is used when an object is not exactly on top of another object while over is used when an object covers or rides on top of another. The analysis of the above statement is clear that the 'above' function is the reversal of the on function where two or more objects and one of them is in a higher position than the other, so the body of the object above does not touch the body of the

object below it at all, for example 'Lamp is above the table' which means that the lamp (Indonesian: *lampu*) is on the table but the lamp does not touch the table. Likewise, the study of the explanation 'over' has a similar function to the preposition 'above' where there is no contact of the high body of the object underneath but the higher object is in a passing or moving state, for example 'Helicopter flies over Samudra University' where the body part of the helicopter which has a higher position does not touch the Samudra University building but the helicopter crosses it. Therefore, this study will focus on examining the ability to understand the interlingual translation of 'above' by MKU English students of agribusiness study program at Samudra University in 2020.

Methodology

This research method follows Bania and Imran (2020: 53), namely the test method with a quantitative descriptive approach given through the Whatspp application because the Covid-19 pandemic is still ongoing until this research is worked on. Hidayati and Khairulyadi (2017: 744) explain that the descriptive approach is an approach method in research that aims to describe current events related to research phenomena in a factual, systematic and accurate manner, therefore, the quantitative descriptive approach according to Sudjana in Margareta (2013) which aims to describe the present event in the form of meaningful numbers. Giving tests according to Arikunto in Bania, et al (2020: 2236), namely the tests given are questions or questions that aim to measure the level of knowledge, skills, intelligence, abilities and even talents of a person or group. The test is given as much as 1 question, namely the task of translating interlingually into English to Indonesian language sentences, namely '*Seekor burung terbang di atas hotel*' to the MKU English students of the 2020 agribusiness study program at Samudra University, totaling 32 students

with the time limit given is 15 minutes because these students have already learned about prepositions and are suitable to be used as objects of research. Along with the distribution of the tests, a questionnaire was also divided to ask the reasons for choosing the interlingual translation of the preposition '*di atas*' in English, namely on, above or over which match the questions presented. Data analysis techniques used three lines of research activities, namely

data reduction, data display, and verification.

Findings and Discussion

The results obtained based on the provision of tests using the WhatsApp application assistance to 32 MKU English students in the agribusiness study program during the Covid-19 pandemic era were as follows:

Table 1. Interlingual Translation Products by Students

Task: Translate into English! "Seekor burung terbang di atas hotel"	Bird flies over hotel	22 Students(Correct)
	Bird flies above hotel	8 Students (False)
	Bird flies on hotel	2 Students (False)

From the table above, information is obtained that as many as 22 students or 68.75% of the total number of research objects managed to answer correctly the selection of the right preposition from the interlingual translation '*di atas*' becomes 'over' where it should be a bird that is located in the sky and in a position taller than the hotel building to fly by crossing the object underneath, namely the hotel, because if it does not pass, it is inappropriate for the bird to be called flying. Then, there were 8 students (25%) answered by changing the interlingual translation to 'above' by reasoning that the birds were in a position above the hotel without touching the occurrence of movement to change

position or cross. After that, 2 students (6.25%) answered the target language preposition to be 'on' with the reason that they still did not understand the difference between the three selected meanings of the translation '*di atas*' in English, indeed this last answer should also be wrong because the flight of a bird does not occur with the contact of the bird's body to the hotel building, when contact between the bird and the hotel occurs then it is not 'flying' its name but 'dragging the body'.

The following are the results of the discussion of the questionnaire given to research subjects regarding their reasons for choosing the interlingual translation of '*di atas*', namely on, above or over:

Table 2. Questionnaire Result

No	Interlingual Translation Prepositions ' <i>di atas</i> '	Total Students	Reasons
1	Over	22 Students	-13 Students answered correctly that the preposition over is used for objects that are on top of other objects where the above objects pass or move places -9 Students answer by guessing
2	Above	8 Students	-3 Students answer because the objects above do not touch the objects below -5 Students do not argue
3	On	2 Students	2 Students admitted that they did not understand

From the discussion of the questionnaire above, it is known that there were 22 students who answered correctly the test questions given where 13 students

out of a total of 22 students who answered correctly (59%) knew the exact reason why the over preposition is the correct interlingual translation preposition '*di atas*'

Because from the question, information was obtained that flying birds must move places or cross objects underneath, namely the hotel, however 41% of students who chose the over preposition answered correctly without knowing the function of the over preposition in English. After that, 8 students chose to translate "di atas" to be above where 3 students had the reason that the above objects did not touch the objects below and 5 students translated without having concrete reasons. For research subjects who translate interlingually into the preposition above and have the reason that in the test questions where birds that are in a higher position than the hotel do not touch each other, the answer is wrong because the preposition function above is for objects that are high or above do not touch the object below. if the object above does not move or move position, while in question the flying bird performs activities to move places or crosses the hotel below. Then, it was obtained that 2 students who translated 'di atas' into on in English had arguments that they still did not understand the difference in the function of the three prepositions, namely on, above and over.

Conclusions

The conclusion can be that MKU English students of agribusiness study program at Samudra University in 2020 have dominantly managed to answer correctly to interlingual translations related to prepositions. With the dominance of student success in answering the test correctly and the success rate being above 50% or half of the total number of research objects, the student's ability to answer the test correctly on interlingual translation problems in this study is good. Likewise, from the questionnaire data obtained as many as 59% of students who translate interlingually 'di atas' into over, it can be concluded that students are good at understanding the function of the prepositions given in the test questions.

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THE EFFECTIVENESS OF TRANSLATION PRODUCED BY FACEBOOK

Ika Oktaria Cahyaningrum¹, Widyashanti K Anindita²

¹Surakarta University, Indonesia

²Surakarta University, Indonesia

ikaoktarial@gmail.com¹, wk.anindita@gmail.com²

Abstract

The development of technology, especially social media, is very advanced and fast, from various types of social media that exist today such as YouTube, Tiktok, Instagram, Twitter, Whatsapp, Line, and others, Facebook entered the early generation after Friendster as a popular social media and inundated by a large following. Facebook updates are also contained in the presentation content, namely Translation for Post, where there is a translation that will automatically appear according to the language settings they choose. There are several translations with inaccurate translation quality so that the researcher makes this problem the object of research. The method used is descriptive qualitative, where the researcher conducts an in-depth analysis of the translation produced in the Translation for Post application on Facebook. The researcher continues previous research, namely a comparative study on comparing the quality of translations in the online application. In this study, several problems were found in this study with a moderate level of accuracy, but the acceptance is still well for the target language. Researcher concluded that Translation for Post on Facebook has a better level of translation quality than other online translation applications.

Keywords: *Facebook, Translation, Accuracy and Acceptability*

Introduction

The development of Social Media is very fast, Indonesia is in the top 10 countries with the highest use of social media. The facilities provided by various social media offer easy information from various parts of the world. There are no more obstacles if people from different countries want to make friends or just shop with people in other countries. According to Morrison and Foerster (2011, p. 4) the emergence of this social media began in 1997 and began to be in demand from the 2000s and in 2002 it was released a media friendship named Friendster later in 2003 and the years. Next came other sites such as My Space, Facebook, Twitter and etc. One of the social media that is increasingly improving the quality of its page is Facebook, where on the page there is a Market Place, Job Vacancies, even Games and various other facilities. One of the interesting things, is the Translation for Post facility, where on this page, a social media user will no longer be bothered with translation problems. Translation for Post,

makes it easier for users to translate the source language into the target language, so that users from various countries with various different languages will have no difficulty communicating.

The excellence and sophistication of Translation for Post is undoubtedly, the speed in translating, can be matched with other online translation applications. In this study, the researcher intends to further examine the translation quality results produced by Translation for Post on Facebook. Furthermore, researchers want to know the quality of the translation, namely in terms of accuracy and acceptability produced by this Translation for Post.

In this study, researchers used additional references from previous studies, researchers took references from the results of research conducted by Ika Oktaria in the International Seminar Procedure entitled "Comparison of Translation Quality between Google Translate, SDL Free Translation and Tradukka in the Health Article Entitled Vaginal Birth After Caesarean". The result of his research is a

comparison of the quality of translations produced by online translation machines, namely Google Translate, SDL Translate and Tradukka. Where the level of quality of translation produced by Google Translate is higher than the other two types of MT. However, in terms of accuracy and acceptability, the three translators still have weaknesses in terms of using or selecting the target language or shifting the grammar structure in the source language to the target language. Other related research from Ika Oktaria, in the journal SELJU number 2 Volume 2 with the title "Quality Assessment of online Services in the Health Article Article SDL Free Translation Versus Tradukka" concluded that the translation produced by Tradukka is more accurate than the translation produced by SDL Free. Translation. In his research, he states that not all online translation services have good translation capacity.

The journal by Ahrenberg, Lars (2017, pp. 21–28) says "Differences between machine translations and human translations can be revealed by fairly simple statistical metrics in combination with an analysis based on so-called shifts or translation procedures. In our case, the MT is in many ways, such as length, information flow, and structure more similar to the source than the HT. More important, it exhibits a much more restricted repertoire of procedures, and its output is estimated to require about three edits per sentence. Thus, for publishing purposes it is unacceptable without human involvement. Post-editing of the MT output could no doubt produce a readable text, but may not reach the level of a human translation". The translation of the MT is readable text, but may not reach the translation level of HT. In his research, he emphasized that each MT has a different level of quality from HT because not all grammar structures at the phrase or sentence level are translated perfectly.

