

P R O C E E D I N G

NATIONAL SEMINAR OF PENDIDIKAN BAHASA INGGRIS **ELT in the Post Pandemic Era:** Then, Now and Future Direction

**The 3rd National Seminar of Pendidikan Bahasa Inggris
of Universitas Pekalongan
February, 23rd 2022**

Penerbit:

 **UNIKAL PRESS**

ONLINE EDUCATION – ARE WE FUTURE-READY? A RETROSPECT DURING AND ‘POST’ PANDEMIC ONLINE LEARNING

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Abstract

Online education, in reality, has been around for at least a quarter-century. It is a proven instrument for adult education and professional continuing education that is effective, adaptable, and economical. That reality, along with the coronavirus's unforeseen, large-scale experiment in off-campus training, almost guarantees that online learning will explode in the future.

However, the elite educational establishment has kept it at arm's length until now. Although administrative affairs, academic scheduling, curriculum, assignments, and even certain evaluations have moved online, most students are still required to attend lectures, labs, and seminars. This is one reason why, despite the spread of personal computer devices, the higher-education sector has not witnessed significant productivity gains due to technology.

Although some people believe that the shift to online education has hampered their ability to accomplish a new, effective, and efficient form of education, others are aiming to make e-learning part of their new normal after witnessing its inexhaustible benefits. Although online education is not a perfect or simple substitute for on-campus education, why not look into combining the two delivery models? The pandemic has thrown a wrench into education systems that many believe were already losing relevance, with schools focused solely on traditional academic abilities rather than the adaptability and critical thinking skills that would be crucial in the future. This retrospect would explicitly discuss our experiences dealing with online learning issues, now, then and future direction.

Keywords: Covid-19 era, ICT in ELT, Online Learning, Retrospect

INTRODUCTION

Our educational system was compelled to undergo a long-overdue reform as a result of Covid-19. Many other colleges and universities rapidly followed suit, taking their classes online from home using platforms like Zoom/Google meet/YouTube, and so on. The Covid-19 pandemic will eventually stop, and most areas of daily life will revert to their "new" normal.

Higher education, in particular, may never be the same—our colleges and institutions are currently undergoing the greatest, most radical, and disruptive technology-enabled educational experiment ever undertaken. The coronavirus has the potential to change that. When the dust settles, millions of students will discover that even though they were not on campus, they received a significant education.

Traditional vs Online Learning

E-learning, computer-based training, m-learning, web-based training, computer-aided education, and online or internet-based training are some of the terms used to describe online education. When used to its maximum capacity, students often use home computers connected to the internet to access learning programs, making it more flexible and convenient than traditional classrooms.

Many institutions migrated away from their classrooms during the pandemic; however, they are now asking whether they will continue to utilize online education in the post-COVID-19 time, and how this will affect the global education system.

Although online education was still growing and being adopted at a rapid pace, there has been a noticeable increase in its

use following the release of COVID-19. Online education grew in popularity as a result of the directions issued to learners and instructors to study and work from home in order to decrease contact and avoid the spread of the virus. This shift from classrooms to online platforms is fraught with difficulties, but it also presents a fantastic chance for a diverse group of students to get experience with online learning. Many students' perceptions of online education are expected to shift as a result of this, and after the epidemic, adoption may become more widespread.

Every year, the argument between traditional teaching and online learning methods intensifies. Because practically everyone worked from home during the COVID-19 pandemic, it became even more relevant. When deciding between traditional and online education, it's important to examine factors such as technology demands, learning styles, and settings.

Traditional classroom setups with face-to-face lecturers are typical of traditional instruction. It's useful for students who have issues with technology, learning/physical limitations, proficiency in the official languages, or pandemic-related stress or illness. It's also more suited to teenagers, small children, and

adolescents who haven't yet entered the workforce.

- It takes place in a controlled environment and on a set schedule.
- Space that has been imposed.
- There is a lot of interaction between trainers and students.
- The major source of information is the trainer.
- Involves working with and learning from one another.

In conventional teaching, student-teacher interaction helps students and teachers get to know each other as well as possible. Teachers can accurately assess their pupils' faults and talents. Teachers can inspire and guide them in getting rid of exam fears and guide them adequately in their career possibilities.

During the pandemic, online education grew in popularity. The COVID-19 epidemic forced the closure of various activities and functions, including the education sector, resulting in significant changes in learning around the world. I conducted an ICT survey of my ELT students last semester, and I also experienced and used it in my teaching, and I discovered several amazing teaching tools as the best practice in integrating ICT in online learning.

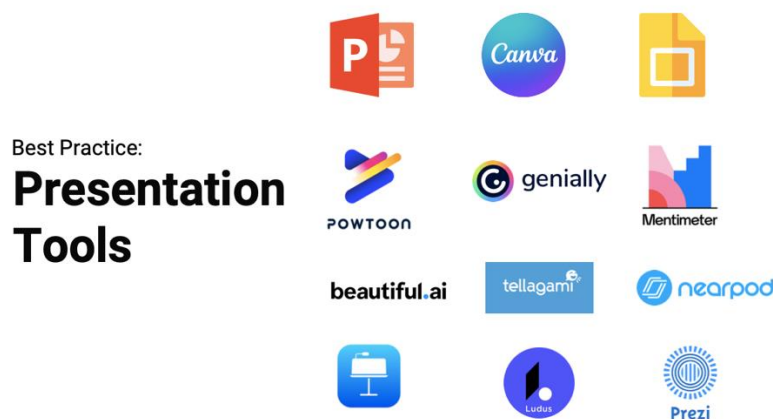


Figure 1 Presentation Tools

Best Practice:
Teaching Games



Figure 2 Teaching Games

Best Practice:
Audio & Video

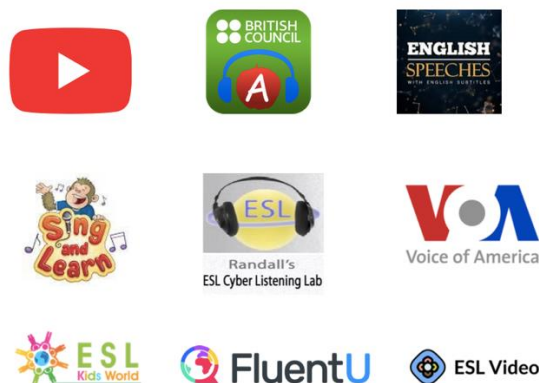


Figure 3 Audio & Video

Challenges and Opportunities

To benefit learners in both urban and rural locations, the shift from traditional to digital learning should be made as easy as possible. All students should have equal access to workbooks, films, and other resources, according to the school's policies. Teachers, on the other hand, should be prepared to address any queries that students or parents may have about how to navigate the platforms.

In today's highly competitive and fast-paced workplace, online education is a critical tool. To improve their skills and develop their careers, many young professionals prefer online training. Furthermore, online learning allows one to enhance or learn new skills while remaining focused on their profession. It enables students to take advantage of

unique course options that may not be available at their local educational institutions. A student can network or connect with a wide range of experts from across the world through online education, and gain knowledge and expertise through access to education that may not be available in their area.

Some students in online classes do not have a strong connection with their lecturers. They handle the interactions as if they were on social media, where you may say things you wouldn't say in person. Students were eating throughout class and yelling nasty, frequently obscene, and ignorant comments at the rest of the class was my crucial concern.

It's not like I could do anything to punish them - being muted and taken out of the class is hardly a penalty. Teachers

had no illusions that virtual lessons would be simple, and 'mute' was, predictably, my best buddy during the online learning.

I believe that is primarily symptomatic of their stage of life. Teenagers are plagued with a slew of misunderstandings, many of which have disastrous repercussions. For example, they believe they are invulnerable/immortal, which leads to disastrous decisions about drink, drugs, sex, and texting while driving, and so on.

I'm sure I could come up with more, but these are a good start. These factors have been true for a long time, but teachers take a disproportionate share of the blame because parents are increasingly vocal about their dissatisfaction with teachers or lecturers. They may also witness disrespect for teachers on the part of principals, superintendents, and school board members in some situations. To be honest, instructors don't always earn or deserve a lot of respect, but the numbers are rather small. However, they lead to a generalization that is not applicable for all teachers. If teachers are provided examples of how to interact with their online pupils more profoundly, the effect is reduced. Our civility is being impacted by social media. It's already making an impact on online schools, but it'll eventually spread to the workplace and other areas.

Remote learning is difficult for everyone, including students, and it has made interactions that would normally take place in a classroom impossible. One of them is discipline. I conducted a weekly live lesson for each of my classes when schools were closed, and while most students just knuckled down and tried their hardest, it presented some challenges for me. They aren't acting this way because they don't care. It's just that it's in their nature as students to push the boundaries, and what better moment to do so than when the boundaries were seen but not enforced?

CONCLUSION

Finally, online learning is here to stay! Many students prefer online programs because they allow them to work around their busy schedules. In today's environment, the abundance of knowledge and information allows students to be lifelong learners. Online education, on the other hand, is critical for gaining access to self-directed and learner-centred learning. With learners becoming more skilled with technology, student enrolments increasing faster than traditional classrooms can be built, and educational programs that fit students' requirements, the future of online learning will continue to develop.

Factors such as a learner's physical location, responsibilities, and life circumstances that cannot be changed should no longer be obstacles to learning. Online learning has led to an increase in access to higher education tremendously.

SUGGESTION

With the correct tools and techniques, delivering online learning can be sped and streamlined. It is critical that you use collaborative technologies to provide the greatest learning courses for your students. Collaborative technologies allow for easy communication via computer, tablet, or smartphone, overcoming the major barrier of distance and the use of various devices. Always keep in mind that embracing technology that supports multi-device learning is essential.

It is suggested that as much as possible of the course programs be automated. Setting up automated email series, such as sending a welcome email when a new student signs up for the course, reminder emails for forthcoming courses, and encouraging, motivating emails with advice and videos throughout the week, are just a few examples. Another strategy to improve online material distribution is to create courses that can be readily refreshed and updated.

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DEVELOPING LEARNING MATERIAL ON GENDER INEQUALITY USING “ENOLA HOLMES” MOVIE TO TEACH CRITICAL READING FOR ENGLISH EDUCATION STUDENTS FIFTH SEMESTER OF UNIVERSITAS PEKALONGAN

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Abstract

The writer did this development research in order to increase students' critical reading skill by developing material from movie in the form of teaching medium. This teaching medium is expected to make students able to increase their critical reading skill. The movie used for developing teaching medium was “Enola Holmes” movie. The making process followed Borg and Gall development models, which follows 5 steps. After the teaching medium was finished, it was tested through validator test. Finally, after all of them were completed, the medium was ready to be used for teaching critical reading for the fifth semester students of English Education of Universitas Pekalongan.

Keywords: Enola Holmes Movie, Gender Inequality, Learning Medium

INTRODUCTION

Feminism is an ideology that states rights equality between men and women, the goal of feminism is the equality in the form of opportunity between men and women in society without any gender discrimination. Basically, feminism covers equality in various fields. Both men and women have the same rights or opportunities to participate in every aspect of society and state life. Therefore, if there is discrimination against women, this is a violation of women's human rights, especially violence (Larasati and Ayu, 2020:76)

However, the reality that happens in society showed that there are many gender inequality especially for women. There are some cases that recorded and showed by the data from websites “*Komnas Perempuan*” which stated that “The most prominent cases are in the Personal Area (RP) or so-called Domestic Violence/RP (Cases in the Household/Personal Domain) as much as 79% (6,480 cases). Among them there is Violence Against Wives (KTI) which ranks first 3,221 cases (50%), followed by violence in dating 1,309 cases

(20%) which occupies the second position. The third position is violence against girls with 954 cases (15%), the rest is violence by ex-girlfriends, ex-husbands, and violence against domestic workers” (komnasperempuan.go.id).

Gender discrimination is manifested in various forms of injustice, especially for women, each of which is inseparable, interrelated, and influential (Muchdi, 2001:33). The forms of injustice due to gender discrimination are subordination, exploitation and only being the object of men, which the worst of which is “Femicide”. Femicide is the killing of women driven by hatred, revenge, conquest, domination, enjoyment and the view of women as ownership so that they can do as they please. According to *Komnas Perempuan's* annual records, based on UN data, 80% of premeditated murders against women are committed by their closest friends. Meanwhile, based on *Komnas Perempuan's* monitoring of online media news throughout 2019 about femicides recorded an alarming number, namely 145 cases. The top five rankings for the relationship between the perpetrator

and the victim are husbands (48 cases) which shows that most of the femicides are carried out by husbands against their wives. Furthermore, friendship relations (19 cases), dating relationships (13 cases), close relatives (7 cases), and unknown (21 cases)” (komnasperempuan.go.id).

Education is a tool to reduce gender inequality, especially to raise awareness about the importance of gender equality and the dangers of gender inequality in society. Moreover, it also can be used for educate students about gender equality material, so that learning media is needed to make it easier for students to understand the material. Movie is one of the right learning media to help students understand the material. Movie is one of the communication tools in effective learning. It can be said effective because everything that is received by the senses of the eye and ear will be easier to accept and remember, than just what can be said or heard (Munadi, 2008: 116). In addition, because it is said to be more effective when we use movie, it can also be used as learning media for teachers to deliver learning materials in class to make it easier for students to achieve learning goals. In other words, the media is a component of learning resources in the student environment that can make it easier for students to learn. Therefore, it can be concluded that the media is used to facilitating students in learning.

One of the movie that can be used in learning gender equality is Enola Movie. This movie tells the story of a girl named “Enola” who was educated by her mother “Eudoria” to be independent by teaching Enola with various kinds of knowledge, such as literature, word games, science, history, feminism and martial arts. Eudoria gave the name Enola, which means that if it is spelled backwards, the name will be spelled “Alone”. She hopes that Enola can grow up to become a woman who has independent thinking.

The reason of choosing Enola Movie for learning material is because this movie has gender inequality phenomena that relate with some cases about gender inequality in real life. Because of it relates with real life phenomena, the students will be easier in understanding the main point of the learning material that want to be delivered by the teacher. Besides that, the movie also has a good story which will make the students more interested in studying the material.

The Enola Movie was developed as a Critical Reading course material. This course was chosen because one of the competencies taught is the ability to read and understand the meaning of various forms of text, both verbal and visual, written and implied fiction and non-fiction, including ideology in the text. In this course, students are required to be able to identify gender inequality in the text. Therefore, all of those reasons are become the background of doing this research

RESEARCH METHOD

This research is kind of development research which also can be said a R&D (Research and Development). The reason why the writer chose development research is, because this research developed movie for teaching critical reading material in order to improve students’ symbolic interpretation ability. The development research according to Borg & Gall (1983), is a process used to develop and validate educational product. This research uses Borg and Gall model to do the development research. Borg and Gall provides development research steps including 10 steps, but this research will only use 5 steps of them, which are (1) Research and information collecting; (2) Planning; (3) Develop preliminary form of product; (4) Main field testing; and (5) Main product revision.