C. K. Quah (2006, pp. 57–92) said that "*Machine translation is an important technology socio-politically, commercially and scientifically, despite many*

misconceptions about its success or lack of it over the decades. The emergence of the Internet as one of the main media of modern communication has turned translation into a bridge that connects speakers of different languages. The endless traffic of communication between different language groups requires translation, but when instant translations are needed, human translators are not able to supply them fast enough. A highly skilled profession like translation using human translators is expensive and also slow, especially when a large number of languages and subject fields are involved. In order to meet the growing translation demand, machine translation systems are seen as a cost-effective". Machine translation is an alternative result of technological sophistication where machine translation is able to compete in terms of speed of time and costs or costs incurred, exceeding the limits of human capabilities. From this research, it is revealed how a machine translator process translates from the Source Language into the Target Language.

From the reference sources above, the researchers focused more on the quality of the translation produced by MT on an object of research on social media Facebook. The quality of translation is more focused on assessing accuracy, acceptability and readability so that the impact of this quality research will be on the reader.

Methodology

This research is included in a qualitative descriptive study where the researcher carries out an in-depth analysis to measure the quality of the translation produced by the translation machine on the social media Facebook. According to Barelson (1952, p. 181) content analysis is mentioned as a research technique that is objective, systematic, and is descriptive quantitative about what appears in communication. In qualitative research, content analysis emphasizes how researchers see the meaning of

communication content, read symbols, and interpret the content of symbolic interactions that occur in communication (Bungin, 2008).

The design of this study refers to the formulation of the problem, namely the quality of translation produced by machine translations on social media Translation for Post on Facebook. The data source of this study is in the form of sentence levels taken from posts from a status of someone who has good English language skills. Objective data was collected using a selective note taking technique (criterion-based selection). While affective data collected through the provision of questionnaires to informants with interviews. To find out and the quality

of the translation, this research uses reading the source text and the output text generated on the translation machine on social media Facebook, comparing the two texts, providing data numbers, analyzing the accuracy, acceptability and readability of the data, assessing the data. that has been analyzed.

Findings and Discussion

There are several data found in this study, the data is taken from a status post or from a comment column. Where as the object of the perpetrator who posts their status, they have the ability to speak English properly. The following is an example of the data table found:

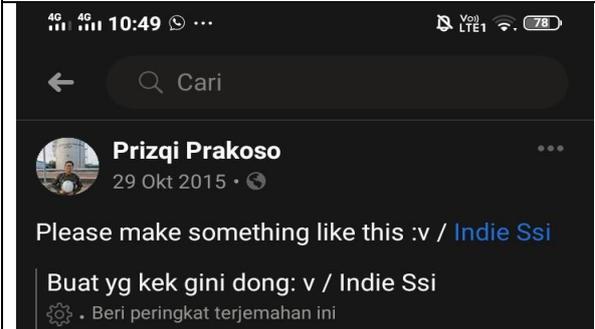
Tabel 1: Data from Source Language into Target Language

Picture	Source Language	Target Language
	<p>I opened my bag. It's empty. Panic attacked. I opened the other side of my bag. There it was, my laptop. #sigh..so silly but still grateful</p> <p>Aku membuka tasku. Ini kosong. Panik diserang. Saya membuka sisi lain dari tas itu. Itu dia, laptopku. #huh.. konyol tapi tetap bersyukur</p>	<p>Aku membuka tasku. Ini kosong. Panik diserang. Saya membuka sisi lain dari tas itu. #huh..konyol tapi tetap bersyukur.</p>

Judging from the translation results in the Target Language, Translation for Post translates accurately from a grammar point of view. This can be seen from the past tense form or the use of the past tense in the sentence "Panic attacked" which is then translated to "Panic attacked". grammatically this is correct and correct, but has ambiguous words in the target language. should be translated as "Panic attack". because at that time, the speaker's position felt panic, when he opened his

laptop and he panicked because he did not find his laptop in the bag pocket, while he was relieved that his laptop was in the other bag pocket

Tabel 2: Data from Source Language into Target Language

Picture	Source Language	Target Language
	<p>Please make something like this</p>	<p>Buat yang kek gini dong</p>

It is different with the translation produced in the target language, which has an interesting level of translation in the target language. this is due to the fact that the resulting translation in the target language is translated using a language that is not formal, but in terms of acceptability it

has an acceptable translation. has a translation that is not rigid and easy to grasp the meaning of the speaker in his status. Very informal words like "kek gini dong" are more pleasant to hear, whereas when translated into the formal language it should be "please make something like this".

Tabel 3: Data from Source Language into Target Language

Picture	Source Language	Target Language
	<p>My 3M Besty</p>	<p>Teman terbaikku 3 juta</p>

In the results of the Target Language translation, the 3M word is translated into 3 million, this causes the readability level to feel foreign to the reader. Meanwhile, the author has other meanings contained in

number 3, so the meaning of friendship is not measured in nominal terms, but is more than just material.

Tabel 4: Data from Source Language into Target Language

Picture	Source Language	Target Language
	<p>I was listening to Paper Umbrella when it suddenly rained</p>	<p>Saya sedang mendengarkan Payung Kertas ketika tiba-tiba Hujan</p>

Meanwhile for the translation in table 4, "Paper Umbrella" is translated literally so as to produce a translation in a rigid target language, because the name of the song does not need to be translated into the target

language. The meaning of the speaker says that when he listens to music related to the rain, it just so happens that the rain suddenly comes.

Tabel 5: Data from Source Language into Target Language

Picture	Source Language	Target Language
	<p><i>One fine afternoon with my mom in Paseban four years ago</i></p>	<p>Satu sore yang indah bersama ibu saya di Paseban empat tahun yang lalu</p>

Fine in the target language is translated into beautiful, this causes the resulting target language to be more acceptable. the word fine has a very broad definition, but Translator for Post translates

it smoothly into the target language. however, how perfect the word one is translated into something, so as to produce a flexible and not rigid translation in the target language.

Tabel 6: Data from Source Language into Target Language

Picture	Source Language	Target Language
	<p>X: Have you ever refused taking a picture with famous people? Y: Yes, I...errr... WE have!!! X: Who is it? Y: CHERRYBELLE X: Pernahkah kamu menolak berfoto dengan orang-orang terkenal? Y: Ya, aku.. errr... KITA punya!!! X: Siapa itu? Y: CHERRYBELLE</p>	<p>X: Pernahkah kamu menolak berfoto dengan orang-orang terkenal? Y: Ya, aku...errr...KITA punya!!! X: Siapa itu? Y: CHERRYBELLE</p>

The word WE have is translated literally into the target language as KITA, which should be easier to hear and receive if translated into KITA ever. Translator for

Post translates from a grammar point of view regardless of its acceptability, so that the translation results in the target language become stiff and less acceptable.

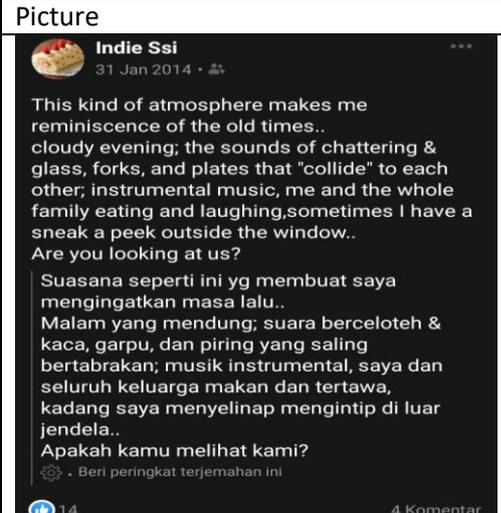
Tabel 7: Data from Source Language into Target Language

Picture	Source Language	Target Language
	<p>What "nanonano" farewell meetings. Thank you all "little" fellas. See you around</p>	<p>Pertemuan perpisahan "nanonano" apa. Terima kasih semua teman "kecil".. Sampai jumpa di sekitar</p>

Moreover Translation for Post translates grammatically into the target language, this can be seen from the See you around translation to see you around, which makes the target language a bit stiff and less

acceptable. the translation that should have been produced by you is enough without adding the surrounding words or it can also be translated to see you later so that it feels more acceptable in the target language.

Tabel 8: Data from Source Language into Target Language

Picture	Source Language	Target Language
	<p>This kind of atmoshere makes me reminiscane of the old times..cloudy evening, the sounds of chattering & glass, forks, and instrumentalmusic, me and the whole family eating and laughing, sometomes I have a sneak a peek outside the window.. Are you looking at me?</p>	<p>Suasana seperti ini yg membuat saya mengingatkan masa lalu.. Malam yang mendung, suara berceletoh & kaca, garpu dan piring yang saling bertabrakan; musik instrumental, saya dan seluruh keluarga saya menyelinap mengintip di luar jendela. Apakah kamu melihat kami?</p>

At the level of the phrase sneak a peak is translated into the target language to be sneak peek, which should mean the translation just slipped without any words

peeping. from the resulting translation, there are additional words that make the translation feel redundant and awkward.

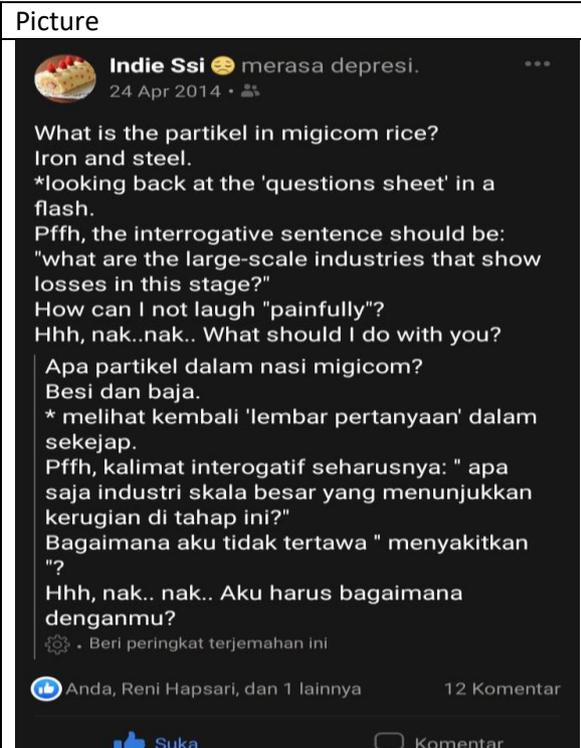
Tabel 9: Data from Source Language into Target Language

Picture	Source Language	Target Language
	<p>It's nice when we meet up with old freinds and see how much we've grown</p>	<p>Senangnya ketika bertemu dengan teman lama dan melihat sebera besar pertumbuhan kita</p>

The plural form of the sentence in the source language is not translated accurately into the target language. the word friends is only interpreted in the target language to be friends, but this does not reduce the acceptability of the target language. while sentences that feel stiff are found in how much we've grown which is translated into

the size of our growth. The meaning of the speaker in conveying his status is that the speaker wants to convey the feeling of being happy to meet his old friend again and be aware of developments in their life. so it is not merely interpreted as limited to physical growth alone but in other developments, namely in the progress they experience as long as they never meet one another

Tabel 10: Data from Source Language into Target Language

Picture	Source Language	Target Language
	<p>What is the partikel in migicom rice? Iron and steel. *looking back at the 'questions sheet' in a flash. Pffh, the interrogative sentence should be: "what are the large-scale industries that show losses in this stage?" How can I not laugh "painfully"? Hhh, nak..nak.. What should I do with you?</p> <p>Apa partikel dalam nasi migicom? Besi dan baja. * melihat kembali 'lembar pertanyaan' dalam sekejap. Pffh, kalimat interogatif seharusnya: " apa saja industri skala besar yang menunjukkan kerugian di tahap ini?" Bagaimana aku tidak tertawa " menyakitkan "? Hhh, nak.. nak.. Aku harus bagaimana denganmu?</p>	<p>Apa partikel dalam nasi migicom? "melihat kembali 'lembar pertanyaan' dalam sekejap. Pffh, kalimat interogatif seharusnya "apa saja industri skala besar yang menunjukkan kerugian di tahap ini?" Bagaimana aku tidak tertawa"menyakitkan"? Hhh, nak...nak...Aku harus bagaimana denganmu?</p>

Speakers of posting this status are intended for their students, speakers are checking the results and conducting assessments of their students. speakers feel laughing themselves at the results done by their students. the speaker said the sentence form should be better. From a grammatical point of view, there are several errors in the demonstrative pronouns, because the sentence above is in the plural form, the word that should be changed to those. the

interrogative word is also not interpreted as a question word in sasran language.

From the results of the above analysis, Translation for Post translates sentence levels from the source language into the target language accurately, even though some sentences are translated without looking from the plural or singular side. From a grammar level, Translaton for Post has translated it very precisely, but unfortunately there are some translations in

the target language that still feel stiff and awkward, resulting in an unacceptable translation. while there are also translations in the target language that are added, for example at the level of the phrase sneak a peak becomes a sneak peek. although the target language is less accurate, it makes the translation unambiguous because there is clarity in the target language. while for the level of a title or location name which tends to be the proper name, Translation for Post sometimes translates it sometimes not translated, so there is a translation that feels stiff in the target language.

It can be concluded from the results of the analysis above, the level of accuracy generated by Translation for Post has a very accurate level when compared to the translation results produced by other online translation applications. Meanwhile, the acceptance level generated by this application has a sufficient level of acceptance, this is due to the element of adding words in the target language which makes the translation feel stiff and unacceptable.

Conclusions

From the results of the above research, it can be concluded that the translation produced in Translation for Post has a high level of accuracy and is better than other online translation applications. Meanwhile, for the level of acceptance generated, this application has a moderate or sufficient level. the language produced in the target language is sometimes over-translated by this machine translation, resulting in a translation that is less than acceptable in the target language.

However, from the results of the analysis above, the quality produced by Translation for Post is quite decent and good to be recognized for its quality, compared to other online translation applications. in terms of machine translation grammar is quite helpful for users in understanding the translation.

Further , it can be concluded that the machine translation on Translation for Post has a fairly high translation quality although there are some other translations which are lacking. Facebook as a social media that is constantly trying to improve its system makes Facebook continue to spread its wings. Innovations that continue to be developed, one of which is being able to buy the largest shares from WhatsApp and Instagram, making Facebook an alternative media that continues to be loved by its lovers.

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INSTAGRAM TRANSLATE AND HUMAN TRANSLATION IN THE ENGLISH CAPTIONS OF JOKOWI'S ACCOUNT: AN ANALYSIS OF KOPONEN'S ERROR CATEGORY

Amazia Trifena Putri¹, Harris Hermansyah Setiajid²

Universitas Sanata Dharma

Indonesia

¹amaziatrifenaputri@gmail.com

²harris@usd.ac.id

Abstract

Translation technology has developed so rapidly that it might replace human translation in the near future. Artificial intelligence-based translation machines increasingly resemble humans in doing translation jobs. Instagram Translate (IG Translate), for example, has shown a growing improvement in translating photo captions posted by users. Many studies have been carried out to look into IG Translate performance in various language pairs. In 2016 Instagram started providing a translation feature for its users to translate the photo captions posted by users. There is a possibility that the translations might contain errors, which are worth studying to measure the IG Translate translation performance. This study seeks to investigate Koponen's translation errors category done by IG Translate in translating the photo captions in Jokowi's official Instagram account. The questions remain, however, whether the IG Translate performs better than a professional human translator. This research is designed to measure the translation performance by IG Translate and human translator by finding the errors possibly and to analyze the translation strategies applied by the machine and the human. The translation error analysis is expected to see the translation strategies are to find out whether the machine and the human apply different or the same strategies. The sample of the photo captions used for the analysis is from Jokowi's official Instagram account starting from March 2020 to September 2020. This range is chosen because it represents the beginning of the Covid-19 pandemic and the way the government in the process of overcoming the pandemic. The research is expected to give a theoretical benefit by enriching translation research repertoire as well as a practical benefit for IG Translate developer to improve its algorithm and for social media users to input their photo captions in a way that can be translated well by the machine.

Keywords: *Translation Performance, Koponen, IG Translate, Human Translation, Machine Translation*

Introduction

Language as a means of communication plays an important role in delivering messages. A language is also a prominent tool in communication. Without language, communication between human beings could not be done easily or could not be done at all. People use language in many fields such as religion, education, technology, etc.

In this modern era, the use of technology gives significant helps for its users, including in language matters. The fact that technology is consumed by a lot of people makes it inseparable from the use of social media, nonetheless. Through technology, the users can provide and

receive messages through their own social media account.

Social media have their revelatory role in delivering messages. In social media, people (users) can create and follow more than one accounts. Hence the messages can be found in many accounts, whether official or non-official ones. There are many politicians, artists, educators, as well as economists who share messages through their social media. One of the most popular social media is Instagram. Instagram provides its one core feature, which is to share pictures, besides videos, captions, likes, comments, Instagram Live, and Instagram Story.

As the user who uses Instagram are growing faster and became more global

around the world, it can be assumed that Instagram updates the application to satisfy the user. In June 2016, Dailymail recorded that Instagram announced the new update of this application. Since the user not only came from the United States, Instagram added new features where users can translate the text which is written in bio, captions, and comment into their language. Instagram tries to help people to spread and share everything and minimize the lack of language.

Instagram is one of the social media which has global users. The Instagram users right now are more than 100 million people around the world. It makes the translation feature of Instagram Translate (IgT) very useful and sometimes can help users to understand the difference of language, but sometimes translation tool result from the messy language which is unreadable. Certainly, among other languages around the world, the Bahasa Indonesia is one to be translated.

This research paper discusses an official account which is owned by the President of Indonesia, Joko Widodo or as known as Jokowi. This account, which has more than 35 million followers, uploads posts containing his social and work life. Jokowi's Instagram account is chosen due to the fact that he is the President in Indonesia and right now in Indonesia has a pandemic so with this paper we want to want to see Jokowi's actions in overcoming the Covid-19 pandemic that has attacked Indonesia through caption in his Instagram.