The writer did interview, distributed questionnaire, and close watching to collect the data following the Borg and

Gall steps. The interview was done in order to get deeper information and clarify the results from the questionnaire. The first, interview and questionnaire were used in research and information collecting step and planning step, which the aim was to get the data from the students about what their needs and abilities. The second, interview and questionnaire were used in main field testing step and main product revision step, which the aim was to get the validation of the expert and find out which part of the material that should be revised in order to match the students need and abilities. Besides that, the close watching also done in develop preliminary form of product step, which the writer did close watching in order to get the correct movie scene which contained symbolic interpretation.

According to Sugiyono (2012), data analysis is an activity done after the data of sources has been gathered. Moreover, Miles and Huberman (1994:10) stated that, analysis can be defined as consisting as three current flows of activity that is data reduction, data display, and conclusion drawing/verification. In this research, the writer uses Miles and Huberman's theory in analyzing the data, so there are three steps to do, they are:

A. Data Reduction

The writer conducted data reduction by watching "Enola Holmes" movie and taking notes of each scene that contains gender inequality. The scenes were used for developing the material itself. Besides, the writer also conducted data reduction from interview and questionnaire in order to get the main point from all of interview and questionnaire.

B. Data Display

The writer showed or displayed the data that have been gotten from interview, questionnaire, and close watching through the movie. The data were displayed using descriptive

qualitative method, which the writer will give explanation in the form of narration to make the reader understand about the point of this research.

C. Conclusion Drawing

According to Miles (1994:11), final conclusion may not appear until data collection is over, depending on the size of the corpus of field notes; coding storage and retrieval methods of the funding agency, but they often have been prefigured from the beginning even when a researcher claims to have been proceeding inductively. Therefore, the writer took the result of each problem statement, after that the writer are able to take the conclusion of this research.

FINDINGS AND DISCUSSION

A. Need Analysis of Developing Learning Material using Enola Movie

The writer conducted need analysis through students who join Critical Reading subject, which taught by Mr. Susanto, S.S., M.Hum. Need analysis was done in order to find out the students' needs and abilities, which it became the basic aspect of developing learning medium for them. The writer did it by distributing questionnaire using Google form to the students and they have to answer it honestly in order to make the result valid. After the questionnaire has been distributed, the writer wait for the students to fulfilled it.

Based on the result of the questionnaire, the writer found out that all of the students have already known about gender inequality. It can be seen from the questionnaire, which 100% students answered that they have

already known about gender inequality, which it can make the writer easier in developing the learning material, since they have already owned basic knowledge about the material itself. However, 83,3% students answered that they are still hard to master critical reading material which made them did not have good critical reading skill. It can be happen because some reasons, such as the teaching learning process is done by online method which can be seen from 66,7% students who stated that they did not love to study using online method, since it makes them hard to communicate to each other when they facing some problems in understanding material. Moreover, some of them also have low interest of Critical Reading subject since they are bored to read a lot of text for many times. Started from that statements, the students also stated that they new learning medium, which it can be seen from 91,7% students that stated they need new medium for learning the material, which the learning medium is in form of movie. Besides that, 83,8% students also stated that they love to watch movie, because movie is intersting and entertaining.

Based on all answers of the students in the questionnaire, the writer concluded that the students need new learning medium in form of movie. It is because movie can make them interested in learning Critical Reading material, which can affect their understanding about Critical Reading material. When they have already understand about Critical Reading material, they will able to develop their critical reading skill and master gender

inequality easier than before, since their critical reading skill have increased. Therefore, all of that analysis becomes the need analysis of this research and will be used as the basic of developing the learning material itself.

B. Developing Learning Material in Form of Movie

The writer developed teaching aid learning material used Borg and Gall theory, because it is very relevant and suitable with this research. The development model itself contains 10 steps of development which have correlation between each of those steps in order to make the developed products are suitable with the needs and goals that have been determined before. Therefore, in this sub-chapter, writer explained the development model that was used by the writer as follows:

1. Research and Information Collecting

The writer conductef interview and questionnaire to students, which the goal was to get the valid data from them. Interview and questionnaire were done in order to find out the students' needs and abilities, by knowing their needs and abilities will make the writer know what kind of learning material that suitable with them. Therefore, it will make the students easier in mastering the material, because it has been matched with their needs and abilities. Therefore, the writer decided to share the questionnaire through google form and also did interview with the students.

2. Planning

The writer developed learning material to teach critical reading course used Enola movie. It was done because, the students needed

new media to deliver the material so that they do not feel bored when they learn the material and film can be media that easier for them to understand the material.

3. Develop Preliminary Form of Product

The writer developed teaching aid learning material by filtering the scenes of movie that were used to teach the students. The first step was the writer downloads the movie, the next step was the writer only took scenes which contain about gender inequality in movie, then the writer merged all of the scene which contain about gender inequality into one-unit video. The writer used editing application in laptop to merged all of the scene into one-unit which contain about gender inequality in Enola Movie.

The real movie duration is 2 hours 4 minutes, but the writer only used some scenes of that movie which reflected gender inequality, so that the product only have duration for about 14 minutes long. The product itself has consist of some scenes which reflect gender inequality and also can be understood easily by the students since the writer has arranged it sistematically following the story of the movie itself. It begins with enola introduced her family also how her mother teaches her so many things. Her mother raises Enola to be independent woman and become she wants to be. When she woke up right on her birthday her mother disappeared and enola collected her two genius brothers who work as detectives and she expects her brothers had all the answer. Enola's brother decided to send enola to boarding school because he tought Enola was an uneducated woman, in school enola

learn how to be young ladies. Then, Enola's friend helped her how to escape from boarding school and they managed to escape. There was a case in this movie and Enola solved the mistery. In the end finally enola meet with her mother.

After the product was finished, the writer implemented it into instructional design to teach critical reading. The instruction design consisted of 3 steps, such as opening, main activity, and closing as follows:

a. Opening

In this step, the lecturer explained the material and synopsis of the movie shortly to make students have a sight knowledge about what they would learn. Then the lecturer gave an assignment to find the scene from the movie that really reflects about gender inequality very well, including their reasons why they chose that scene. Students are asked to do the assignment after watching the movie later. After that, the teacher plays the movie and students have to pay attention to it.

b. Main Activity

In this step, the students have to complete the assignment that has been given before. They have to give their answer about which scene that really reflects gender inequality very well and write their answer in a sheet of paper. This teaching learning process was more fun and interactive since it was not only listening to the lecturer's explanation, but they also can watch the movie as a fresh learning medium for them. Therefore, the students was more interested and easier

to understand about the material itself.

c. Closing

After all of the students submit their assignment, the teacher gives conclusion about the material that they study, which it is about gender inequality. Teacher will explain shortly about the main definition about gender inequality and gives feedback about learning process at that day.

4. Main Field Testing

The writer did validation through validator to validate the product. It was done on the 5th January 2022 with Mrs. Sarlita D. Matra, M. Pd. The writer did validator test instead of test directly to the class, because in this Covid-19 pandemic situation, the lecturers are prohibited to do offline class, and they just do online class. The result of validator test showed that the product has fulfilled some aspects, such as appropriateness, circumstances of uses, and validation. However, there is still one aspect that has not validated yet, because the product has not meet the criteria in the “content” aspect. Therefore, the writer has to do revision through the product to make it validated and ready to be used for teaching critical reading through students.

5. Main Product Revision

Based on the validator test that has been explained before, the writer still has to do revision through the product to make it valid for teaching critical reading. the writer has to do revision in the form of “content” aspect to make the product valid, so that the writer has to do editing again through the product in the form of movie since the revision is in the form of

“content” aspect. Therefore, the writer deleted the scene of “Enola runaway from school” into “Enola in London City”, in order to make the product shows more about feminism which reflected by Enola who has to follow the stereotypes in society. After changing the scene of movie, the writer did render again to make all of the cut scenes become one unit of video. After that, the writer sent the product again to the validator as the revision of the product itself. Finally, the product has been validated and ready to be used for teaching critical reading through students.

CONCLUSION

The developed material in form of learning medium can be used for teaching critical reading through students. It can be concluded like that, because the developed material has followed the development model by Borg and Gall and has passed the validator test which conducted with the validator in order to find out whether the developed material can be used for teaching learning process or not. Based on all of those aspects, it can be concluded that the developed material in form of learning medium can be used for teaching critical reading through students.

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THE ANALYSIS OF LOCAL CULTURAL CONTEXT IN ENGLISH TEXTBOOK X GRADE OF PACKAGE C BY MINISTRY OF EDUCATION AND CULTURE OF INDONESIA

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Abstract

In teaching and learning process especially in English, the role of textbook in teaching and learning process becomes main thing in the way teacher gives materials and explains the materials to the students. This research discussed about what types of local cultural context that presented in English textbook tenth grade of Package C by Ministry of Education and Culture of Indonesia and also how the local culture context delivered in the textbook and collaborated with student's communicative skills. Research method that used in this research is descriptive qualitative method. by using that method, the researcher found twenty four local cultural context in the materials and interview analysis related to the influence of local cultural context in student's communicative skills.

INTRODUCTION

In this research, the researcher concerns about cultural context especially about local cultural context in textbook by Ministry of Education and Culture of Indonesia. The researcher focus on Package C grade level which different textbook with formal grade level that is Senior High School. In the way learning English especially in school, usually students use textbook as their source in learning English or source in improving skills like doing exercises which help them improving their English. There are many definition of textbook one of them is according to McArthur (1996: 951) a textbook is "a book prescribed as part of a course of study" which mean textbook gives a significant contribution in teaching and learning English. In the use of textbook as a guideline is related with syllabus and lesson plan that teacher has made before, but sometime, it can be independent if there is urgent situation or additional materials.

According to Cortazzi and Jin (1999) they classify the material become three categories which usually used in teaching and learning process especially in English, they are target culture,

international culture and source culture. According to Byram (1993:100) as cited in IndawanSyahri and RiniSusantri (2016) there are eight categories of culture, they are Cultural identity and social group, Social interaction, Belief and behavior, Social and political institution, Socialization and life cycle, National history, tional geography, and Stereotypes and national identity.

Since 2013 Indonesia has revised the model of education from KTSP to a recent curriculum called "*Kurikulum 2013*". Cultural context also displayed in textbooks especially in English. In teaching and learning English for Package C the goal of that process is the students are able to develop their communicative skills. According to Salamah Embark Saleh (2013: 102) communicative competence is ability in communicating effectively in a language requires the speaker's good understanding of linguistic, sociolinguistic and socio-cultural aspects of that language. The concept of communicative competence refers to "the relationship and interaction between grammatical competence, or knowledge of the rules of grammar, and sociolinguistic competence,

or knowledge of rules of language use” (Canale& Swain, 1980: 6)

For that introduction, the researcher analyzes local cultural context in English textbook for tenth grade of Package C by Ministry of Education and Culture of Indonesia. In this research, the researcher wants to analyze local culture because it is one of point that influence student’s attitude, behavior, character, and interest in learning English and solving problems in their daily life.

METHOD

The research design that implied was descriptive qualitative design. It was very relevant to use this research design because this research tend to describe the analysis of local cultural value in English textbook for grade X of Package C by Ministry of education and culture of Indonesia. Furthermore, this research reveals a picture of how the local cultural value is presented in English textbook and also in teaching and learning process.

The data of this research taken from English textbook tenth grade of package C by Ministry of education and culture of Indonesia and also the result of interview with English teacher from PKBM InsanCendikiarogoselo. In this point the researcher will carries out data collection to get data which is the main thing in this research. As it is explained before, this research uses descriptive qualitative research design, and will use qualitative data collection indeed. There are several steps in the way researcher undertake data collection: classifying local cultural context according to the theory that relate and give explanation related how the local cultural context is presented, the researcher makes a table for summarize the analysis of local cultural context, identifying and interpreting the interview result and make descriptive conclusion, and all the finding are connected with the problem of the research.

FINDING AND DISCUSSION

A. Local Cultural Context

As it has been known, Indonesia has a lot of culture and custom in every region and those cultures have distinctions and similarities. This point refers to one type of culture that sourced based on local (Indonesia) culture. There are a lot of definitions about culture as explained before and those explanations give understanding and guide for researcher in analyzing this research. According to Antonio Lebron (2013:1) culture is “a set of values and beliefs or cluster of learned behaviors that shared with others in particular society, and giving a sense of belongingness and indentity”. This definition emerge an understanding that culture cannot be separated with society and behavior. As explained in theoretical review, that linkage between society and behavior give connecting bridge in the way learning language as one of product of culture.

According to Yuri Kumagai (1994:8) “Culture is not inseprebly related to language, but also plays an important role throughout the process of language teaching and learning”.He also stated that “the question is not whether or not to teach culture, but, rather, what kind of teaching and can promote student’s understanding of the nature of the language, communication and human relations

B. Types of Local Cultural Context

According to Byram (1993:100) as cited in Syahri and Susantri (2016) there are eight categories of culture, they are:

1. Cultural identity and social group. This point include groups within the nation or state which are the basis for other than national identity, including social class, regional identity, ethnic minority, and which demonstrate the complexity of individuals' social identities and of a national society. Social interaction, includes

conventions of behavior in social interaction at differing levels of formality, as outsider and insider within social groups

2. Belief and behavior, which includes routine and taken-for granted actions within a social group and moral and religious beliefs.
3. Social and political institution, which includes state institutions, health care, law & order, social security, and local government.
4. Socialization and life cycle, which includes family, school employment, media, stories, and ceremonies which mark passage through stages of social life
5. National history, which includes historical and contemporary events seen as markers of national identity
6. National geography, which includes geographic factors seen as being significant by members.
7. Stereotypes and national identity, which includes what is typical or a symbol of a national identity or stereotypes, e.g., famous people or monuments.

According to Cortazzi and Jin (1999) they classify the material become three categories, they are:

1. Target culture refers to culture from country that English is originally from. They are English is from United Kingdom (UK) and United States of America (USA)
2. Source culture refers to language learners culture as known as local culture
3. International culture refers to another culture from other country except UK and USA.

C. Local cultural Context in English Textbook Tenth Grade of Package C by Ministry of Education and Culture of Indonesia.

As it is shown in technique of data analysis, the researcher will analyze the data according to Byram categories of culture. There are 5 modul for tenth grade of Package C: Who I am?, Thank you, I am flattered, Having fun at historical place, Announcement, Let's sing a song. In modul one there are four data about local cultural context, in the first picture is cover from the modul and it shows Pangeran Diponegoro, one of well-known hero from Java. This analysis reveals that this picture contains local cultural context stereotypes and national identity. In the second data, it shows an exercise and some of the questions are related to local cultural context

1. Maher Zain..... Saidah Favorite singer, He really.....good voice
2. Sita.....A dream of becoming one of the next female president of Indonesia. She.....optimistic about her dream.