This researcher paper focuses on the translation result done by IgT. In other words, translation is a process of replacing source text with target text by substituting the language demanded without changing the intended messages. In order to analyze the translation result, the researcher would like to compare IgT to the manual translation which is done by human translation. The manual translation is done by a professional and certified translator who is part of JLTC, Yogyakarta. In this researcher has its focus on both translation

result, the categorization of translation mistakes or errors is needed.

As for the researcher decides to conduct this research, it is expected that this paper would help the readers to see the different performances of human translator and Instagram Translate in delivering a message from Indonesian to English captions. The researcher also anticipates for the Instagram Translate and also human translator to develop their translation in accordance with the errors found by the researcher.

Methodology

This study takes the translation of Instagram Translate and professional translator. It focuses on the texts which are captions translated by Instagram Translate and human who is a professional translator. The researcher aims to find out the mistakes or errors in translating the captions, by finding the errors, the researcher is able to compare the performance of IgT and HT. therefore, the focus was on the target text which was English. The data collected as the object of the study were captions. They consisted of words, phrases, and sentences taken from an official and certified account of @jokowi captions on Instagram. The data were then translated by Instagram Translate and a professional translator.

The instruments of data collection were the caption of the Instagram in source language, human translation version, and machine translation version. The data collection procedures were as follow:

1. Choosing the caption which is used formal language and target language.
2. Translating by using human translation and machine translation.
3. Comparing between the source language and two target language versions.

The data analysis techniques handed in several steps. The first step was choosing the caption of Instagram using formal language and non-formal language. The second step was conducting the translation

by students of the fourth semester. The third step was rewriting the translation which is resulted from the machine translation of Instagram. The last step was comparing the source language and target language.

This researcher paper was conducting a simple procedure. The procedure was choosing the caption of Instagram, translating by human translation and human translation, comparing the source language and target language, analyzing the result of comparing, finding the quality of the two translation version, and making the research conclusion.

Findings and Discussion

Translation tool provided by Instagram helps people to understand the caption in Instagram even they used a different language. The translation tool can translate the language in the caption which used a different language into the language which is installed in the cellphone. When people open the Instagram application, the translation tool is set to translate from any different language into English.

Table 1:
 Analysis Results

No. of Data	Source Text	No. of Data	Target Text IG Translate	No. of Data	Target Text Human Translate	Types of Errors
1/ST/020 320	Selamat siang. Kita sudah <u>menelusuri</u> informasi minggu lalu yang menyebutkan bahwa terdapat seorang warga negara Jepang yang positif mengidap korona di Malaysia dan sebelumnya melakukan perjalanan ke Indonesia.	1/TTIGT/ 020320	Good afternoon. We've been <u>browsing</u> last week's information that there is a positive Japanese citizen who has corona in Malaysia and has previously traveled to Indonesia.	1/TTHT/ 110321	Good afternoon. We are <u>investigating</u> the information mentioning that a Japanese citizen who <u>had previously</u> visited Indonesia tested positive for the coronavirus in Malaysia.	IG: Omitted concept-verb HT: -
	Tim dari Indonesia <u>langsung menelusuri</u> alur perjalanan orang tersebut selama di sini: ke mana saja, bertemu ke mana, bertemu dengan siapa.		Teams from Indonesia <u>directly browse</u> through the journey of the person while here: everywhere, where to go, meet with whom.		An Indonesian team <u>immediately conducted contact tracing</u> to find out: places the person visited in Indonesia, people the person met.	IG: Omitted concept-adverb HT: -
	Hasilnya, tim dari Indonesia menemukan dua orang yang telah berhubungan dengan warga negara Jepang tersebut, seorang ibu berusia 64 tahun dan putrinya yang berusia 31 tahun, positif terinfeksi virus korona.		As a result, Indonesia's team found two people who have been in contact with the Japanese citizen, a 64-year-old mother, and her 31-year-old daughter, positively infected with the corona virus.		The team has discovered that there are two close contacts of the person: a 64 year-old mother and her 31 year-old daughter, both testing positive for the coronavirus.	IG: Substituted concept HT: Explicitated concept
	Keduanya saat ini <u>sudah dalam perawatan</u> dan penanganan sesuai dengan standar yang berlaku secara internasional.		Both are currently <u>under maintenance</u> and handling in accordance with internationally applicable standards.		They are currently <u>under treatment</u> for the virus as per international standards	IG: Omitted concept HT: Untranslated concept
	<u>Perlu saya sampaikan</u> bahwa sejak awal pemerintah benar-benar serius dalam menghadapi kasus ini.		<u>Need I say</u> that from the beginning the government is really serious about dealing with this case.		<u>I would like to say</u> that since the beginning, the government is truly committed to properly handling the case.	IG:- HT: -
	Kita telah mempersiapkan lebih dari 100 rumah sakit di		We have prepared more than 100 hospitals in the		We have readied more than 100 hospitals throughout the	IG: - HT: -

No. of Data	Source Text	No. of Data	Target Text IG Translate	No. of Data	Target Text Human Translate	Types of Errors
	dalam negeri, yang dilengkapi dengan ruang isolasi yang baik, dengan peralatan yang memadai sesuai dengan standar internasional.		country, equipped with good isolation rooms, with adequate equipment in accordance with international standards.		country, supplied with isolation rooms and proper equipment as per international standards.	
	<u>Saya juga mengimbau kepada seluruh rakyat untuk senantiasa menjaga tubuh agar tetap fit, rajin mencuci tangan,</u> dan menghindari kontak-kontak yang tidak perlu.		<u>I also appeal to all people to keep the body fit, diligent in washing hands,</u> avoiding unnecessary contacts.		<u>I would also like to remind everyone to always stay healthy, wash your hands,</u> and avoid unnecessary social contacts.	IG: Mistranslated concept HT: -

From the table that is taken from the caption Instagram account of @jokowi there are some differences that are made in the both translated version in the machine translation and human translate. In the first sentence, there are some differences in grammar and also vocabulary, in machine translation, it mentions that “we’ve been” and from human translation mention “we are”. Another difference is in vocabulary which is in (ST) word “menelusuri” machine translation said browsing and in human translation is investigating.

In the second sentence, the differences are also about the grammar and vocabulary and the machine translation is more short and effective but in human translation is more clear and readable.

The difference of the next sentence is that the machine translation is shorter and understandable because the word is easy too than the human translation. In the fourth sentence, the difference is in word form (ST) ‘sudah dalam perawatan’ translated in machine translation into ‘under maintenance and from human translation into ‘under treatment’. In the fifth sentence, the difference lies in the grammar which in (ST) is ‘perlu saya sampaikan’ translated by machine and human translation into ‘need I say’ and ‘I would like to say’. In the sixth sentence, the difference is only on the machine translation have easier to understand but not readability than human translation. And the last sentence the differences is on the grammar in ‘Saya juga

mengimbau kepada seluruh rakyat’ in machine translate into ‘I also appeal to all people’ and human translation translated into ‘I would also like to remind everyone. And for the word ‘menjaga tubuh agar tetap fit, rajin mencuci tangan’ in machine translation translated into ‘keep the body fit, diligent in washing hands’ and for human translation translated into ‘stay healthy, wash your hands’.

This term can be translated well into English by human translation as the everyday language and while machine translation cannot translate that word since that word is translated into the right language. There is no vocabulary that is saved in the machine translation. Therefore the translation of the machine translation cannot make an appropriate translation in the English for ‘memborong kebutuhan sehari-hari’. This machine cannot transfer the meaning, cannot be read, and also inappropriate in the grammatical rules of the English language.

There are some differences that can be found in this comparison. Overall the translation version of the human translation is much better than the machine translation. This translation can deliver the meaning and produce the translation in the English language, and make the translation highly readable. It is because students as human translators are familiar with the conversation language that is used in this account. They knew what the caption is talked about. Whereas the machine

translation produced it into a single meaning that makes the reader became more confused when reading the translation version.

Conclusions

This paper is aimed to explore the differences between human translation and machine translation in translating caption Instagram account. The findings showed that there are some differences between those translations. Human translation is better in translating special terms and has more vocabulary and grammatical in storage than machine translation. It makes humans able to translate difficult words and produce readable and grammatically correct translations than the machine translation. However, if the source language used common words and formal language, machine translation can produce better translation than human translation since the machine translation able to produce effective language.

The human translation produced translation with a high level of accuracy, acceptability, and readability both formal and non-formal language. While machine translation produces translation with a low level of accuracy, acceptability and readability even they did not translate it in non-formal language. The exception occurs since machine translation can produce better than human translation if the source language has good grammar and using ordinary vocabulary. It is because of students' ability and knowledge in translating text. Machine translation is influenced by grammatical and termbase which is input by the programmer in the application.