The example above contains local cultural context to stereotypes and national identity. In third data there is a conversation about Job interview. In that conversation uses common name in Indonesia Suryani Widyaningtyas, This conversation contains name Suryani Widyaningtyas which is common name in Indonesia. Therefore, this picture contains local cultural context socialization and life cycle. In the fourth data there is a conversation between via and Galih, this point contains local cultural context because common name in Indonesia so this point is socialization and life cycle.

In modul two there are fourth data contains local cultural context. The first data is greeting card about Mrs. Sari greets Deny. This greeting card contains local cultural context because uses common name in Indonesia. And by that, this

picture is included to socialization and life cycle. In second and third data is a group of picture and there is a conversation between Ijah and Koko, this conversation contains local cultural context especially in the term Socialization and life cycle. In the last picture there is a evaluation test of this modul, in the question most them use common name in Indonesia such as, Surti, Dita, Rara and so on. this picture contains local cultural context especially in the term socialization and life cycle

In the modul three, there are five data contain local cultural context. In the first data there is a picture of Prambanantample as a cover of modul three. This picture is belong to local cultural context especially in National History and National Identity, because of PrambananTample is Hitorical heritage and the evidence of historical relicgh of Hindu-Buddhist in Indonesia. In the second data and there is a descriptive text, describe historical and also famous place in Indonesia called The Heroes Monument of Surabaya. This data contain local cultural context especially National History and National Identity. In the third and fourth data, there is a listening activity and this listening in form of descriptive text entitled Raja Ampat paradise in West Papua. This data contain local cultural context National geography. And the last data of modul three is a simple past tense materials

I went to Surabaya a month ago (+)
I didn't go to Surabaya a month ago (-)
Did I go to Surabaya a month ago (?)

This data contain local cultural context especially National geography.

In the fourth modul, there are six data that contains local cultural context. The first data is a cover of the modul that shows Indoneisan airport. . This place is

airport in Indonesia because of the uses of Bahasa Indonesia in departure information board. And this picture is related to local cultural context, especially National geography. In the second data is exercise tells about announcement to celebrate Indonesia Independence Day, which celebrating Indonesia Independence Day is something that always celebrated in Indonesia. This exercise contains local cultural context especially in believes and behavior, national history, and cultural identity. As same as previous exercise, this third data is about exercise tells about celebrating Kartini's Day. As it is known that Kartini is a hero who fights for women's right in Indonesia. This exercise contains local cultural context especially, believes and behavior, national history, and cultural identity.

In the fourth data shows an assignment to make announcement about sport sompetition in PKBM Bangun Bangsa. This picture contains local cultural context especially socialization and life cycle. In the fifth data shows an exercise in term of enouncementthis exercise also contains local cultural context, there is PKBM Titian Mulia as a place in this announcement. this announcement contains local cultural context especially socialization and life cycle. In the sixth data is about announcement for field trip to Museum MpuTantular. as it is known, that MpuTantular is well known related to her book "Sutasoma" and in her book there is a motto of Indonesian people. This exercise contains local cultural context especially national history and stereotypes and national identity

In the modul five, there are two data the first is narrative text. This narrative text is well known in Indonesia, this folklore entitled MalinKundang is originally from West Sumatera. this narrative text tells about a MalinKundang was cursed to be a stone by his mother because he was disobedient to his mother.

This narrative text contains local cultural context especially national history, national geography and socialization and life cycle. And the second data is about folklore. As same as previous, this narrative text tells about Si Kancil which is Mouse deer. Si Kancil is depicted as clever character and always have a lot of idea to the other character such as, crocodile and farmers. This fable contains local cultural context especially socialization and life cycle.

After the data are analyzed, it can be seen that, there most of the data which are pictures, texts and also exercises or evaluation contain local cultural context socialization and life cycle which is related to students daily life. It can be easier for students especially Package C students to understand English and also practice as well. For example based on data, common name in Indonesia, PKBM, and another example that reflect in socialization and life cycle is more adaptable for students to connect with English. Another data also give understanding to students about their culture. Taken for examples story of MalinKundang, Battle of Surabaya Monument, PrambananTample and Indonesian airport. Students will learn about original identity of their nation which is Indonesia. In addition, nationalism values also important in this era especially in curriculum 2013 which is important to students recognize their nation and culture as well.

D. Student's Communicative Competence

According to Salamah Embark Saleh (2013: 102) communicative competence is ability in communicating effectively in a language requires the speaker's good understanding of linguistic, sociolinguistic and socio-cultural aspects of that language.

According to Hymes (1972) as cited in Salamah Embark Saleh (2013)

communicative competence refers to the level of language learning that enables language users to convey their messages to others and to understand others' messages within specific contexts. The concept of communicative competence refers to "the relationship and interaction between grammatical competence, or knowledge of the rules of grammar, and sociolinguistic competence, or knowledge of rules of language use" (Canale & Swain, 1980: 6).

Furthermore, in Package C the goal of learning English is how students are able to communicate and share information through particular context. For example, in teaching English, teacher gives material about greeting and complimenting, students are expected to be able to use the expressions of greeting and complementing in their daily life based on context as well. Students communicative competence becomes main goal in learning language especially English in Package C as well.

E. Local Cultural Context and Student's Skill in Communication

There are ten questions and answers as well and the result is the transcript shows a lot of thing about local cultural context and students communicative skills in the way teaching and learning process especially in English for Package C. As it is explained, that local cultural context is very important for teacher and also students in English teaching and learning process, because in this era many teachers only focus in English literature despite local cultural context. Whereas local cultural context also adaptable in English teaching and learning process.

Local cultural context is judged very helpful in teaching and learning process because of the ability of the students that are low support in learning

English, local cultural context becomes a bridge for teacher to transfer materials to the students easily. There are many ways in delivering materials for students, using local language in delivering materials, introducing their local culture and also their historical building around them, indirectly they connected with materials and can help them in developing their understanding about English and communicative skills.

Discuss about student's communicative skills, in this result of the interview, the teacher consider that to achieve student's communicative skills, it needs extra because of low students ability in learning English. But, using local cultural context, it is able to decrease that problem. In development of student's communicative skills, teacher usually measure that point using their vocabulary mastering. If students have many vocabularies, it will help students to communicate effectively and also confident when they speak also needed.

CONCLUSION

Local cultural context is one of interesting thing in language learning especially in English. The use of local cultural context gives bridge for students to understand English reflected with their daily life. Moreover it can be one of factors that can support the development of communicative competence. That's why, the use of local cultural context is needed in the way teaching and learning process.

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THE AUTHENTICITY OF READING ACTIVITIES USING BROWN'S MODEL IN 12TH GRADE ENGLISH TEXTBOOK

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Abstract

The objectives of this research were: (a) to describe the authenticity of reading assessments containing in English Textbook for 12th grade by Indonesian Ministry of Education and Culture, and (b) to describe the appropriateness of reading assessment containing in English Textbook for 12th grade by Indonesian Ministry of Education and Culture to basic of competency. This research used qualitative research method to investigate the data and content analysis for analyzing the authenticity and the appropriateness of reading assessment in the textbook to the Authenticity by Brown and basic of competency. The result of this research indicates that reading activities in English Textbook for 12th grade by Indonesian Ministry of Education and Culture were not fully included in the five points of authenticity by Brown, because from 32 tasks only 25 tasks had included the requirements of Brown's theory. Those tasks has the language as natural as possible, items are contextualized rather than isolated, topics are meaningful for the learner, some thematic organization to items is provided and real world tasks. Then not entirely appropriate with basic of written competence, because from 32 tasks only 9 tasks that appropriate to all of basic of competence, starting from the title of the material, the content of the material and the activities of the task.

Keywords: Authenticity, Reading Assessment, Brown's Model. Baisc of Competence

INTRODUCTION

As social beings, language is very important in our life because language as a means of thinking, understanding, and expressing thoughts and also feelings in the society. Language means a collection of words strung together in sentence but each word having a separate identity and meaning. In fact, the words are brought together in special ways to give a highly systematic order from which we get a meaning. Language is not random behaviour but is systematic where certain orderings are accepted as having prescribed meanings (Husain, 2015).

Reading is an activity that cannot be separated from human's life, therefore reading is one of the basic language skills. Reading is a skill that carried out by viewing the writing and processing the contents of the writing in a voice or in your heart in order to understand the information form the writing.

For students reading can explore their potential and talent, as concentration training, improve their school achievement, and found out all of information around them and process it as a knowledge that can be applied in their life. Reading is considered by many teachers, textbook, writer and language test constructors to be made up different skills and component. It is often claimed that sets of reading components provide useful frameworks on which to base course design, teaching, and test development (Liu, 2010). However, reading interest in Indonesia is low, thus making the government, especially Indonesian Ministry of Education and Culture make a program, namely School Literacy Movement (GLS). According to Directorate General of Primary and Secondary Education (2016, p. 7-8), GLS is a participatory activity involving school members (students, teachers, headmaster, school staff school superintendent, school committee and parents/caregivers of

students), academics publisher, mass media, community, and stakeholders under Directorate General of Primary and Secondary Education coordination Ministry of Education and Culture. This movement is a habituation form of reading activity for fifteen minutes by students and teachers. When the habit of reading is formed, it will be directed to the development and learning stage (based on 2013 curriculum).

Based on the movement, Indonesian Ministry of Education and Culture provide text book as teaching material for implement teaching and learning activity. The textbook are divided into two books, there are teacher book and student book. Government provide these books in order to implement the 2013 curriculum complied by various parties within the Indonesian Ministry of Education. These books also referred to as dynamic book because these books can be repaired and updated in accordance with the needs and times. So that students get the best and fun knowledge to learn when teaching and learning activities go on, teaching materials should be original, fun, and certainly easy to learn for students. Furthermore, the material must be in accordance with the needs and conditions of the students, so that they can keep up with the times.

According to Brown (2004, p. 19), Authenticity included in five cardinal criteria for “testing a test” or principle of language assessment. These principles will be used to evaluate an existing, previously published, or created test. It can be used to design a good test in a test, authenticity may be present in the following ways: (1) the language in the test is as natural as possible; (2) Items are contextualized rather than isolated; (3) topics are meaningful (relevant, interesting) for the learner; (4) some thematic organization to items is provided, such as through a story line or episode; and (5) Tasks represent, or closely approximate, real-world tasks.

Other than the authenticity by Brown, researcher also use basic of competence. Basic of competence is written in the textbook. Basic of competence is derivative from core of competence. Core of competence is the level of ability to achieve the graduate competency standards that must be possessed by student at each grade level. Core or competencies in the textbook are core of competency ‘knowledge’ written in number 3 and core of competency ‘skill’ written in number 4.

To evaluate that textbook, researcher conducted this research to describe out the authenticity of reading assessments containing in English Textbook for 12th grade by Indonesian Ministry of Education and Culture and to describe the appropriateness of reading assessments containing in English Textbook for 12th grade by Indonesian Ministry of Education and Culture to basic of competence.

METHOD

The data of this research is divided into two, primary and secondary data. The primary data of this research is reading assessment in English Textbook for 12th Grade by Indonesian Ministry of Education and Culture. The researcher will analyze the authenticity of reading assessment based on Brown’s model and the appropriateness of reading assessment to basic of competence. the secondary data, the researcher use the teacher’s book, the student’s book and basic of competence by Indonesian Ministry of Education and Culture, soft file book, website and online journal to support the primary data. The researcher also took relevance researchers and theoretical books to support this research.

In this research, the researcher used a qualitative content analysis research. The qualitative research is especially important in the behavioural sciences where the aim is to discover the underlying motives of human behaviour.

In this situation, the researcher seeks to establish the meaning of a phenomenon from the views of participants. This means identifying a culture-sharing group and studying how it develops shared patterns of behaviour over time (Cresswell, 2009). The researcher used qualitative research method in this research to investigate the authenticity in English Textbook for 12th grade by Indonesian Ministry of Education and the appropriateness of reading assessments in the textbook to basic of competency.

The researcher used documentation or document analysis as technique of collecting data. Documentation is a data collection method used to analyze historical data. Researcher must have theoretical sensitivity to analyze all of the sources in the form of documents so it is not just a meaningless thing. Document analysis is a systematic procedure for reviewing or evaluating documents-both printed and electronic (computer-based and internet-transmitted) material (Bowen, 2009).

The researcher used content analysis as the technique of data analysis. Content analysis is a research technique for making replicable and valid inferences from texts (or other meaningful matter) to the contexts of their use. As a technique, contents analysis involves specialized procedures, it is learnable and divorceable from the personal authority of the research. As a research technique, content analysis provides new insights, increase a researcher's understanding of particular phenomena, or informs practical actions. Content analysis is a scientific tool (Krippendorff, 2004: 18). The researcher use content analysis for analyze the authenticity of reading assessment in English Textbook for 12th grade by Indonesian Ministry of Education and the appropriateness of reading assessments in the textbook to basic of competency. The steps of the data analysis are (1) Identification, the researcher collected the data about reading assessment in English

Textbook for 12th Grade by Indonesian Ministry of Education by learning the reading assessment in each chapter. Moreover, the researcher studied five ways of authenticity based on Brown's Theory and basic of competency written in the textbook for analyze the reading assessment. (2) Classification, after collecting the data, the researcher classified the tasks of reading assessment into the five ways of authenticity based on Brown's Theory and basic of competency so that the researcher was easy to analyze it. (3) Tabulation, the researcher classified the data into tabular form to make it easier for researcher to analyze and describe the data. In the table consist of number, tasks of reading assessment, five ways of authenticity based on Brown's Theory and basic of competency. The researcher put a check mark if the tasks adequate of five ways of authenticity based on Brown's Theory and basic of competency, so the more researcher put a check mark, the level of authenticity of that task are high. (4) Interpretation, after analyze the data, the researcher described the result of analysis in the form of tabular into paragraphs form so the reader can understand the contents of the table.

FINDING(S) AND DISCUSSION

English textbook for 12th grade by Indonesian Ministry of Education and Culture has 11 chapters, but not all of the chapters have a reading assessment, there were eight chapters that have a reading assessment. In one reading assessment, there were at least two tasks that students can do for reading assessment activities. The researcher analyzed 32 tasks and the theories used were the five point of authenticity by Brown and basic of competence written in the textbook.

The first chapter that has a reading assessment was chapter two 'Why Don't You Visit Seattle?', this chapter has reading comprehension activity which has three tasks. For the first task, all points of authenticity were accepted, while for

second task there was only one point which did not accepted, it was point fourth because this task did not match to the theme, then the last task only two points earned, there were point first and second because this task was not interesting so this task quite boring, did not match with theme and no real world task. Furthermore, for the appropriateness to basic of competence, this chapter has two points, there were 3.5 and 4.5. For the last two tasks, all of basic of competence were accepted, while for the first task there was no basic of competence found because the activity in this task was not accordance.