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CHILDREN AND ROBOT: POSTHUMANISM READING ON RIKO THE SERIES

Susanto

Universitas Pekalongan
Indonesia

susanto.unikal@gmail.com

Abstract

The emergence of Indonesian young celebrities from *Hijrah* movement who made Islamic children's films as a means of *da'wah* (Islamic missionary) is interesting to be studied. Different from *Nussa*, *Riko the Series* is one of the children's Islamic films that raises the issue of religion, children and technology relations. This study aims to find the representation of robots and the relationship between robots and children in children Islamic film *Riko the Series* from the perspective of Post-humanism. This study is library study. The data is in forms of audio visual and verbal transcripts from *Riko the Series* film, official website and from interview with the initiators taken from internet. The data were collected and analyzed using documentation to explore the concepts of post-humanism and its relation to representation of robot and robot-young adult relation in *Riko the Series* film. Content analysis is used as method to analyze the relation between robot and children. The result of the study showed that *Riko the Series* represents post-humanism in the following aspects: 1) New awareness of religion toward technology which represented by the inclusion of robot Q110 to Modern Upper Middle class of Islamic family, 2) It places robot in relation to human being without undermine it as merely object by treat it as modern child caretaker who educate, protect and become the partner of children. However, the relation between robot and children are still unbalance in which robot is more dominant than children so that it creates over reliance and dependence on using robot to children.

Keywords: Post-humanism, Robot-children relation, *Riko the Series* film

Introduction

Riko the Series film is one of Islamic animation films made by Indonesian film maker. It tells about the life of upper middle class Moslem family which have two children and a robot named Q110. Compared with other Indonesian Islamic animation films like *Dodo dan Syamil*, *Alif Alya*, *Nussa*, *Riko the Series* film is unique for depicting the relationship between child and Robot and Islamic teaching presented in the film.

Riko the Series film was founded by several Indonesian artists, namely Tengku Wisnu, Ari Untung and Yuda Wirafianto. In the press conference for the launch of the film *Riko the Series*, the founders stated that this film was made as a means of education about Islamic science and religion for people, especially those aged that Islam is very close to science and technology (<https://garissepuluh.com/riko-the-series/>).

Therefore, this film raises a lot about the histories of medieval Islamic scientists such as Al Bantani, Al Farabi, Ibnu Haitam and so on, who inspired the development of science and technology in Europe during the Renaissance era.

The *Riko the Series* film tells the story of the adventures of Riko, smart and curious kid, and his robot friend named Q110. The Q110 robot is told to live in the house of the Riko family without telling the origin of Q110. Riko is the younger of two siblings. Riko is an 8 year old boy, while his older sister Wulan is secondary school age. Riko lives in islamic upper middle class who practice modern Islamic teaching. Her father is a doctor and her mother is a housewife. They live in housing clusters, just like typical of upper middle class families in Indonesia.

This representation of robot in Indonesian Islamic children animation film is interesting. It can open the children

imagination about living together with robot without leaving religion value. This imagination is very important in preparing today's children to the future of Post-human era in the future where human will live side by side with other intelligent robots.

Post-human deals with the crisis of human among intelligent creatures as the result of advancement of technology. Post-humanism study is a critical approach to find the meaning of being a human in the world where human being is not the only reasoned creature (Wallace, 2010) (Simon, 2003). Advancement of information technology, genetic engineering, stem-cell research, cloning, the Human Genome Project, new paleontological evidence, the rise of neuropsychology and artificial intelligent lead to fundamental ethical and ontological crisis of being a human and we need new paradigm about human that different from the humanistic perspective.

To answer the ontological crisis of humanity in the Post-humanist era, religion has returned to its place to provide a solution. Although some discourses place religion in conflict with science and technology, there are many Post-humanist phenomena that can be analogous to religion such as the infinite space of cyberspace, super intelligent powers such as God and others. Graham (2016) states that the post-secular era gave birth to a post-secular era, which provided a place including religion to answer the human existential crisis in Post-human era.

In literature and other cultural products such as film, Post-human world is not strange one. A lot of science fictions which have predict and tell the story of Post-human. From Mary Shelly's *Frankenstein* novel that give rise to the present of non-human intelligent creature to *The Matrix* and *Transcendence* film that present the intelligent machine and the fusion of human

and machine so we cannot differentiate them. Therefore, science fiction can also the source of exploring the questions of Post-human (Sheryl, 2007).

The study of Post-human will be more interesting when it relates to children and religion. Today's, in some countries, robot are used for education, entertainment, and healthcare service. In Japan, robot is used for childcare (Tanaka & Takeshi, 2020). Even in Islamic country like Iran, robot is also used to teach religion for children (Alemi, et.al, 2020) although it creates controversies at the beginning. *Riko the Series* film raises the issues of robot, childcare and religion; therefore, this film is interesting to be studied in Post-humanism perspective to open the discourse about religion especially Islam, science and technology and future Post-humanistic world.

Unfortunately, *Riko the Series* was not being studied from the perspective of Post-humanism. There were only two previous studies which studied moral value as a mean of Islamic missionary (*da'wah*) (Handayani, 2020) without going deeper into the Islamic perspective toward Post-human in the film and educational value from semiotic perspective (Aisyah, 2020). No previous studies that focus on the representation of Post-human in Islamic film for children.

Methodology

This study is library study. The data is in forms of audio visual, verbal transcripts from *Riko the Series* film and other sources taken from internet especially the official website of the film. The data were collected and analyzed using documentation and content analysis to explore the concepts of post-humanism and its relation to representation of robot and robot-young adult relation in *Riko the Series* film.

Findings and Discussion

In the midst of advances in science and technology in western countries and the negative stigma of Islam as a terrorist religion, both abroad and domestically, *Riko the Series* film is one of the responses to construct an image of Islam that is more modern and does not conflict with science and technology since the beginning. In this film, Islam is presented as a modern, tolerant, non-rigid religion without leaving the rules of Islamic sharia and has a tradition of science and technology since the early development of Islam in the middle Ages. The modern impression can be seen in the appearance of the characters, no longer too normative and patronizing like previous Islamic children's films such as *Nussa*. Children's characters are not displayed in Arabic-style clothes such as long robes and large headscarves.

Moreover, the compatibility of Islam and science and technology is represented in the symbol of the intelligent Q110 robot. In addition, the material presented always points to the history of science and technology in medieval Islam and its contribution to modern science. On the one hand, this is nostalgia for the glory of Islam on the other hand, it is an education from an early age about the image of modern Islam which ready to face the future Post-humanism era.

Robot in Exclusive Modern Islamic Family

Q110 the robot lives with the Riko family, which is a reflection of the ideal image of a modern Indonesian young Islamic family from upper middle class. Father is described as a doctor figure who is young, handsome, gentle and never harsh to his family members. The father figure is depicted as the breadwinner while the mother is a beautiful and gentle young housewife. The

wife no longer needs to work because ideally, the husband is the one who makes a living, especially as the husband's profession as a doctor is very sufficient for the family's needs. Even if the husband has a job with a mediocre income, the wife should ideally stay at home, live simply as depicted in other Islamic cartoons such as the films *Nussa*

As an ideal representation of the modern Islamic family, this family has two children, as is the ideal image of the family Planning with only two kids. Unlike the traditional Islamic picture where many children have a lot of fortune. In other Islamic card films such as *Nussa*, a modern Islamic family is also depicted with two children. Family planning as a product of modernity has been adopted as part of a halal, Islamic lifestyle. It is different from traditional orthodox Islam which tends to prohibit family planning with various arguments.

In addition, the ideal picture of a modern Islamic family can also be seen in the selection of housing as a place to live, not in the village. In the film *Nussa*, a simpler modern Islamic family is also depicted living in housing. Apart from family planning, housing is also a symbol of a modern family that tends to be exclusive, busier with their own lives and less interacting with other people.

As in the film *Riko the Series*, this family also rarely depicts the social interaction with other people outside the home, even interactions with other fellow residents of housing are also very rare and almost never. In the film *Riko the Series*, family members are rarely depicted hanging out with other people. In some scenes, Riko doesn't even play with her friends in the neighborhood while playing kite. Riko only played with the robot Q110. When the other kites approached Riko's kites, Q110 actually kept Riko's kites away from the kites, which tried

to approach them as a symbol of Riko's family exclusivism. The scenes outside the home were confined to the hospital where Riko's father worked and there were no other people interacting at the hospital.

Robot as Part of Family

Riko the Series film shows the sides of Post-humanism in terms of depicting robots and the relationship between robots and humans. In this film, Robot Q110 is seen as member of the family. As family members, robots are not treated as mere objects or objects. Q110 was treated as a subject just like humans. From here, there is a vision of a life together between humans and robots that do not object to each other but instead live side by side with each other's differences.

Robot Q110 as a family member is also symbolized in the logo of the film (fig.1). In that logo, Q110 name is part of Riko name. It means that robot Q110 is cannot be separated from Riko. Robot is already become part of the family. However, we can also interpret it as the inclusion of technology in the family, an upper middle class Islamic family.



Source: <https://twitter.com/rikotheries>

Robot as a Modern Nanny for Children

In this film, the robot Q110 is depicted as a babysitter. In one of the series, Q110 was given the mandate to look after Riko. As a caregiver, Q110 is characterized by Riko as an old, talkative and knowledgeable robot. This characterization is the same as the child's depiction of a parent or caregiver. This also reflects the middle to upper

Islamic community, which even though there is a mother at home as a housewife, a caregiver is still needed. Even though it is a housewife, outside activities such as online businesses, influencers, and so on are still carried out online so there is not much time for parenting.

However, as a child caregiver, Q110 is described as being different from traditional caretakers in general. In one of the series, entitled *Friends*, Q110 is depicted as a friend so that when Q110 dies from being exposed to water, Riko feels as lost as he has lost a friend. Apart from that, Q110 is also considered as a more sophisticated future caregiver who not only takes care of physically, but also guides cognitively. Q110 provides good information about everyday life such as how to play with kites to information about science and technology such as the history of science and technology, especially during the Islamic caliphate, to scientific facts such as the solar system. Like the internet today, Q110 is a source of knowledge. Q110 even taught religious knowledge to Riko.

From the description above, Q110 the robot does seem more dominant than Riko. Riko learns more about information, knowledge, attitudes, and skills from Q110 than Q110 learns about the human nature that robots from Riko don't have. This condition reflects human over reliance and dependence on technology. This dependence can be seen from how Riko is separated from her peers. Never depicted playing with peers at housing or school.

There are still imbalances in human relations, especially children and robots. Robots are described as being smarter than children, so robots tend to dictate and patronize a lot. In the relation between robot and child, it is better if the child is the caretaker of the robot as a child with a pet. Robots that should learn to children about

human development are not the other way around. In some series, there are scenes where Q110 learns about human traits such as emotions towards Riko and Wulan, but the presentation is small. Robots are still more dominant than children.

Conclusion

The film *Riko the Series* is one of the Indonesian children's films that has touched on the post human vision which is represented from the Islamic point of view of the middle and upper class. In this film, the Q110 robot is placed as a subject and equal which is symbolized by being accepted as a family member, caregiver, friend, and playmate.

However, the relationship between robots and children is still considered unbalanced. Robots are still very dominant than children. This unbalanced relationship is not healthy because children tend to depend on robots. In children's education, the relationship between children and robots should be like the relationship between children and pets, so that children can develop and learn by teaching knowledge to robots. Thus, children and robots will develop together and there will be no dependency as humans depend on technology

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LANGUAGE INVESTIGATION ON IMPOLITENESS SERVED AT 'INDONESIA LAWYERS CLUB' TALK SHOW

Dita Sukmawati Putri, Dwi Purnanto, Miftah Nugroho

Universitas Sebelas Maret

Indonesia

ditasukma2495@student.uns.ac.id1, dwi.purnanto@yahoo.com2, miftahnugroho@staff.uns.ac.id3

Abstract

Impoliteness lately becomes a common habit occurring in people interaction. It is not only revealed at informal, but also formal circumstances. What are the forms and strategies of impoliteness appearing at formal conversations? This question is discussed through this research explanation. This paper is an attempt to investigate the impoliteness implementation uttered by speakers of the "Indonesia Lawyers Club" show—a popular program that presents a dialogue on issues of law and politic. As the consequence, the data sources were conversations uttered by ILC speakers involving impoliteness. This descriptive qualitative study applied the concept of Culpeper (1996) to gain deep comprehending on impoliteness in public usage. The result shows that there were four impoliteness strategies at the show, including bald on record impoliteness, positive impoliteness, negative impoliteness, as well as mock impoliteness.

Keywords: Online, Learning, Technology

Introduction

Impoliteness in language has turned into general habit in everyday conversation. Speaking impolitely is not the same as speaking harshly. It aims to disrupt or even embarrass the interlocutor's face. On the other side, speaking harshly does not always aim to damage people's face, but it may demonstrate familiarity between the two speakers. Bousfield and Lakoff (2008: 3) defined it as, "Impoliteness is behavior that is face-aggravating in a particular context".

When does impoliteness occur? According to Culpeper (2005a:38) "impoliteness comes about when: (1) the speaker communicates face-attack intentionally, or (2) the hearer perceives and / or constructs behavior as intentionally face-attacking, or a combination of circumstance (1) and (2)". Impoliteness in language is not only seen through what is said, but also needed to consider the context as well as situation of the speech. Therefore, the researchers applied a pragmatic approach in analyzing impoliteness case. Thomas (1995:1) defines pragmatics as

"meaning in use or meaning in context". This means that the meaning in pragmatic investigation is always tied to the speech context.

Impoliteness, in a number of decades, occurs at informal conversations. Yet, it lately also enables to be discovered at formal conversations, such Indonesia Lawyers Club (ILC)—an Indonesian popular television channel which had won five awards from the Panasonic Global Award. ILC is a talk show program that features in-depth discussions about issues currently happening in Indonesia. Upon having the show, it invites and presents numerous experts on discussed topic to share their point of views.

The phenomena of impoliteness in language expressed by the speakers of ILC talk show is an interesting issue to be considered. This statement is due to two fundamental reason (1) this Indonesian popular channel is widely watched by Indonesian and (2) the invited speakers portray people who are well-known as well

as experts at particular fields. The language implemented, consequently, will be the representation of how Indonesian societies are. Research on impoliteness is still rarely conducted, especially those using original conversation as their data sources. Mostly studies utilize data sources taken from actor interactions on films. For example, Wijayanto (2014), Shofyah (2015), Mirhosseini (2017), Chintiabela (2017), Gunawan (2017), and Permatasari (2019) examined impoliteness by using conversations adapted from film and soap opera as their primary data sources. This indicates diversity between this current study and previous studies.

The theory of impoliteness is often considered as the opposite of politeness theory. However, impoliteness is not a simple reflection of politeness theory. Politeness first appeared in the 1970s through the work of Lakoff (1973), Leech (1977) and Brown and Levinson (1978) who were interested in how strategies in using language to maintain social relations and avoid conflict. If politeness theory aims to maintain social relations and avoid conflict, then the impoliteness theory has the opposite purpose. The theory of impoliteness actually examines the use of language that creates conflict and disrupt social relationship.

Culpeper (1996) develops impoliteness theory into five strategies which are being the contrary of Brown and Levinson's (1987) framework. Culpeper's theory involves:

1. Bald on-record impoliteness

It is impoliteness strategy expressed by speakers to their interlocutors directly, clearly, and succinctly. This strategy creates a situation where speaker has no intention of saving interlocutors' faces or does not want to maintain a good relationship with interlocutors.

2. Positive impoliteness

Positive impoliteness is a strategy used by speakers to destroy the positive face of interlocutors. Positive face is a person's desire to be accepted, respected, needed,

treated equally, and respected for what he or she believes. This sample includes ignoring others, isolating, leaving interlocutors, showing disinterest, using derogatory nicknames, and using taboo words.

3. Negative impoliteness

Negative impoliteness aims to threaten the negative face of interlocutors. Negative face means an individual desire to be independent, have freedom of activity, without being restrained, and without coercion from anywhere. Actions of threatening the interlocutor's negative face include disturbing interlocutor's freedom or one's desire not to be disturbed. For examples are the act of scaring, ridiculing, insulting, belittling, invading personal space, associating interlocutor with negative aspects, and making other people seem indebted.

4. Sarcasm or mock politeness

Some named this strategy as pseudo impoliteness. This strategy is expressed with politeness, so that it is as if the utterance spoken is polite even though it means the opposite. The politeness that is expressed actually has other purposes, such as making fun of and so on. Speaking are uttering mock politeness for social disharmony.

5. Withhold impoliteness

Withhold politeness is impoliteness that occurs due to the speaker's negligence or intentionally not to use the politeness as what should be done. For instance, people who have been assisted do not say 'thank you' or they do not utter any permission sentences upon borrowing other people's stuffs.

By contributing a new insight concerning on how educated people speak in public, this study examined to what extent the implementation of impoliteness in language occurs in Indonesia Lawyers Club show can be analyzed by Culpeper's framework.

Methodology

This paper is classified as a qualitative descriptive study by applying

pragmatic approach. It seeks to understand the meaning of phenomena, events, and their relation to society being studied in their context of real-life situation. The data of this study were dialogues containing impoliteness in language on the ILC show episode “Reklamasi Ancol, Anies Ingkar Janji?” posting on July 14, 2020. It was in the form of video recording which was downloaded via YouTube.

The data were collected using the observation method. This approach was done by listening carefully to the language use in ILC talk show. The listening method used in this study was *simak bebas libat cakap*. Meaning that the researchers did not engage in dialogue, did not participate in the conversation process, and only acted as observers who listened to what were spoken (1993: 134).

Furthermore, the researchers implemented equivalent as data analysis method. Sudaryanto (1993: 13) opined “this is a data analysis method in which the determining tool is outside or not part of the language being investigated”. The equivalent method used in this research was referential equivalent method. It meant an equivalent method in which the determining tool was in the form of a language reference.

Findings and Discussion

After having in depth observation, the researchers discovered four types of impoliteness strategies based on the Culpeper’s classification found at the ILC show entitled “Reklamasi Ancol, Anies Ingkar Janji?” The findings of impoliteness strategies usage are described in the following table:

Table 1.
 Impoliteness Strategi on Indonesia Lawyers Club TV Show

Indonesia Lawyers Club (ILC) <i>Reklamasi Ancol, Anies Ingkar Janji?</i>	Impoliteness Strategies				Total
	Bald On Record	Positive Impoliteness	Negative Impoliteness	Mock Politeness	
	23	24	58	19	124

Based on table 1, there were 124 data of impoliteness on the ILC talk show. Mostly strategy was in the form of negative impoliteness which owned 58 data. It was followed by 24 data of positive impoliteness, 23 data of bald on record impoliteness, and finally mock politeness which had 19 data of utterances.

a) Negative Impoliteness

Context: This interaction involved Zaenuddin who was the General Chair of the Betawi Tribe Consultative Community. In his speech, Zaenuddin underestimated the success of the DKI Jakarta government in handling the reclamation project.