Chapter three 'Creating Caption' has reading captions activity which has six tasks. For the first, second, fourth and sixth task, all points of authenticity were included, for the third task only point four which not included because this task did not match to the theme, while for the fifth tasks, point three and four were not included because this task was monotonous so student could not express their creativity and this task did not match to the theme. Next, this chapter has three basic of competence point 3.3, 4.3.1 and 4.3.2. Only the second task that was included in all basic of competence. For the first, fourth, fifth and sixth task the basic of competence point 4.3.2 was not found because in those tasks there was no activity about create a text, then in the third task the researcher only found basic of competence point 3.3 because this task was lead to the ability of student's knowledge of the material.

Chapter four 'Do You Know How to Apply for a Job?' has reading comprehension activity that has three tasks. The first and second task have all point of the authenticity, while the third task point two and four were not included because the task did not explain the question and answer activities regarding the text that has been read or about the material being studied so the instruction were not clear and this task did not match to the theme. Furthermore, this chapter has

three basic of competencies, there were 3.2, 4.2.1, 4.2.2. For the first task, only basic of competence point 4.2.2 was not included because this task guides students to read and understand the text then answer the questions. While on the second and third task only basic of competence point 3.2 was included because these tasks were more about students' knowledge of the material being taught.

Next, chapter five 'Who was Involved?' has reading activity with five tasks. In this chapter, all of the tasks has all the point of the authenticity, except task three did not has point four because the topic given were not match to the theme. The basic of competence in this chapter were 3.4 and 4.4. Only the third and fifth task that has all of the basic of competence, while the first task only has basic of competence point 3.4 because this task guides the student to analyze two texts, then in the second task only has basic of competence point 4.4 because the text in this task must be understood by the student and for the fourth task the researcher did not found the appropriate basic of competence.

Chapter six 'Online School Registration' has reading comprehension activity with three tasks. All of the tasks has all point of the authenticity, so it could be said that this chapter as a good reading assessment in authenticity by Brown. Just like the previous chapter, this chapter has basic of competence point 3.4 and 4.4. For the second and third task, the researcher found all point of basic of competence were appropriate, but for the first task only basic of competence point 4.4 which appropriate because this task has activity to understand the meaning of text and the underlined words.

Chapter seven 'It's Garbage In, Art Works Out' has reading comprehension activity with four tasks. The first three tasks have all point of the authenticity, while the last task only point four which not included because this task did not match to the theme. This chapter

also has basic of competence point 3.4 and 4.4. For the first and third task all point of basic of competence were appropriate, while in the second and fourth task all of basic of competence were not appropriate because the activity in the second task did not match to the basic of competence and for the fourth task there were no basic of competence that explain creating script.

Chapter nine 'Do it Carefully' has reading activity with six tasks. All points of the authenticity were accepted in those tasks, so the researcher could say that those tasks were perfect for the authenticity by Brown. This chapter has three basic of competencies, there were point 3.6, 4.6.1 and 4.6.2. In the first, second and sixth task only point 4.6.2 was not appropriate because those tasks did not ask student to create text, then for the third task there were no basic of competence found because the activity was a warm-up activity before reading the text, for the fourth task only basic of competence point 4.6.1 was appropriate because students were ask to understand the meaning of the text and in the fifth task only basic of competence point 3.6 was appropriate because students' knowledge after reading the text was very useful for doing this task.

The last chapter that contains a reading assessment was chapter ten 'How to Use Photoshop?' has a reading comprehension activity with two tasks. Just like the previous chapter, all of the tasks have all point of the authenticity so those tasks were perfect for authenticity by Brown. This chapter also has three points basic of competence, there were 3.6, 4.6.1 and 4.6.2. In the first task only basic of competence point 4.6.1 which appropriate because this task ask students to catch the meaning of the text by reading it and in the second task only basic of competence point 3.6 which appropriate because students' knowledge was important and useful for doing this task.

CONCLUSION(S)

For the authenticity by Brown, there were 25 tasks from 32 tasks that fit to all point. The authenticity by Brown have five points, the researcher found the first point in all tasks, so reading activity in the textbook has language as natural as possible. For second point, only one task that did not match because the instruction was not clear, but the researcher could say that reading activity in the textbook were contextualized rather than isolated. Next, for third point the researcher found two tasks that not included because those tasks were boring and too monotonous, even so this textbook was meaningful for the learner. Out of all the points, the fourth point which has a lot of tasks that did not match, there were seven tasks, because those tasks did not match to the theme, so the reading activity in this textbook was enough for provided some thematic organization to items. The last point, only one tasks that did not included because that task did not relate to the real world tasks, even though the researcher could say that reading activity in the textbook was tasks represent, or closely approximate, real-world tasks. For basic of competence, there were 9 tasks from 32 tasks that fit to all basic of competence, because those tasks fit to basic of competence giving, starting from the title of the material, the content of the material and the activities on the tasks.

Based on the research findings, the following comments were recommended for parties involved in manufacturing the textbook were that task given must be match to the theme, because the researcher conduct the research about reading activity but some tasks were not fit to the them, and to make the tasks that match to the basic of competence because the researcher found that there were still many tasks that were not accordance to the basic of competence, and also for the authorities who make basic of competence can develop it so it can be included on the

textbook and there were many variation of activities that students can do.

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SUSTAINABILITY ACCOUNTING AND INTEGRATED REPORTING: STRATEGI KEPEMIMPINAN BERKELANJUTAN PERUSAHAAN DI MASA DEPAN

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Abstract

Today, the environmental crisis has initiated companies to implement Sustainability Accounting as a business sustainability strategy. One indicator of this implementation is the availability of periodic Integrated Reports (Financial Reports and Sustainability Reports) of companies that can be accessed by the public. Indonesia has taken steps to require the publication of a Sustainability Report for Financial Service Institutions, Issuers and Public Companies through POJK NUMBER 51/2017. Although Sustainability Strategy is an essential concept, there are several weaknesses that require solutions. This paper aims to explain the essence of implementing Sustainability Strategy in the company. So that the company does not only implement it to the extent of fulfilling the demands of the government, but for the benefit of the company in the long term. The author uses a qualitative analysis approach with earnings per share and the growth of company stock prices in the Financial Services Institutions, Issuers and Public Companies sector. The author also describes the basic concepts and uses secondary data to support each argument given. First, this paper will prove a positive correlation between the implementation of the Sustainability Strategy and the company's profitability in the future. Furthermore, the author also analyzes the fundamental weakness of the Integrated Reporting systematics which makes it difficult to compare between companies. Therefore, the author offers a universal measurement standard that can be used by external and internal parties of the company in assessing how far the company is implementing its Sustainability Strategy. This standard measure will later become a means of proving the company's ability to maintain its business continuity in the long term and affect its current valuation. Sustainability Strategy is an important factor in the long-term sustainability of the company. However, it is undeniable that the Sustainability Strategy launched by the Indonesian government still has several weaknesses. This paper is expected to answer the challenges of the role of accountants in Indonesia in facing the revolution from Traditional Accounting to Sustainability Accounting, especially in optimizing the Integrated Reporting scheme by companies.

PENDAHULUAN

Dekade lalu, perusahaan masih terpaku pada asumsi tradisional yang keliru bahwa Bumi menyediakan sumber daya alam yang tidak terbatas dan memiliki kapasitas kekal dalam menyerap limbah pembuangan. Akibatnya, fokus perusahaan hanya sebatas mengejar keuntungan ekonomi tanpa mempedulikan eksternalitas negatif yang mereka bawa bagi kondisi sosial dan lingkungan hidup. Dewasa ini, kita dihadapkan kepada krisis alam dan sosial yang meningkatkan kesadaran masyarakat dunia terhadap pentingnya menerapkan asas Pembangunan

Berkelanjutan dalam segala aspek kehidupan.

Hal tersebut kemudian mendorong perusahaan untuk mengubah model bisnisnya agar selaras dengan konsep Pembangunan Berkelanjutan. Perusahaan menyadari bahwa tolak ukur keberhasilan jangka panjang dan penerimaan sosial oleh masyarakat tidak hanya dilihat dari indikator ekonomi semata tetapi juga kemampuan perusahaan dalam mengurangi dampak negatif operasinya terhadap lingkungan dan memberi nilai tambah bagi masyarakat luas. Kemampuan perusahaan dalam mengaplikasikan strategi Pembangunan

Keberlanjutan dalam usahanya inilah yang kemudian hasil akhirnya diintegrasikan melalui *Integrated Report* yang dapat diakses oleh publik. Indonesia juga turut mengikuti perkembangan ini dengan adanya UU nomor 40 tahun 2007 yang mengatur bahwa setiap perusahaan yang menjalankan operasinya di bidang sumber daya alam wajib melaksanakan tanggung jawab sosial dan lingkungan atau *Corporate Social Responsibility (CSR)*. Sayangnya, saat ini kegiatan CSR tidak sepenuhnya memberikan kontribusi terhadap pembangunan berkelanjutan dan banyak yang lebih mengarah kepada *greenwashing* atau sarana pemasaran bagi perusahaan (Budirahardjo, 2019: 3). Tren ini disebabkan karena tidak adanya sebuah instrumen pelaporan yang terukur dan akuntabel yang pada akhirnya dijawab dengan kehadiran inovasi *Sustainability Reporting*, atau yang telah diperbaharui yaitu *Integrated Reporting*. Melihat urgensi ini, OJK mengeluarkan POJK No.51/2017 yang mengatur tentang Penerapan Keuangan Berkelanjutan bagi Lembaga Jasa Keuangan, Emiten, dan Perusahaan Publik. Berdasarkan peraturan tersebut, kedepannya penerapan *Sustainability (Integrated) Reporting* sebagai penunjang pembangunan berkelanjutan menjadi sebuah kewajiban yang spesifik dan mengikat bagi lembaga jasa keuangan, emiten dan perusahaan publik di Indonesia. Hingga saat ini, pelaksanaan *Integrated Reporting* di Indonesia yang diatur oleh Otoritas Jasa Keuangan (OJK) masih bersifat sukarela. Infografis yang tersedia pada lampiran 2¹ menunjukkan bahwa sampai dengan akhir tahun 2016, hanya terdapat 9% Lembaga Jasa Keuangan dan Emiten yang tercatat di Bursa Efek Indonesia (BEI) yang telah memulai langkah dalam menerbitkan *Integrated Reporting*. Jumlah ini menunjukkan kurangnya antusiasme perusahaan di Indonesia dalam mempertanggungjawabkan penerapan strategi keberlanjutannya. Seharusnya, perusahaan yang sudah mampu

mencatatkan sahamnya di Bursa Efek Indonesia memiliki kapasitas yang mumpuni untuk menerapkan *Sustainable (Integrated) Reporting*. Cepat atau lambat, konsep pembangunan berkelanjutan akan mendisrupsi cara manusia dalam melakukan segala sesuatu menjadi lebih memperhatikan dampaknya bagi lingkungan hidup. Perusahaan seharusnya melihat ini sebagai peluang untuk menjadi organisasi terdepan dalam menerapkan inisiatif keberlanjutan. Cepat atau lambat, konsep pembangunan berkelanjutan akan mendisrupsi cara manusia dalam melakukan segala sesuatu menjadi lebih memperhatikan dampaknya bagi lingkungan hidup. Perusahaan seharusnya melihat ini sebagai peluang untuk menjadi organisasi terdepan dalam menerapkan inisiatif keberlanjutan. Walaupun langkah ini membutuhkan pengeluaran yang besar dan beberapa fase yang rumit dalam implementasinya, sebenarnya perusahaan sedang berinvestasi untuk kesuksesannya di masa mendatang. Namun, tidak dapat dipungkiri bahwa masih terdapat beberapa kemungkinan celah yang menjadi hambatan bagi pelaku usaha dalam mengaplikasikan *Integrated Reporting*. Maka dari itu, melalui paper ini penulis berharap dapat memberikan solusi untuk mengoptimalkan fungsi dari *Integrated Report* sebagai salah satu bentuk strategi keberlangsungan.

METODOLOGI PENELITIAN

Dalam penelitian ini, pengumpulan data dilakukan dengan pendekatan studi pustaka melalui data sekunder. Data sekunder yang diperoleh bervariasi dari artikel, buku, jurnal, dan sumber bacaan lainnya yang berasal dari media nasional maupun internasional.

Setelah semua data sekunder yang dibutuhkan terkumpul, proses analisis data dilakukan dengan menggunakan metode analisis deskriptif kualitatif. Semua data yang telah terkumpul selanjutnya akan diobservasi dan diukur berdasarkan fokus

tertentu yang relevan. Kemudian, data tersebut direduksi untuk menemukan kandungan informasi dari penjelasan tersebut. Selanjutnya, informasi yang telah dihasilkan tersebut akan diinterpretasikan.

Metode penarikan kesimpulan yang digunakan dalam penelitian ini adalah secara induktif yaitu menentukan kesimpulan umum berdasarkan hasil analisis data sekunder yang telah diperoleh sebelumnya.

ANALISIS

Banyak pihak yang menyatakan bahwa pengeluaran perusahaan terkait *Sustainability Accounting* dalam menciptakan *Integrated Reporting* akan mendapatkan manfaat baik di masa depan. Meskipun demikian, gambaran tentang manfaat itu sendiri masih belum jelas. Hal ini kerap menghambat perusahaan untuk menerapkan strategi keberlangsungan dikarenakan banyaknya ketidakpastian manfaat yang dijanjikan. Maka dari itu penulis mencoba untuk mengupas secara komprehensif manfaat nyata dari publikasi *Integrated Reporting* melalui praktik *Sustainability Accounting* oleh akuntan secara kualitatif dan kuantitatif.

Deloitte (2019) menyebutkan bahwa “faktor keberlanjutan” merupakan bagian fundamental yang diperlukan untuk mencapai keuntungan dan ketahanan yang lebih tinggi bagi organisasi/perusahaan. Di tahun 2020-2021, IFAC juga telah melakukan publikasi standardisasi dan anjuran baru kepada seluruh perusahaan untuk melakukan publikasi kinerja perusahaan secara komprehensif, yang disebut *Integrated Reporting*, yaitu kombinasi antara *Financial Report* dan *Sustainability Report*. Di sisi lain, IAI (2020) menyatakan bahwa Akuntan profesional harus mampu memberikan pengaruh yang luas bagi organisasi untuk inovasi, manajemen risiko, hingga memberikan bukti akan keberhasilan yang esensial. Sehingga, jika dikaitkan

dan disimpulkan, kedua pernyataan tersebut mendukung peran Akuntan masa kini dalam menjaga kestabilan usaha sektor riil dan keuangan perusahaan melalui perannya dalam pembuatan *Integrated Reporting* sebagai bentuk strategi keberlanjutan perusahaan dengan implementasi praktik *Sustainability Accounting*.