(1) Zaenuddin: Belum beres. Kalau itu diambil dari sedimentasi lumpur-lumpur sungai yang 13 itu, nggak akan mungkin. Saya berpikir ini hanya SK Gub main-main karena jangkanya 3 tahun. 3 tahun saya sih

pastiin aja ini nggak akan berhasil, nggak akan tuntas, ya.

: (It hasn’t been solved. If it is taken from the sedimentation of the river muds, it will not be possible. I think it is just a craftiness of governor since it takes 3 years. In 3 years, I can guarantee this won’t work, it won’t finish.)

The above speech event occurred in the ILC talk show involving Zaenuddin who tried to speak up in criticizing public services. The utterances “In 3 years, I can guarantee this won’t work, it won’t finish.” portrayed an act to redress the interlocutors’ negative face to illustrate the incapability of Jakarta government to handle the reclamation project

b) Positive Impoliteness

Context: The speech event occurred in the ILC talk show involving Geisz as Commissioner of Ancol. During this speech, Geisz showed an attitude of indifference to the comments expressed by his interlocutors.

(2) Geisz: “..... ketika muncul kasus ini, ah nyatai-nyantai aja lah. Anies sudah menjelaskan dengan bagus persoalan-persoalan itu.”

: (.... when this case rises, just take it easy. Anies has explained the issues well)

Geisz, who take a side with Anies, showed an attitude of indifference to the opinions of his interlocutors by stating “just take it easy”. Geisz reveals that he ignores what people’s assumptions are inasmuch as Anies has done what he needs to do. The form of Geisz expression intends to threaten the positive face of his interlocutors, especially to people who oppose to Anies.

c) Bald on Record

Context: The speech incident occurred in the ILC talk show involving Rian as a representative of the Indonesian Solidarity Party. At this event, Rian directly and firmly stated that Anies was not transparent.

Rian: “Poin kedua, kami melihat Gubernur Anies ini tidak transparan, dalam hal pengambilan kebijakan reklamasi Ancol ini.”

: (For the second point, we see Governor Anies has not been transparent in terms of adopting this Ancol reclamation policy)

The conversation involved Rian as a representative of Indonesian Solidarity Party. In this case, Rian opposed with Anies by uttering firmly that Anies was a non-transparent governor. He expressed directly, clearly, and attacked the interlocutor face without preamble through bald on record strategy of impoliteness.

d) Mock Politeness

Context: The speech event occurred in the ILC talk show involving Geisz as

Commissioner of Ancol. He uttered satire towards his speech addressee.

Geisz: “...ini transparan nggak seperti KTP yang ngumpet-ngumpet itu loh, kita nggak main KTP yang ngumpet-ngumpet, kita tebuka.”

(.... It’s clearly transparent. It is not like the ‘hide-and-see’ of ID issue. We don’t play as sneaky as they do. We are open.)

Geisz expressed satire utterances regarding the electronic identity project. Geisz’s satire expression is deliberately utilized to threaten as well as damage his interlocutor’s face with a mock politeness strategy.

Based on the gained data containing impoliteness at the ILC talk show, it described that the most dominant strategy used was negative impoliteness strategies. This negative is a strategy used to damage the negative face of interlocutors. Speakers attempted to disturb interlocutors’ desire to act, free from distractions, and obligation to do something. Moreover, each speaker had strong arguments and statements about what they believed. People owning diverse perspective would automatically attack another by arguing. This kind of utterance is what leads to actions of blaming, frightening, humiliating, ridiculing, and demeaning interlocutors. The phenomena of arguing with each other insolently pioneered speakers’ self-interest. They were more concerned with their negative faces, involving the desire not to be disturbed, obstructed or criticized. The domination of, therefore, negative impoliteness in ILC talk shows was a normal as the ILC was designed as a debate show, in which the fundamental objective of the program is to defend individual or even group arguments.

Conclusion

To construct appropriate summary, this study reveals that impoliteness in language is not only found in informal conversations, but in formal conversations. The language usage phenomena at the talk

show of Indonesia Lawyers Club is an example of impoliteness that appears in formal circumstance. What we need to underline is that impoliteness is not indicated by harsh expressions or curses as always. This research findings constitute that impoliteness is even shown through simple but meaningful expressions beyond their surface utterances. Impoliteness at the ILC talk show is dominated by negative impoliteness strategies. These findings differ from previous research directed by Wijayanto (2014), Shofyah (2015), Mirhosseini (2017), Chintiabela (2017), Gunawan (2017), and Permatasari (2019). This diversity comes up because speakers, at the show, tend to prioritize their negative faces—self-desire not to be disturbed, obstructed, or criticized.

From 124 data on impoliteness in language obtained in this study, it separates into four categories. 58 data belonged to negative impoliteness strategies, while positive impoliteness strategies acquired 24 amount of impoliteness data. Speakers implemented bald on record strategy in 23 data and 19 data was in the form of mock politeness strategy.

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CONSUMING INDONESIAN FTV AS MODERN FOLK TALE

Dwi Ario Fajar
Universitas Pekalongan
Indonesia
dwiariof@gmail.com

Abstract

FTV (an acronym for Film Television) is part of Indonesian television pop culture. Most Indonesian consumes FTV as daily entertainment. As the pop culture, it has various discourses which is interesting to be discussed. FTV can placed alternatively as modern folktale. It has similiarity from their structure. This article studies the urban culture and superstition which are reflected on FTV. This study uses the approach of naratologi structure by A.J.Greimas to analyze the structure of the story. Descriptive qualitative becomes the method of this study. It reveals that FTV has similiarity to folk tale. It has the similiar values inside the story.

Keywords: *Indonesian FTV, Folk tale, Structure*

Introduction

Indonesia has a very large television audience in Asia. Television culture has become a part of Indonesian society. Various television programs are unavoidable daily consumption. Starting from news programs to infotainment programs.

Demand for the Indonesian people to television is still quite high. According to study data conducted by Nielsen [1], Indonesians spend 5 hours every day consuming media content, both television and internet content. Television consumption in 2018 was still the highest among other media. They spent an average of 4 hours 53 minutes each day.

Although television is still the highest in the public consumption rating for media, there are changes in television consumption patterns that have changed. Consumption of programs on television can not only be enjoyed through conventional television screens, the internet is an alternative for enjoying shows and programs on television.

This is because there is a change in the distribution of the program [2]. Television companies, both national and private, even local, have created a YouTube channel account. This is intended so that the distribution of television

programs is not only enjoyed on television screens that have certain broadcast hours. Consumers of these events can enjoy television programs at any time. This change in distribution is a way for the audience of the event not to leave and move to another program.

Sinetron is one of the programs most enjoyed by Indonesians as entertainment on television screens. *Sinetron* is a genre of series on Indonesian television. In the late 1990s, a new format of soap operas has been introduced. This new format of sinetron is produced for one-time only telecasting and is known as drama freelance (single drama). The formats are named FTV (an acronym for Film Television), LMS (an acronym for Mini Series Screens or Screens Miniseries), SMS (an acronym for Sinema Mini Seri or Cinema Miniseries), and Telesinema (Television Cinema) [3].

FTV is in great demand. However, many have also said that the stories on FTV have drawn controversy. FTV under the guise of religion often gets negative comments. The story is about karma. Controversial titles are the main attraction for FTV fans. FTV circulating in Indonesia in various genres. Such as, romance, mystery, religion, drama and many more.

However, the stories shown on FTV are often familiar in terms of storylines.

Classical folklore stories are still a powerful formula that is often used by FTV stories. stories like Bawang Putih and Bawang Merah and Cinderella are very influential in FTV stories. The plot has been known to all Indonesian people.

This article has the following problems. Does the FTV story have similar structural patterns to the classical folk tales. Second, can FTV be said to be modern folktale?

Methodology

To answer the problems in the introduction, it is necessary to have appropriate theories and methods. The theory used in this study is the narratological theory of structure by A.J. Greimas. This theory discusses how the structural patterns are contained in a story line. Actants in Greimas Theory have six functions, namely subject, object, sender, receiver, helper, and opponent or opposant [4]. A comparative literature theory is also required for this article. According to Wellek and Warren [5], there are three definitions of comparative literature: first, research on oral literature, especially the theme of folklore and its dissemination, and how and when folk tales enter into more artistic literary writing. From this theory it can be found whether there are differences or similarities in the analysis between FTV stories and classical folktales in terms of structure. The method uses a qualitative descriptive method. This method analyzes descriptively so that it is very clear to understand.

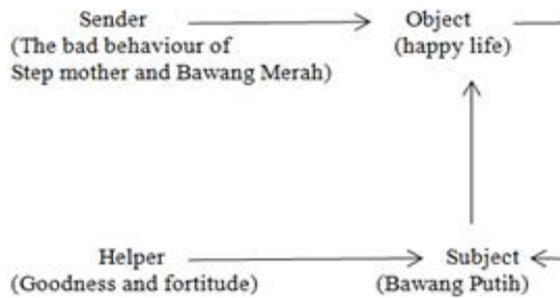
Findings and Discussion

For the first time to prove that there are similarities between folklore and FTV patterns was to analyze the structure of each whole story. A model which is used for folk tale is the story of Bawang Putih and Bawang Merah.

This story tells the story of a girl named Bawang Putih who lived with her father. His mother was dead. Because of loneliness and wanting a mother figure, his father remarried a widow who had a daughter, Bawang Merah. After they lived together, the true nature of the stepmother and Bawang Merah appeared. They were very cruel to Bawang Putih. This was not known by Bawang Putih's father because he went out of town to work. One time Bawang Putih was told by her mother to wash her clothes in the river, but it was washed away. Her mother was very angry, drove out and told Bawang Putih to find the cloth that was washed away. Finally, Bawang Putih met a grandmother who claimed to have found the cloth. Grandma told Bawang Putih to help with her work. After helping the grandmother with sincerity, the grandmother presented Garlic with a pumpkin. Then it was brought home and after opening it filled with jewelery and gold. Her stepmother and Bawang Merah were jealous. Then told the Bawang Merah to do the same thing as Bawang Putih did. Bawang Merah met the grandmother and did the exact same thing as Bawang Putih did. However, Bawang Merah did not do the job sincerely but carelessly. Bawang Merah escaped from her responsibilities of helping the grandmother. She saw a big pumpkin then brought it home. The pumpkin is opened with the mother, but the contents are venomous animals that quickly bite the stepmother and Bawang Merah. This incident made them both realize their mistakes they had made toward Bawang Putih.

To shorten the actantial model, The main actantial model will be presented in this article.

Picture 1



From the actantial model above we know that the Subject will not get the Object for free. The Subject gets obstacles in getting the Object. When the process of obtaining an Object, the subject is delivered by the Sender. So that the movers of the subject, in this case Bawang Merah, will not meet a happy life without a Sender. Sender which is manifested through the behavior of the Stepmother and Bawang Merah that is cruel to her is the way the story moves to the Object (happy life).

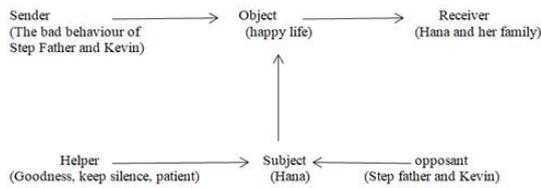
We will analyze the FTV *Ratapan Buah Hati*, entitled “*Demi Kebahagiaan Ibuku, Aku Rela Dizalimi Ayah Tiriku*”. *Ratapan Buah Hati* is an FTV series where each episode has a different story and title to the next episode. This FTV is indeed packaged for a single drama. FTV is currently airing on Indosiar from 7:30 am to 9:00 am. Viewers who missed the Indosiar TV channel can watch it again on Vidio.com.

The story of *Ratapan Buah Hati* FTV entitled “*Demi Kebahagiaan Ibuku, Aku Rela Dizalimi Ayah Tiriku*” starts from the story of a successful career widow named Ranti who owns a company. He lives with his daughter, named Hana. One day Ranti's cancer recurred. Fortunately there was an employee named Yudi helping him to get medicine. From the meeting, Yudi, who is also a widower and had one son, named

Kevin, fell in love with Ranti, whose boss is in the company. Yudi proposed to Ranti on the grounds that she did not have the heart to see Ranti alone without a husband. Finally they got married and lived together. Because Ranti was suffering from cancer, Ranti's company was temporarily held by Yudi. However, Yudi's true nature and attitude appeared. He only wanted Ranti's wealth. After getting married, Yudi treated Hana like a housemaid. Hana is treated unfairly like Kevin. Kevin always bought anything he asked for. Meanwhile, Hana was only given Kevin's former facilities. This unfair act was committed by Yudi without the knowledge of his wife, Ranti. Hana was silent despite experiencing the injustice of her stepfather's treatment. Hana didn't want her stepfather's treatment to be known by her mother. Hana thought that it would worsen the condition of her mother if her stepfather's treatment was revealed. So that Hana remained steadfast and patient in facing her stepfather's treatment. One day, Ranti's health condition improved. He wanted to surprise Yudi by coming to his office to invite him to lunch. After arriving in her company, Ranti found financial losses in her company. He also caught Yudi having an affair with one of his employees. Ranti immediately sued for divorce and kicked Yudi out of her life. Ranti finally discovered that Hana had been treated unfairly all this time. Hana finally revealed everything that had been hidden from her mother all this time. After that came the news that Yudi and Kevin had an accident in one car. Ranti immediately caught up with them at the hospital. Yudi, in a dying state, apologized to Ranti and Hana. Yudi died. Kevin also apologized to both of them. At the end of the story, they are Ranti, Hana and Kevin living happily together.

From this story, the main actantial model can be analyzed as follows.

Picture 2



From the actantial model for *Ratapan Buah Hati* FTV, it can be found that there are many similarities to the actantial pattern of the folklore of *Bawang Putih and Bawang Merah*. Hana as the main character / subject has a desire for a happy life here as an object. Opposants that always hinder Hana's wishes are represented by her stepfather and Kevin. In reaching the object, the subject does not have its own role in reaching the object. The subject is formed by many aspects, including Sender. Sender is in bad shape from his Stepfather and Kevin. Sender opens up opportunities for the subject to reach for objects. The opportunity is in the form of arbitrary actions by the stepfather and Kevin. Without the sender, the subject cannot reach the object. Sender drives the story. So a helper is needed to help the subject. The helper is in the form of Hana obedient attitude to her stepfather. This attitude according to none other than lead him to the object. Persistence actually helps Hana to achieve happiness.

The Similarity between *Bawang Putih dan Bawang Merah* Story and *Ratapan Buah Hati* “*Demi Kebahagiaan Ibuku, Aku Rela Dizalimi Ayah Tiriku*” FTV

After analyzing the two stories of *Bawang Putih* and *Bawang Merah* and *Ratapan Buah Hati* led “*Demi Kebahagiaan Ibuku, Aku Rela Dizalimi Ayah Tiriku*” on FTV, it can be seen the structure pattern of each story. It can be seen that the two stories have the same actantial model pattern.

Although the two stories have some differences.

1. The Senders of two stories have something in common. The mistreatment and injustice toward the Subject. Unfair treatment of step parents and step siblings towards the subject.
2. The subject and the receiver share the typical and stereotypical similarities of a good girl. Subject and receiver are sincere, kind and obedient girls. It only has different names, *Bawang Putih* and Hana.
3. Opposant has a role to oppose the Subject's desire to get the Object. These two stories have in common is that of a stepparent and a stepbrother. The figures of stepparents and step siblings still seem to be a trend and stereotype for antagonistic positions in folktale and FTV. It's just that there are changes and modifications, namely in terms of gender. If the story of *Bawang Putih dan Bawang Merah* is a stepmother and a step sister. The story of FTV *Ratapan Buah Hati* of a are stepfather and a stepbrother.
4. The object obtained from these two stories is happiness in the family. Both of them are equally happy. The ending of those stories are happy ending. They forgave each other. However, there is a slight difference, namely, Hana's stepfather died in an accident.

Both stories have the same structure and pattern. It's just that the media used is different. Strong oral traditions in Indonesian society such as *Bawang Putih dan Bawang Merah* story. Meanwhile, FTV with television media is also closely related to the consumption of the Indonesian people.

FTV as Modern Folk tale

It would sound strange if the FTV discourse became modern folklore. However, the development and changing times cannot be denied. FTV is indeed one of today's popular cultures. FTV is one of the consumption of television viewers today. The dominance of FTV should be taken advantage in good thing.

If we look at the characteristics and functions of folklore. Then FTV can also be used as a modern folktale. Here are the reasons why FTV can be made modern folktale.

1. Binary opposition. In folk tales, the binary opposition is very clear. For example in the story of *Bawang Putih dan Bawang Merah*, the binary opposition are between black and white, right and wrong is very clear. This binary opposition makes the story easy to understand. When we watch FTV the same thing is found, namely the binary opposition. FTV duration is short, about 1 hour, binary opposition is very important from the beginning of the story to the end of the story.
2. Educating. Educating is one of the ways ancestors tell stories that have educational contents. This educational value is very important in a story. Because basically humans will teach things that are educational. FTV, which is currently one of the consumers' consumption of Indonesians, has a positive value if it has educational content. Of course, apart from entertaining, the educational value of human values must be present on FTV according to the audience level. For FTV *Ratapan Buah Hati* can be watched by all ages.
3. Social Control. The FTV like *Ratapan Buah Hati* has social control which is beneficial for the audience. So that noble norms are maintained even with modern media.

The same characteristics and functions of folktale and FTV can be learned by everyone. Values and norms that apply in society are maintained.

Conclusion

Mindset change needs to be done by educators and parents. FTV, which is currently underestimated by most people, should be used as learning for the community. It is no longer possible for a new folklore to emerge. Folklore is a legacy from ancestors. What is happening now should be made of good educational value. In this sense, FTV can play a role in modern folklore. It is undeniable that FTV is a product of popular culture which is temporary in nature. This is the folk tale that exists today.

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