Namun, biaya yang dikeluarkan perusahaan terkait *Sustainability Accounting* tentunya tidak akan menghasilkan dampak secara instan. Maka dari itu biaya yang dikeluarkan tersebut merupakan investasi bagi perusahaan di masa depan. Secara spesifiknya, penerapan *Sustainability Accounting* akan memberikan kepastian kepada investor bahwa perusahaan akan tetap berkembang dalam jangka panjang. Hal ini memberikan peluang bagi perusahaan untuk memiliki *bargaining position* dalam bernegosiasi dengan investor. Tersedianya *Integrated Report* yang mudah diakses, publik juga akan lebih mudah mengakses informasi mengenai tanggung jawab perusahaan terhadap *Sustainable Development*. Legitimasi, kredibilitas, dan reputasi perusahaan akan meningkat baik dikarenakan publik akan menyadari bahwa perusahaan memiliki akuntabilitas dan transparansi dalam menjawab isu lingkungan dan sosial.

Selain meningkatkan *corporate awareness* perusahaan, penerapan *Sustainability Accounting* yang dilakukan akuntan dalam menghasilkan *Integrated Report* juga memberikan banyak manfaat dalam proses bisnis. Manajemen perusahaan dapat memetakan peluang operasi usaha yang lebih menghemat biaya dan berorientasi kepada keberlanjutan. Perusahaan juga dapat mengevaluasi, mengendalikan, dan mengurangi risiko dan biaya terkait dampak lingkungan dan sosial. Perusahaan akan memiliki bahan analisis yang lebih komprehensif dalam menentukan besaran biaya produksi dan

penetapan harga jual yang lebih akurat.

Secara keseluruhan, penerapan *Sustainability Accounting* akan membantu manajemen untuk menghasilkan keputusan yang bertanggung jawab, lewat terciptanya *Integrated Report*. Hal ini juga akan menumbuhkan kesadaran seluruh *stakeholders* terhadap lingkungan dan sosial dalam melakukan pekerjaan mereka. Demikian pula perusahaan telah berkontribusi nyata dalam gerakan *Sustainable Development*. Tentunya manfaat tersebut tidak dapat dirasakan secara instan dan tetap membutuhkan eksekusi yang matang. Hal inilah yang menjadi alasan mengapa publikasi *Integrated Report* lewat praktik *Sustainability Accounting* menjadi sebuah investasi masa depan yang menjanjikan bagi perusahaan. Dalam konferensi tingkat tinggi (KTT) G-20 tahun 2020, *IFAC* (*International Federation of Accounting Committee*) mempublikasikan bahwa setiap perusahaan di dunia dianjurkan untuk memperbaharui pelaporan menjadi dengan skema *Integrated Reporting*. *Integrated Reporting* adalah pelaporan terintegrasi yang terdiri dari pelaporan keuangan dan pelaporan tanggung jawab sosial/keberlanjutan (*annual report* dan *sustainability report*) perusahaan kepada publik. Hal ini menjadi suatu solusi untuk meningkatkan partisipasi perusahaan dalam mencapai SDG di tahun 2030. Publikasi mengenai anjuran ini pun menjadi sebuah cara praktis yang dapat dengan mudah diikuti oleh para perusahaan yang masih memiliki kesulitan dalam melaporkan tanggung jawab sosial nya bersamaan dengan pelaporan keuangannya. Dengan *update* yang baru ini, diharapkan para bisnis di kancah global dan seluruh pemerintahan negara dapat mengikuti dan menganjurkan para bisnis di negara mereka untuk membuat laporan terbaru dengan skema *integrated reporting* pula.

Namun, berdasarkan laporan yang dibuat oleh ASEAN CSR Network,

Indonesia masih tertinggal dibandingkan dengan negara ASEAN lainnya dalam hal *framework*, materialitas, dan kelengkapan pelaporan *Sustainability Report*. Selain itu, Indonesia juga masih tertinggal dalam hal transparansi pengungkapan informasi untuk publik serta *stakeholders* perusahaan.

Survey yang dilakukan KPMG terkait *Corporate Responsibility* (CR) pada tahun 2017 juga memperlihatkan bahwa negara-negara di dunia telah gencar menerapkan strategi keberlanjutan. Survey tersebut membagi negara-negara di dunia ke dalam tiga kategori. Kategori yang pertama adalah *High Rate CR* (> 90%) dengan total 9 negara. Kategori selanjutnya adalah *Average Rate CR* (72-89%) dengan total 22 negara. Kategori yang terakhir adalah *Lower Rate CR* (< 72%) dengan total 17 negara. Mirisnya, Indonesia bahkan tidak termasuk ke dalam salah satu kategori yang memperlihatkan ketertinggalan perusahaan-perusahaan di Indonesia dalam hal keberlanjutan. Fakta tersebut juga memperlihatkan bahwa penerapan *Sustainability Accounting* memberikan dampak positif kepada keberlangsungan perusahaan. Karena jika tidak, maka perusahaan dari berbagai negara tersebut tidak akan mengaplikasikannya. Dengan demikian, bertambah lagi alasan kuat bagi pemerintah Indonesia untuk mengencarkan *Sustainability Accounting* bagi perusahaan-perusahaan tanah air. Minimnya jumlah perusahaan di Indonesia yang telah menerapkan *Sustainability Strategy* tentu disebabkan oleh beberapa alasan. Salah satu alasan tersebut adalah perusahaan kesulitan untuk menghubungkan strategi keberlanjutan dan bisnis sebagai tujuan akhir. Hal ini disebabkan oleh strategi bisnis tradisional perusahaan yang berorientasi pada maksimalisasi profit telah mendarah daging dalam kurun waktu yang lama. Maksimalisasi profit tersebut dibutuhkan agar perusahaan terlihat mengalami pertumbuhan modal

yang baik demi kepentingan pemegang saham.

Tidak dapat dipungkiri bahwa banyak pihak, termasuk penulis, telah mencoba untuk memperlihatkan bahwa praktek-praktek bisnis yang berkelanjutan akan memiliki proyeksi keuntungan yang lebih besar pada jangka panjang. Namun, variabel-variabel yang digunakan untuk membuktikan hal ini masih belum sempurna untuk menutup semua lubang hitam. Pertanyaan terbesar yang kerap menjadi hambatan adalah sejauh mana perusahaan harus mempertimbangkan faktor-faktor keberlangsungan yang membutuhkan biaya pengeluaran besar, tanpa adanya proyeksi profit yang pasti.

Jika ditarik garis besarnya, perusahaan publik membutuhkan modal dari pemegang saham untuk beroperasi. Sebaliknya, para pemegang saham perlu diyakinkan untuk tetap menanamkan modalnya di perusahaan tersebut. Profit dan *growth* merupakan dua hal yang kerap dijadikan acuan perbandingan antar perusahaan oleh para pemegang saham. Apabila terjadi penurunan profit dan angka *growth* yang stagnan, maka semakin besar pula potensi para pemegang saham untuk menarik modalnya dan beralih ke perusahaan lain yang memiliki performa lebih baik. Dengan kata lain, para pemegang saham menyukai perusahaan yang memiliki performa terbaik dibandingkan perusahaan lainnya. Perusahaan yang berkomitmen untuk menerapkan strategi keberlangsungan harus mengalokasikan dananya terhadap sesuatu yang tidak menjamin profit, karena di dalam akuntansi konvensional aspek lingkungan dan sosial tidak diperhitungkan. Tentunya hal ini akan memperkecil profit yang akan disajikan perusahaan kepada para pemegang saham dan berakhir dengan potensi perusahaan kehilangan modalnya. Namun hal buruk tersebut dapat diminimalisir apabila para pemegang saham dapat membandingkan performa

strategi keberlangsungan dari setiap perusahaan. Hingga saat ini, *Integrated Report* sebagai representasi dari strategi keberlangsungan perusahaan hanya dapat dijadikan acuan evaluasi internal. Laporan tersebut digunakan untuk mengukur sejauh apa performa strategi keberlangsungan perusahaan tersebut dari tahun ke tahunnya. Alangkah lebih baik apabila melalui *Integrated Report*, para pemegang saham dapat membandingkan performa setiap perusahaan yang berbeda. Sehingga meskipun menurunkan profit perusahaan dalam jangka pendek, perusahaan dapat meyakinkan para pemegang saham bahwa mereka memiliki performa strategi keberlangsungan yang lebih baik dibandingkan perusahaan lainnya.

Solusi tersebut kemudian terbentur dengan fakta bahwa setiap perusahaan memiliki aspek *sustainability* yang berbeda. Geografis, sosial, ekonomi, dan faktor eksternal lainnya membuat perusahaan memiliki preferensi sendiri untuk menerapkan strategi keberlangsungannya. Hal ini juga yang menyebabkan *Integrated Report* tidak dapat digunakan sebagai alat pembanding antar perusahaan. Dengan demikian, penulis membawa sebuah solusi dengan pemanfaatan teknologi *Artificial Intelligence* untuk menghasilkan standar ukuran universal keberlangsungan yang disebut sebagai *Integrated Index*.

Artificial Intelligence bekerja dengan menggabungkan sejumlah besar data dengan cepat dengan pengolahan berulang dan menggunakan algoritma yang cerdas. Teknologi ini memungkinkan perangkat lunak untuk mempelajari secara otomatis pola atau fitur yang ada dalam data. Data dalam konteks ini adalah beberapa elemen khas dari Standar GRI yang digunakan dalam *Sustainability Report* meliputi: *Multi-stakeholder input, A record of use and endorsement, Governmental references and activities, Independence*, dan *Shared development costs*.

Pada dasarnya beberapa pihak juga telah berupaya untuk mewujudkan *Integrated Index* seperti *GRI Standard Score*, *ESG Score*, dan dihitung langsung oleh peneliti. Namun, indeks tersebut masih memiliki beberapa kelemahan yang berpengaruh signifikan terhadap hasil akhir pelaporan. Indeks yang dihitung secara langsung oleh peneliti memiliki potensi lebih besar untuk bias, multi tafsir, dan mengalami *human error*.

Berdasarkan penelitian yang dilakukan oleh Kuswanto (2019) yang berjudul “*Penerapan Standar GRI dalam Laporan Keberlanjutan di Indonesia: Sebuah Evaluasi*” diperlihatkan bahwa berdasarkan aspek konformitas, indikator keberlanjutan GRI G4 kurang diterima dalam praktik *Integrated Reporting* di Indonesia. Rendahnya tingkat kemunculan dan kesesuaian dalam analisis konformitas menunjukkan bahwa indikator GRI G4 tidak dapat diungkapkan sepenuhnya dalam konteks Indonesia. Beberapa indikator juga ditemukan tidak pernah disajikan dalam laporan keberlanjutan di perusahaan manapun sehingga berdampak pada rendahnya konformitas.

Dengan pemanfaatan teknologi *Artificial Intelligence*, kendala terkait indikator dan pola penilaian yang kurang sesuai tersebut dapat diselesaikan. Dalam proses penerapannya, *Statistical Analysis System (SAS)* membagi *Artificial Intelligence* ke dalam beberapa sub bidang. Dalam konteks ini sub bidang yang akan digunakan adalah *deep learning* yang menggunakan jaringan neural yang sangat besar dengan banyak lapisan unit pemrosesan. Berdasarkan pemaparan SAS, teknologi ini memanfaatkan kemajuan dalam daya komputasi untuk mempelajari pola kompleks dalam sejumlah besar data. Sehingga meskipun setiap perusahaan memiliki preferensi strategi keberlangsungan yang berbeda dengan banyak faktor, *deep learning* dapat

menghasilkan sebuah indeks yang tidak bias dan terhindar dari *human error*. Dengan adanya *Integrated Index*, maka kesulitan perusahaan dalam menghubungkan strategi keberlanjutan dan bisnis sebagai tujuan akhir dapat diselesaikan. Perusahaan tidak perlu khawatir bahwa para pemilik modal akan mencabut modalnya dikarenakan terjadi penurunan profit di jangka pendek apabila mereka memiliki *Integrated Index* yang baik. Munculnya acuan perbandingan ini juga akan mendorong perusahaan-perusahaan lain untuk menerapkan *Integrated Reporting* dalam strategi keberlanjutannya.

Perusahaan yang mampu memberi nilai tambah bagi pemangku kepentingannya melalui penerapan *Integrated Reporting* tentunya akan memiliki persepsi yang baik di masyarakat. Menerapkan strategi keberlanjutan yang bertanggung jawab berarti memberi jaminan kepada investor bahwa perusahaan mampu melangsungkan usahanya dalam jangka panjang. Akibatnya, perusahaan yang menerapkan *Integrated Reporting* akan memiliki valuasi yang lebih tinggi di mata investor.

Selanjutnya *Integrated Index* akan memancing sifat kompetitif dari setiap perusahaan dan dengan sukarela untuk mengikuti aturan pemerintah. Hal ini dikarenakan *Integrated Index* dihasilkan oleh analisis data yang terdapat dalam *Integrated Report*. Sehingga perusahaan yang tidak mempublikasikan *Integrated Report*nya tidak akan memiliki *Integrated Index*. Penggunaan *Integrated Index* kemudian menjadi solusi yang penulis tawarkan sebagai cara untuk mendorong perusahaan dalam menerapkan strategi keberlangsungan.

Tentu dalam aplikasinya, setiap solusi dan rekomendasi memiliki resiko yang harus dipertimbangkan secara matang. Dalam perwujudan *Integrated Index*, maka dibutuhkan biaya yang cukup besar dalam hal penelitian dan

pengembangan teknologi AI agar dapat menghasilkan indeks dengan komposisi algoritma paling tepat. Namun, hal ini dapat diatasi apabila seluruh serikat dan organisasi akuntan di Indonesia saling berkoordinasi dalam pembagian proses penelitian dan pengembangan sehingga pembiayaan tidak ditanggung oleh satu lembaga saja. Resiko lainnya adalah adanya kemungkinan perusahaan menjadikan *Integrated Index* sebagai ajang kompetisi negatif dan melupakan esensi dari *sustainability* itu sendiri. Maka dari itu, dalam aplikasinya juga dibutuhkan pendekatan dan sosialisasi yang tepat kepada setiap perusahaan di Indonesia mengenai *Sustainability Strategy* dan *Integrated Reporting*.

KESIMPULAN

Ibarat perusahaan yang gagal mengikuti perkembangan teknologi, perusahaan yang tidak mampu bergerak ke arah pembangunan berkelanjutan akan tertinggal dan terkalahkan oleh perusahaan yang mampu mengadopsi *Integrated Reporting*. Perusahaan harus dapat melihat biaya yang dikeluarkan atas upaya ini sebagai sebuah “investasi” untuk manfaat yang lebih besar. Berdasarkan hasil penelitian ini juga dapat disimpulkan bahwa perusahaan yang telah mempublikasikan *Integrated Report* memiliki performa baik yang lebih stabil sehingga lebih disukai oleh para investor. Meskipun demikian, motif perusahaan dalam mengadopsi *Integrated Reporting* haruslah tetap dimaknai dengan ketulusan bahwa upaya ini ditujukan untuk hal yang lebih besar daripada profitabilitas usaha semata. Berdasarkan hasil penelitian ini juga dapat disimpulkan bahwa perusahaan yang telah mempublikasikan *Integrated Report* memiliki performa baik yang lebih stabil sehingga lebih disukai oleh para investor. Meskipun demikian, motif perusahaan dalam mengadopsi *Integrated Reporting* haruslah tetap dimaknai dengan ketulusan bahwa upaya ini

ditujukan untuk hal yang lebih besar daripada profitabilitas usaha semata. Penerapan strategi keberlangsungan ini kemudian menjadi wujud kontribusi perusahaan dalam meningkatkan kesejahteraan sosial dan pelestarian lingkungan hidup. Salah satu cara untuk memotivasi perusahaan untuk mempublikasikan *Integrated Reporting* adalah dengan memanfaatkan sifat naluriah perusahaan yang selalu berlomba-lomba untuk membuktikan keunggulannya dibandingkan dengan kompetitornya. *Integrated Index*, dengan pemanfaatan teknologi *Artificial Intelligence*, adalah solusinya. Indeks tersebut dihasilkan dari olahan dan analisis komprehensif berbagai data yang terdapat dalam *Integrated Report* yang kemudian dapat diandalkan sebagai alat pembanding kinerja keberlangsungan setiap perusahaan. Hal ini kemudian akan memotivasi perusahaan untuk memberikan upaya terbaiknya apabila ingin mendapatkan angka indeks yang baik. Selain menimbulkan inisiatif yang besar bagi perusahaan untuk lebih baik dibandingkan pesaingnya, *Integrated Index* dapat menjadi suatu standar bagi pemerintah untuk menguji kelayakan suatu perusahaan terhadap dampaknya bagi kesejahteraan lingkungan dan sosial. Pemerintah juga dapat memberikan insentif dan pengakuan yang bergengsi bagi perusahaan yang berprestasi menghasilkan angka *Integrated Index* yang cemerlang. *Integrated Index* ini juga diharapkan dapat menjadi indikator baru yang mempermudah investor dalam mempertimbangkan valuasi saham suatu perusahaan. Maka dari itu, penulis menyarankan pemerintah dan organisasi akuntan di Indonesia untuk melakukan pengembangan terhadap *Integrated Index* berbasis *Artificial Intelligence* untuk mendapatkan pola indikator analisis yang paling tepat dengan hasil yang terbebas dari bias dan manipulasi.

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TEACHERS STRATEGIES IN TEACHING READING DURING COVID-19 PANDEMIC WITH ONLINE CLASS

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Abstract

The aim of this research were, What are the strategies used by English teacher in teaching reading during covid-19 pandemic with online class and How does the English teacher implement the strategies in teaching reading during covid-19 pandemic with online class? The method of this research was qualitative research. The subject of this research was English teachers in SMA N 1 Wiradesa. The instrument of this research were interview and observation checklist with students. The finding of the research were, Think-alouds and QARs (Question Answer Relationship). Based on the finding, it can be shown that the strategies used were Think-aloud strategies and QARS. Think aloud strategies the teacher helps the students to understand the essence of the text in order to be able to explain the text orally. QARs (Question Answer Relationship), the teacher ask the students to skim and then given questions about the text to understand what the content of the text. The research was carried out during Covid-19 pandemic, Covid-19 is called Corona Virus is a global disease outbreak that is dangerous virus because it is contagious.

Keywords: Teacher Strategies, Teaching Reading, Covid-19 Pandemic

INTRODUCTION

Teaching strategy is the means that is used by teachers to select learning activities that will be used in the learning process. Selection is one by considering the circumstances, learning resources, needs and characteristics of learners face in order to achieve specific learning goals (Uno, 2008).

In the direct learning process in class, the teacher asks students to practice reading in front of the class or choose randomly to train students to read. Different from this situation, during pandemic covid-19 the government enforces distance learning schools for all levels. Then, How teacher's way train students to read English with distance learning with the strategies of methods, techniques, and teaching media that is chosen and used by the teacher will influence the success of teaching learning process and students achievement. Based on the problem stated above, the researcher is interested in examining the process of teachers teaching reading. To

conduct this research, the researcher focus on teacher strategies, to analysis which one of the strategies above will used by the English teacher when teaching reading also how the teachers implement of the strategies during Covid-19 pandemic with online class.

Some researchers had conducted researchers that focused on Teachers strategies in Teaching reading during Covid-19 pandemic. *First*, Sarjan who did research about "An Analysis on the English Teachers Strategies in Teaching Reading Comprehension at the Second Grade Students of Junior High School 1 of Wonomulyo" Nurmadia concluded the teacher teaching reading comprehension in SMPN 1 Wonomulyo used two strategies, Scaffolding strategy and QARs (Question Answer Relationship). The teachers used these strategies to make the student understand the reading text and made the students to more focus on the text and also teacher could help students in developing the meaning contained in the text reading so that students more easily understand the contents of reading. According to

Nurmadia, those strategies were effective in teaching reading comprehension because can help student to comprehend the text. In short, those strategies gave good contribution for teacher. Students who have difficulty in reading would be easier in mastering reading. With using this strategy the teacher more easily gave the material to the students. Those strategies could help the teacher because the students more active and could exchange their opinion with their friends (Sarjan, 2017). *Second*, Tari conducted research about "An Analysis of Teachers Strategies on English E-Learning Classes during Covid-19 Pandemic" Tari concluded the teachers have been teach writing using strategies planning, drafting, and editing. Through videos made by the teacher as a way of delivered the material in e-learning classes during COVID-19 pandemic, and also delivered by the task through WhatsApp group gradually and as attractive as possible, make students can easily captured material, and not quickly feel bored. It helps the teacher in teaching through e-learning classes. While, The teachers teach listening used strategy listening to the song, write the lyrics, matched the lyrics, and sing a song. During the COVID-19 pandemic, the e-learning model used to teach is video-based learning. In the video, the teacher provides an explanation and stages of the process of increasing vocabulary through a song that students like. It helps the teacher know the students' listening ability, besides that the writing and speaking skills involved in this strategy. According Tari, From the analysis that has been done, researcher can conclude that some strategies in teach some skills in English are considered to be very helpful for teachers in teach assisted with e-learning models using video in the middle of the COVID-19 pandemic, make students not get bored easily and strategies that are used can also facilitate students in achieved the learning goals (Utami, 2020).

Based on the research reference above, It can be conclude that there are some teaching strategies. However, the researcher was interested to found more teaching strategies.

Kind of Teaching Strategies

After knowing the principles of reading, the next step for the teacher to formulate the right strategy to achieve the learning objectives, namely understanding the meaning of the text being taught. The following is a teaching strategy according to Vacca&Vacca(1999:53) :

a) Scaffolding

Scaffolding allows teachers help diverse learner negotiate meaning and overcome difficulties in text-related learning situation. Scaffolding is as a process whereby a student is helped to solve a particular problem beyond its developmental capacity through the help of a teacher or other person with more ability.

b.) Think-aloud

Think Alouds is a strategy that helps students on learning activities, Aims to recall more significant information from the texts given by the teacher. The ability of teachers to transfer creativity Them and control the students in completing each step of the way Think-alouds strategy in understanding reading texts and teachers make their thinking explicit by verbalizing their thoughts while reading orally.

d.) Reciprocal Teaching

Reciprocal Teaching is a strategy that asks students and teachers to share the role of teacher by allowing both to lead the discussion about a given reading. Reciprocal Teaching involves four strategies that guide the discussion: predicting, question generating, summarizing and clarifying.

e.)SQ3R

SQ3R is a systematic reading strategy to help you organize the reading process into manageable units. It is only one of many similar strategies that you can use to improve comprehension. It consist

five steps, they are: Surveying, questioning, reading, reciting, and reviewing. The SQ3R strategy involves (1) reading the headings in the chapter quickly to get its important part, (2) turning the heading in to question, (3) reading to find the answer to the question, (4) recall the important point (the answer to the question) by retelling them or writing them in one's memory at the important point. QARs (Question Answer Relationship) is a reading strategy through understanding and analysis of questions. In other words this strategy guides students to understand the questions in order to get an information in a reading itself. So that in practice in the classroom students only glance read the reading and to understand further the focus of students is the questions given by the teacher about the text reading.

RESEARCH METHOD

This research used a descriptive qualitative research because the researcher will focus on the case of the phenomenon of English teaching and learning activities with observation and interview.

Qualitative research is a research with an approach to understanding the meaning of individual or group and exploring social or human problems (Creswell, 2014).

In this case, The subject of this research was teachers in SMA N 1 Wiradesa especially english teachers in Second grade there are XI Science 2 and XI Science 4. The researchers take 73 students to be used as research samples. The researchers collect the data used Observation checklist with questionnaire and Structured interview.

1. Questionnaire

Questionnaires is a technique for collecting data by giving a set of questions or written statements to respondents to answer Sugiyono (2008:199). The researchers given the students a questionnaire sheet of data collection with an observation checklist.

2. Structured Interview

Structure interviews are used as data collection techniques. In conducting this interview in addition to the instrument, researchers must bring assistive devices such as tape recorders, pictures and other materials (Esteberg 2002:232).

In this case, the researcher used structure interview with the English teachers. This interview conducted to gain a spoken respond from the participants with video recording. In this research, the researcher used a qualitative data analysis technique. Data analysis in qualitative research is a time consuming and difficult process. Data analysis in qualitative research is often carried out simultaneously or together with data collection. Sirajuddin (2010:283) stated that the data analysis in this study included several steps or stages; coding, data reduction, data display, and make conclusions or interpretations.

FINDING AND DISCUSSION

The finding of the research the analysis of teacher strategies in teaching reading. In this study the researchers conducted interview with two teachers about teacher strategies in teaching reading in English during covid-19 pandemic with online class. The reseachers interview with the teachers used Structured Interview types, According to (Esteberg 2002:232) Structure interviews are used as data collection techniques. In conducting this interview in addition to the instrument, researchers must bring assistive devices such as tape recorders, pictures and other materials. In practice of the interviewing researchers take videos as proof of data.

The researcher found that there were two different strategies that the teacher used First teacher used Think-alouds and the second teacher used QARs (Question Answer Relationship) from the result of the interview.

First teacher used Think-Alouds strategies. Think-Aloud is a strategy that helps students on learning activities, Aims

to recall more significant information from the texts given by the teacher. The ability of teachers to transfer creativity and control the students in completing each step of the way Think-alouds strategy in understanding reading texts and teachers make their thinking explicit by verbalizing their thoughts while reading orally. In implication, the teacher uses the following steps: The teacher gave the text to the students from the Package book or the internet to read then the students summarized and write new vocabulary to made it easier from them to understand the contents of the text, After that the teacher was help the students who had difficulty to understand the meaning of the text by help to interpret new vocabulary.

Second teacher used QARs (Question Answer Relationship) strategy. QARs (Question Answer Relationship) is a reading strategy through understanding and analysis of questions. In other words this strategy guides students to understand the questions in order to get an information in a reading itself. The purpose of the strategy is the teacher helps the students to understand the essence of the text in order to be able to explain the text orally. In implication, the teacher uses the following steps: The teacher gave a short text to the students then the students read over and over again so than automaticaly the students can understand about the contents of the text.

So that in practice in the classroom students only glance read the reading and to understand further the focus of students students in the questions given by the teacher about the text. The researcher conclude the teacher given questions to the students about the text aims that the students understand what the content of the text. The research was carried out during covid-19 pandemic, with the result that both of the teachers teaching reading with that strategy with online classes.

Based on the interview the researcher conclude that the two teachers

used types of Think-aloud strategies and QARs (Question Answer Relationship) strategy and implications well. From the result of the students questionnaires show that the strategies used by the teachers are effective, effisient, and can be increase students motivation in learning reading especially in English subject with online class.

Beside interview with the teachers, the researchers given questionnaire to the students of XI MIPA 2 and XI MIPA 4 and then the data of the interview comparison with the questionnaires from the students. From the results of the overall questionnaire analysis, it could be concluded that the students of XI MIPA 2 and XI MIPA 4 from SMAN 1 Wiradesa had good motivation in learning English during pandemic covid-19 with online class also based on evidence from students answer in the questionnaire, most of which almost 80% of students agree with the teachers strategies in teaching reading. So, the researcher concluded that the teacher strategies in teaching reading during covid-19 pandemic with online class is appropriate because the strategy does not reduce the enthusiasm of students in online class.

CONCLUSION

Based on the research, it could be concluded that the teacher strategy in teaching reading during covid-19 pandemic with online class uses Think-aloud and QARs (Question Answer Relationship) strategies are appropriate because the results of the student questionnaires from XI MIPA 2 and XI MIPA 4 also show that the strategies used by each teacher are effective, efficient and able to increase students' motivation in learning English especially in reading subject with online class. Based on the research, the teacher using online learning as English lesson it could be concluded that students learning English are also encouraged by teachers strategies, The strategy that the teachers uses was had

many improvement because the online class provided the class to be more active than before. They provide materials, assignment/excersise or quizzes with media demands to made it easier for them during the learning process. Their paticular strategy provides more motivation so that students' enthusiasm does not slacken. So all of the students stay excited when they start learning by filling out the attendence list on time and reading the learning instruction, collect assignment with in the deadline, and take advantage of the questions and answer session when they had difficulty to understanding the text.

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ANALISIS NILAI-NILAI PROFETIK PUISI NEGERI DAGING KARYA AHMAD MUSTOFA BISRI DAN IMPLEMENTASINYA DALAM PEMBELAJARAN MENGANALISIS PUISI DI SMA

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Abstrak

Penelitian ini membahas tentang nilai-nilai profetik puisi *Negeri Daging* karya Ahmad Mustofa Bisri. Tujuan dari penelitian ini yaitu untuk mendeskripsikan nilai-nilai profetik yang terdapat pada puisi *Negeri Daging* karya Ahmad Mustofa Bisri. Penelitian ini menggunakan metode deskriptif kualitatif. Teknik pengumpulan data yang digunakan yaitu teknik baca dan catat. Teknik analisis data yang digunakan dalam penelitian ini menggunakan model interaktif teori dari Miles dan Huberman untuk menganalisis data dari hasil penelitian. Hasil penelitian ini ditemukan 27 nilai profetik yang terdiri dari 10 nilai transendensi, 7 nilai liberasi dan 5 nilai humanisasi. Keterkaitan pembelajaran di sekolah mengenai materi menganalisis puisi dapat diterapkan di SMA kelas X melalui pembelajaran menganalisis amanat yang terkandung dalam puisi. Hasil penelitian ini diharapkan peserta didik dapat mengetahui lebih luas tentang menganalisis puisi. Selain itu dapat dimanfaatkan sebagai alternatif bahan ajar pada pembelajaran menganalisis puisi kelas X SMA.

Keywords: Nilai, Profetik, Puisi

PENDAHULUAN

Karya sastra merupakan sebuah karangan yang bersifat imajinatif dapat berupa novel, puisi, cerpen dan lain sebagainya. Karya sastra dihasilkan dari tulisan sastrawan melalui pengalaman-pengalaman pribadinya yang dituangkan dalam sebuah karya tulis.

Karya sastra puisi adalah sebuah luapan ekspresi dari sebuah emosional jiwa. Puisi biasanya berwujud stanza (paragraf) dan cantos (chapter) yang didalamnya terdapat macam-macam struktur variasi seperti *rhyme*, *metter*, *imagery*, *allegory*, *figurative language* dan lain sebagainya. Puisi dikatakan sebagai karya sastra yang paling unik karena tercipta dari kontemplasi terdalam penyairnya. Dalam memahami maknanya, kita mesti mengaitkan puisi dengan riwayat pengarang serta kondisi yang menjadi konteks penciptaan karya.

Puisi *Negeri Daging* memiliki makna yang mencerminkan nilai sosial, kemanusiaan, budaya maupun agama.

Nilai profetik merupakan salah satu yang terkandung dalam sebuah karya sastra. Puisi *Negeri Daging* memuat antologi puisi yang berjumlah 35 judul puisi. Tema dari puisi *Negeri Daging* mengisahkan kehidupan manusia dan keadaan Indonesia baik secara politik maupun sosial-ekonomi.

Berdasarkan uraian diatas penulis tertarik mengkaji nilai profetik pada puisi *Negeri Daging* karya A. Mustofa Bisri menggunakan teori Kuntowijoyo. Implementasi pembelajaran bahasa Indonesia kelas X dalam kurikulum 2013 dengan kompetensi dasar (KD) 3.16 dan 4.16. Mengidentifikasi suasana, tema, makna dan amanat beberapa puisi yang terkandung dalam antologi puisi dengan diperdengarkan atau dibaca.

METODE PENELITIAN

Jenis penelitian ini adalah deskripsi kualitatif. Penelitian deskriptif kualitatif ini bertujuan untuk memdeskripsikan gambaran yang akurat terkait suatu

informasi dan fenomena yang diselidiki. Pendekatan kualitatif menurut Kuontur (2009: 16-18) merupakan penelitian yang datanya (kualitatif) umumnya berbentuk narasi atau gambar-gambar, dilakukan karena kurangnya atau tidak tersedia teori-teori yang berhubungan. Subjek data yang digunakan dalam penelitian ini adalah antologi puisi *Negeri Daging* karya Ahmad Mustofa Bisri.

Data dalam penelitian ini adalah penggalan bait dalam puisi *Negeri Daging* karya Ahmad Mustofa Bisri yang memiliki nilai-nilai profetik. Adapun analisis data yang digunakan yaitu model interaktif teori Miles dan Huberman. Miles dan Huberman (dalam Sugiyono 2017: 337-345) menyatakan bahwa aktivitas dalam analisis data kualitatif dilakukan secara interaktif dan berlangsung secara terus menerus sampai selesai.

HASIL DAN PEMBAHASAN

Peneliti menemukan 27 data analisis pada puisi *Negeri Daging* karya Ahmad Mustofa Bisri yang terdiri dari 10 nilai transendensi, 7 nilai liberasi dan 5 nilai humanisasi. Data tersebut meliputi 10 nilai transendensi yang memiliki indikator (1) mengakui adanya Tuhan, (2) selalu berusaha untuk memperoleh kebaikan Tuhan, (3) memahami segala kejadian dengan ajaran agama, (4) mengaitkan segala kejadian dengan ajaran agama, (5) melakukan sesuatu disertai harapan untuk kebaikan dan (6) menerima ketentuan Tuhan dengan penuh ridha. Terdapat 7 nilai liberasi yang meliputi indikatornya yaitu (1) memihak kepada kaum tertindas, (2) menegakkan keadilan, kebenaran dan kesejahteraan. Serta ada 5 nilai humanis yang memenuhi indikator dari (1) memandang segala satu kesatuan yang utuh, (2) menjaga persaudaraan meski berbeda agama, sosial dan tradisi, (3) menghindari berbagai bentuk kekerasan.

1. Profetik

Transendensi menurut Kuntowijoyo (2007: 96) dalam bahasa latin

transcendere yang artinya “naik ke atas” dalam bahasa Inggris berarti to transcend yang artinya “menembus”, “melewati”, dan “melampaui”. Dalam puisi *Negeri Daging* ditemukan kalimat yang mengandung unsur indikator transendensi dari nilai profetik, sebagai berikut.

Bismillah

*Bismillah Bismillah
Bismillahir Rahmaanir Rahiem
Yang pertama kusebut ketika
bergerak
...
CahyaMu menyinari telingaku
CahyaMu menyinari mataku
Memancarkan rahmatMu*

(Data 1)

Kutipan tersebut menunjukkan indikator yang mengakui adanya Tuhan. Penulis mengungkapkan keagungan Tuhan melalui bait-bait puisi dengan menyerukan asmaNya dengan segala aktivitasnya bertumpu bahwa Allah lah yang dapat memberikan keselamatan, kerahmatan dengan menyebut asmaNya yang Maha Pengasih dan Penyayang.

Syhadat

*Inilah kesaksianku
Inilah
Inilah ikrarku
Laa ilaaha illa Llah
Tak ada yang boleh
memperhambaku kecuali Allah
...
Laa ilaaha illa Llah
Hanya kepada Allah
Laa ilaaha illa Llah*

(Data 2)

Kutipan tersebut menunjukkan adanya nilai transendensi pada indikator yang mengakui adanya Tuhan. Penulis menegaskan pada bait “Hanya kepada Allah aku bersujud” mempunyai

makna bahwa Allah adalah satu-satunya yang wajib disembah dan pengakuan adanya Allah.

Ittihad

*Lalu atas izinmu
kita bertemu
dan senyummu menghentikan jarak
dan waktu
lalu atas izinku
kita pun menyatu*

(Data 3)

Kutipan tersebut menunjukkan indikator dari nilai transendensi menerima ketentuan Tuhan. Ditandai dengan bait kutipan “lalu atas izinMu” bahwa segala yang terjadi adalah kehendak Allah, kehendak adalah ketentuan yang telah Allah gariskan akan terjadi kepada manusia.

Tiada Lain

*Jika kau mengadu
kaulah yang kuadui
tiada lain
jika aku pergi
kepadaMulah aku pergi
...
Karena dalam hidupku
Hanya ada kau
Tiada lain*

(Data 4)

Kutipan tersebut menunjukkan indikator nilai transendensi mengakui adanya Tuhan. Ditandai dengan bait “karena dalam hidupku hanya ada Kau tiada lain” “Kau” disini dimaknai sebagai “Kau” “Tuhanku” tiada lain bahwa Tuhan ada disetiap manusia membutuhkan dan sebagai tempat tujuan akhir.

Munajat Kaum Binatang

*disuatu malam yang senyap
ketika malaikat rahmat turun
menawarkan ampunan dan sekalian
manusia lelep*

*akhirnya disepakati itu juga
mengadukan ihwal mereka kepada
Tuhan Yang Maha Kuasa*

...

*Ataukah Engkau ya Tuhan
Memang hendak mengganti mereka
Dengan generasi yang lebih beradab
amin*

(Data 5)

Kutipan tersebut menunjukkan indikator nilai transendensi yaitu melakukan sesuatu disertai harapan untuk kebaikan akhirat.

Hijrah

*dari mekkah dengan wajah memerah
mentari melepas kami
disebelah kanan purnama siap sudah
mengawali dengan gairah
berbatu dan pasir*

...

*Ya Rasul, maafkanlah kami
Maafkanlah umatmu yang lemah ini
Ya Rasul kami ingin seperti paduka
Hijrah tapi kemana?*

(Data 6)

Kutipan tersebut menunjukkan nilai transendensi yaitu selalu berusaha memperoleh kebaikan Tuhan. Hal ini ingin penyair tunjukan dengan hijrah mengharapkan pengampunan dan perilaku manusia dalam berbagai kehidupan meneladani Nabi sebagai makhluk sempurna yang menjadi rahmat untuk mendapatkan kebaikan Tuhan.

Gelisahku

*Gelisahku adalah gelisah purba
Adam yang harus pergi mengembara
Tanpa diberitahu kapan akan kembali*

...

*Jauh dariMu semakin
mendekatkanku kepadaMu
cukup sekali, kekasih
tak lagi
tak lagi sejenak pun aku berpaling
biarkan gelisahku jadi dzikirku*

(Data 7)

Kutipan tersebut menunjukkan indikator nilai transendensi mengaitkan segala kejadian dengan

ajaran agama. menunjukembali kepada Tuhan adalah dengan mengikuti ajaran serta menjauhi laranganNya.

Allah

*AlifMu menarik nafasku
Nafasku menarik lamMu
LamMu menarik haMu
Allah aku menarik nafasku
Allah nafasku menarikku
Allah
Allah
Allah*

...

Ar-Rahim A-Rahiem

*Mahapengasih di dunia dan akhirat
Mahapenyayang kepada mereka
yang maksiat
Mahapengasih dan
Mahapenyayang kepada seisi jagat
Sumber segala kasih sayang dan
rahmat*

(Data 8)

Kutipan tersebut mencerminkan nilai transendensi pada indikator yang memahami segala kejadian dengan ajaran agama. Penyair ingin menyampaikan bahwa segala kejadian telah dilakukan oleh manusia tak lepas dari ketentuan ajaran agama itu sendiri. Hal ini ditunjukkan pada bait kutipan “maha penyayang kepada mereka yang maksiat”, ungkapan kata maksiat merupakan perilaku manusia yang melanggar hukum moral yang bertentangan dengan perintah Allah SWT.

Doa Kemerdekaan

*ya Allah ya Tuhan kami
di hari kemerdekaan negara kami
kami memohon kepadaMu ya Allah*

...

*Ya Allah ya Tuhan kami
Yang Mahapengasih Dan
Mahapenyayang*

*Kasihi dan sayangilah kami seperti
Engkau mengasih dan menyayangi
para kekasihMu*

Amin

(Data 9)

Kutipan tersebut mencerminkan nilai transendensi dengan indikator yang selalu berusaha untuk memperoleh kebaikan Tuhan. Sejalan dengan indikator tersebut sesuai dengan bait puisi yang diungkapkan oleh penyair ditegaskan pada kutipan “kasihi dan sayangilah kami” dari kutipan tersebut berupa wujud dari berdoa kepada Allah SWT

Ya Rahman Ya Rahiem

*Ya Rahman ya Rahiem
Ya Tuhan yang Maha
Pengasih dan Maha
Penyayang*

...

Ya Allah ya Rahman ya Rahiem

*Hanya rahmat dari sisiMu
jua harapan kami*

*Ulurkan tangan rahmatMu kembali
kepada kami*

(Data 10)

Kutipan tersebut mencerminkan nilai transendensi pada indikator yaitu melakukan segala sesuatu disertai harapan untuk kebaikan akhirat. Penegasan pada kutipan bait puisi “ulurkan tangan rahmatMu,...” merupakan sebuah pengharapan kepada Tuhan atas segala kemungkinan memberikan rahmat kebaikan dengan tujuan akhir yang baik.

Nilai-nilai transendensi puisi *Negeri Daging* karya Ahmad Mustofa Bisri terdapat nilai yang berupa indikator (1) mengakui adanya Tuhan, (2) selalu berusaha untuk memperoleh kebaikan Tuhan, (3) memahami segala kejadian dengan ajaran agama, (4) mengaitkan segala kejadian dengan ajaran agama, dan (5) melakukan sesuatu disertai

harapan untuk kebaikan akhirat, dan (6) menerima ketentuan Tuhan dengan penuh ridho.

2. Nilai Liberasi

Liberasi menurut Kuntowijoyo (2007: 98) adalah bahasa ilmu dari nahi munkar. Liberasi bermakna mencegah atau melarang segala bentuk tindakan kejahatan dalam kehidupan manusia yang bertujuan untuk pembebasan manusia dari kekejaman dalam kehidupan pemiskinan struktural, keangkuhan teknologi, pemerasan kelimpahan, dominasi struktur yang menindas dan hegemoni (kekuasaan satu kelompok sosial) kesadaran palsu dengan cara pendidikan akal pikiran. Berikut data kutipan puisi nilai liberasi.

Di Negerimu

Di negerimu

*Manusia tidak punya tempat
Kecuali di pinggir-pinggir
sejarah yang mampat*

...

*Di negerimu kini telah
Menyingsing fajar peradaban baru
Jangan tunggu ambil posisimu!*

(Data 1)

Kutipan tersebut menggambarkan kesadaran Indonesia tentang kekuasaan politik. Nilai liberasi sesuai dengan indikator menegakkan keadilan, kebenaran, dan kesejahteraan. Penegasan pada kutipan bait “Jangan tunggu ambil posisimu” merupakan bentuk penyuaaran dari dukungan kepada masyarakat untuk mengambil peran dalam melawan demi kesejahteraan.

Aku Tak Bisa

Lagi Menyanyi

*Bagiku kini tak ada lagi lirik
dan musik yang menarik
Untuk kunyanyikan*

bersamamu atau sendiri

...

*Aku tak bisa mengadakan duka pada
duka*

Mengeluhkan luka pada luka

Senar gitarku putus dan aku tak yakin

Mampu menyumbangkan lagu

*Dan langit pun seolah sudah muak
dengan*

Lagu-lagu bumi yang sumbang

(Data 2)

Kutipan puisi diatas memiliki indikator yang memihak kepada kaum tertindas. Penyair mengungkapkan rasa kepedulian kepada masyarakat dengan kata-kata yang merujuk pada penegasan kalimat “setelah merasa merdeka membuatku tak lagi mengenali suaramu atau suaraku sendiri.

Dibawah Kursi Timah

Dibawah kursi timah yang perkasa

Serasa berabad-abad kami

tergencang tak berdaya

Berteriak tak bisa

Mengeluh pun sia-sia

Mengadu kepada siapa

...

luapan lautan air mata

kamu akan menenggelamkannya

bersama bangkai-bangkai tiran

yang berabad-abad teronggok

diatasnya

(Data 3)

Kutipan tersebut menceritakan kekuasaan suatu negeri yang menindas rakyat dengan kiasan kata “kursi timah”. Nilai liberasi yang terkandung pada kutipan diatas termasuk pada indikator yang memihak kepada kaum tertindas. Makna puisi di atas diungkapkan oleh penyair pada bait puisi yaitu kepemihakan penyair, hal itu ditegaskan pada kutipan “ kami

hanya bisa mengharap luapan lautan air mata,kamu akan menenggelamkannya...”. Nilai liberasi berupa pembebasan dari keterbelengguan dalam kekuasaan.

Apakah Kau Terlalu Bebal

*Puing-puing di Libanon, Palestina,
Sarajevo dan Kosovo
Merupakan bau bangkai dan mesiu
Di Turki potongan-potongan mayat
bergelimpang
Di anantara reruntuhan bangunan
Seperti kena kutuk, kematian dan
pembantaian
Terus berlangsung di berbagai
belahan dunia*

...

*Untuk mempertahankan kedudukan
Bila kau dan kawan-kawanmu
sesekali membicarakan bencana
kemanusiaan ini
Di kafe-kafe sambil mendengarkan
para artis bernyanyi
atau di hotel-hotel berbintang*

...

(Data 4)

Kutipan puisi diatas menceritakan tentang keadaan sosial di belahan dunia. Penyair menuliskan kata pada bait puisi dengan maksud kepedulian dan kepekaan sesama manusia. Nilai liberasi pada kutipan tersebut termasuk pada indikator menegakkan keadilan, kebenaran dan kesejahteraan, ditegaskan pada kutipan “membicarakan bencana kemanusiaan,..” dimaksudkan untuk memberikan pemahaman bahwa keadaan sosial dan keadilan di berbagai negara telah mengalami kekerasan dan tindakan tidak adil. Nilai liberasi dalam kutipan tersebut berupa keberpihakan dengan masyarakat yang mengalami bencana kemanusiaan.

Siap Menyuruh

*Siapa menyuruh kalian mengangkat
para pemabuk kekuasaan dan harta
menjadi pemimpin
Siapa menyuruh kalian
Menugasi para pencuri menangani
urusan ekonomi
Siapa mengamanatkan urusan agama
kepada mereka
Yang tak memiliki rasa kasih sayang
Siapa menyuruh kalian
mempercayakan
Negara ini kepada para badut yang
tak tau diri*

(Data 5)

Kutipan puisi diatas menceritakan kekecewaan masyarakat pada pemimpin negeri. Nilai liberasi puisi tersebut indikatornya pada pemihakan kaum tertindas.

Reformasi (d/h Merdeka)

Atawa Boleh Apa Saja
*Ohii..katakan reformasi
Kau kan rasakan nikmatnya
kebebasan sejati
Ohoi..
Mulut yang dulu gugu kini
boleh bicara apa saja
Tangan yang dulu kelu kini
boleh menulis apa saja
Katakana reformasi
Kau kan rasakan nikmatnya anarki
Ohoi..reformasi*

(Data 6)

Kutipan puisi tersebut memiliki nilai liberasi pada indikator memberantas kebodohan dan keterbelakangan. Kemerdekaan adalah pencapaian sebuah kemenangan. Puisi tersebut menceritakan wujud perbaikan sistem pemerintahan yaitu reformasi. Keterbelakangan sebelum reformasi mengubah pandangan masyarakat akan kebebasan berpendapat dan

kebebasan-kebebasan lainnya yang mengarah pada kebaikan dan keadilan.

Neger Haha Hihi

*Bukan banyak grup lawak
Maka negeriku selalu kocak
Maka negeriku selalu kocak
Justru grup-grup lawak
hanya mengganggu
Dan banyak yang bikin muak
Kalian hafal pepatah-
petitih
Untuk mengelabui mereka
yang tertindih*

(Data 7)

Kutipan puisi tersebut memiliki indikator pada nilai liberasi menegaskan keadilan kebenaran dan kesejahteraan. Puisi tersebut menceritakan buruknya kekuasaan yang tidak mementingkan rakyat.

3. Nilai Humanisasi

Kuntowijoyo (2019: 10-14) humanisasi diperlukan karena manusia sekarang secara tidak sadar telah digerogoti oleh dehumanisasi yang merupakan objektivitas manusia (teknologi, ekonomis, budaya, massa dan negara) agresivitas (kolektif, perorangan dan kriminalitas), *loneliness* (privatisasi, dan individualisasi) dan *spiritual alienation* (keterasingan spiritual. Berikut kutipan puisi nilai humanisasi.

Kaum Beragama Negeri Ini

*Tuhan lihatlah betapa baik kaum
Beragama negeri ini
Mereka tak mau kalah
Dengan kaum beragama lain
Di negeri-negeri lain
Mereka bukan saja ikut
menentukan ibadah
Tetapi juga menetapkan
Siapa sorga dan siapa neraka
Mereka sakralkan pendapat mereka
Dan mereka akbarkan semua yang
mereka lakukan*

*Hingga takbir dan ikrar mereka yang
kosong bagai perut bedug*

(Data 1)

Kutipan puisi diatas memiliki nilai humanisasi menjaga persaudaraan meskipun berbeda agama, sosial dan budaya. Penyair menuliskan bait puisi dengan latar penggambaran Indonesia yang banyak keanekaragaman dan perilaku yang mendasari berbagai bentuk tindakan sehingga dapat mencegah kerusakan dan kekerasan.

Negeri Teka-Teki

*Jangan tanya tebak seja
jangan tanya apa
jangan tanya siapa
jangan tanya mengapa
tebak saja*

Jangan tanya siapa

Membungkam kebenaran

Dan menyembunyikan fakta

Siapa menyuburkan

Kemunafikan dan dusta

Jangan tanya mengapa, tebak saja

(Data 2)

Kutipan puisi tersebut menceritakan tentang adanya kekerasan yang melukai manusia itu sendiri. Nilai humanis yang terkandung pada puisi tersebut adalah menghindari berbagai bentuk kekerasan.

Aku Masih Sangat Hafal

Nyanyian Itu

*Aku masih sangat hafal nyanyian itu
Nyanyian kesayangan dan hafalan kita
bersama*

Aku merindukan rasa haru dan iba

*Ditengah kobaran kebencian dan
dendam*

Serta maraknya rasa tega

*Hingga kini ada saja yang
mengubah lirik*

Lagu kesayangan kita itu

(Data 3)

Kutipan puisi diatas memiliki nilai humanis memandang satu kesatuan yang utuh. Ditegaskan pada kutipan “Aku masih ingat betapa kita gembira Saat guru kita mengajak menyanyikan lagu itu bersama-sama” kebersamaan yang menjadikan rasa memanusiaikan manusia terlihat jelas ada rasa gembira pada saat mereka bernyanyi, hal ini sesuai

Marilah Kukawani
*Marilah kukawani sayang
akan kemana kau
aku tahu
kau seperti aku
memerlukan kawan
...
akan kemana kita
marilah kekawani saja kau
meninggalkan kuburan ini
mencari kedupan baru*

(Data 4)

Kutipan puisi diatas memiliki nilai humanis pada indikator menghindari berbagai bentuk kekerasan. Ditegaskan pada kutipan “mencari kehidupan baru” hal ini sesuai dengan pandangan tentang sebuah keburukan menjaga dari kekerasan dan konflik.

Rasanya Baru Kemaren
*Rasanya baru kemaren
padahal sudah lebih setengah
abad lamanya
Mentri-menteri yang dulu
suka korupsi
Sudah banyak yang
meneriakkan reformasi
Ingin rasanya aku sekali lagi
Menguak angkasa dengan pekik
yang lebih perkasa
merdeka*

(Data 5)

Kutipan puisi diatas memiliki nilai humanis memandang satu kesatuan

yang utuh. Merdeka adalah terbebas dari keterbelengguan yang dirawat dengan kebersamaan dan kesatuan yang utuh. Masa kemerdekaan yang sudah lima puluh tujuh tahun membuktikan

SIMPULAN

Berdasarkan hasil penelitian terhadap analisis nilai-nilai profetik puisi *Negeri Daging* karya Ahmad Mustofa Bisri, terdapat nilai humanis, liberasi dantransendensi. Wujud dalam setiap nilai profetik dijabarkan dengan pemahaman pada nilai humanis terdapat lima indikator nilai profetik yang mencangkup 1) memandang sebagai satu kesatuan yang utuh , 2) menjaga persaudaraan meskipun berbeda agama, status sosial dan tradisi, 3) menghindari berbagai bentuk kekerasan dan 4) membuang jauh prasangka dan rasa benci kepada pihak lain. Wujud nilai liberasi pada indikator nilai profetik mencakup tujuh indikator yaitu 1) memihak kepada kaum tertindas, 2) menegakkan keadilan, kebenaran dan kesejahteraan dan 3) memberantas kebodohan, dan keterbelakangan. Wujud nilai transendensi terdapat sepuluh indikator yaitu 1) mengakui adanya Tuhan, 2) mendekatkan diri dan ramah dengan lingkungan hidup yang dimaknai ciptaan Tuhan, 3) selalu berusaha untuk memperoleh kebaikan Tuhan, 4) memahami segala kejadian dengan ajaran agama, 5) melakukan sesuatu disertai harapan untuk kebaikan akhirat, 6) mengaitkan segala kejadian dengan ajaran agama dan (7) menerima ketentuan Tuhan dengan penuh ridha.

Implementasi nilai profetik dalam pembelajaran menganalisis amanat puisi kelas X di SMA dalam kurikulum 13 dengan Kompetensi Dasar (KD) 3.16 dan 4.16 menganalisis dan menyusun ulasan terhadap pesan dari satu buku fiksi puisi yang dibaca. Melibatkan 4 kompetemsi antara lain spiritual, sosial, pengetahuan dan keterampilan. Hasil analisis nilai profetik puisi *Negeri Daging* karya Ahmad Mustofa Bisri dapat digunakan sebagai

referensi dan alternatif bahan ajar guna memotivasi secara bertahap perkembangan karakter peserta didik dalam kehidupan sehari-hari. Bagi pendidik penelitian ini dapat digunakan sebagai motivasi dalam memilih serta menentukan.

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CITRAAN PENDENGARAN DALAM KUMPULAN CERPEN *TRANSIT URBAN STORIES* KARYA SENO GUMIRA AJIDARMA

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Abstrak

Tujuan penelitian ini adalah untuk mendeskripsikan citraan pendengaran yang terdapat dalam kumpulan cerpen *Transit Urban Stories* karya Seno Gumira Ajidarma. Penelitian ini termasuk penelitian deskriptif kualitatif dengan metode (analisis isi) dan teknik pengambilan data menggunakan *puposive sampling* dengan analisis data model interaktif. Penelitian ini menggunakan pendekatan stilistika dengan aspek kajian fokus pada citraan pendengaran. Hasil analisis dari penelitian ini adalah kumpulan cerpen *Transit Urban Stories* karya Seno Gumira Ajidarma memiliki citraan pendengaran yang dihadirkan melalui deskripsi suatu peristiwa, deskripsi lakuan tokoh, dan tiruan bunyi benda-benda. Pengarang menggunakan citraan pendengaran untuk menggambarkan cerita sehingga dapat memberikan gambaran seolah-olah semua kejadian terjadi dengan nyata. Oleh karena itu, *style* pengarang dalam kumpulan cerpen *Transit Urban Stories* dapat menggambarkan unsur intrinsik yang berupa latar (setting), alur, dan penokohan dalam cerita baik latar suasana maupun batin.

Kata Kunci: Stilistika, Citraan Pendengaran dan Cerpen

PENDAHULUAN

Bahasa merupakan alat untuk menyampaikan atau mengungkapkan gagasan dan imajinasi pengarang terhadap fenomena kehidupan dalam bentuk cerita. Kemampuan pengarang dalam memilih dan menempatkan diksi yang tepat untuk menuangkan ide dan gagasannya berhubungan dengan gaya penulisan. Melalui penggunaan bahasa tertentu yang ditampilkan dalam karya sastra membuat indra pembaca seolah-olah ikut melihat, mendengar, atau merasakan sesuatu yang digambarkan pengarang secara imajinatif. Dari hal tersebut dapat diketahui ciri penggunaan gaya bahasa yang digunakan seorang pengarang dalam menyampaikan gagasannya. Jadi, dapat disimpulkan bahwa gaya bahasa adalah bentuk penempatan berbagai aspek kebahasaan sehingga mempengaruhi pikiran dan imajinasi pembaca.

Citraan merupakan sarana untuk merangsang indera pembaca dengan menggunakan ungkapan-ungkapan bahasa tertentu yang bertujuan untuk mendeskripsikan objek dari kualitas

tanggapan indra yang dideskripsikan melalui karya sastra. Seperti yang dijelaskan oleh Baldic dalam (Nurgiyantoro, 2015:410) bahwa citraan merupakan penggunaan bahasa yang mampu membangkitkan imajinasi secara konkret terhadap suatu objek, pemandangan, aksi, dan tindakan.

Cerpen sebagai sebuah karya sastra atau bisa disebut karya imajinatif. Kisah yang ditampilkan oleh sebuah cerpen merupakan cerita fiksi yang menggambarkan seolah-olah peristiwa yang dihadirkan itu benar-benar ada. Tidak jarang hal ini mempengaruhi pikiran dan imajinasi pembaca. Oleh sebab itu, berbicara karya sastra sebagai karya imajinatif atau seni, tidak jauh dengan yang namanya penilaian atau kritik sastra.

Penelitian ini menggunakan pendekatan stilistika yang difokuskan pada teori citraan. Stilistika menunjuk pada pengertian studi tentang stile. Stile adalah cara penggunaan bahasa dalam konteks tertentu. Khususnya yang terdapat di dalam teks-teks kesastraan dan dengan tujuan untuk mendapatkan efek keindahan

tertentu bagi pembacanya Leech & Short (dalam Nurgiyantoro, 2015:75). Jadi penggunaan gaya bahasa dalam karya sastra dapat dikatakan sebagai cara pengarang dalam pemilihan dan penempatan diksi untuk ungkapan-ungkapan bahasa tertentu yang mempengaruhi pikiran dan imajinasi pembaca.

Sutejo (2010:19) mengungkapkan mengenai macam pencitraan didapati pendapat-pendapat yang berbeda, namun demikian, keanekaan yang demikian bersifat saling melengkapi, diantara pendapat tersebut ada Warren yang membagi kedalam lima macam pencitraan, mencakup; pencicipan, penciuman, kinestetis termasuk haptis dan empatis, sinestetis, citraan 'terikat', dan citraan bebas. Berbeda dengan Pradopo, menurutnya macam pencitraan itu mencakup; citra penglihatan, pendengaran, penciuman, pencecapan, gerak, dan perkotaan serta kehidupan modern. Dalam hal ini, Nurgiyantoro mengelompokkan macam pencitraan menurut pengalaman kelima indra manusia diantaranya ada citra penglihatan (visual), pendengaran (auditoris), gerak (kinestetik), rabaan (taktil termal), dan penciuman (olfaktori). Fokus penelitian ini pada klasifikasi yang dipaparkan Nurgiyantoro yaitu aspek citraan pendengaran.

Peneliti mengkaji aspek citraan pendengaran dalam kumpulan cerpen *Transit Urban Stories* karena secara ilmu bahasa Seno dapat mempengaruhi pikiran dan imajinasi siapa pun yang membacanya. Hal ini terlihat pada pemilihan dan penempatan diksi dalam mendeskripsikan cerita seolah-olah pembaca ikut merasakan melalui panca inderanya, dibuktikan dengan penelitian yang dilakukan Cholidiyah (2019) yang memaparkan Seno Gumira Ajidarma memiliki stile pengkreasian bahasa yaitu menuliskan kalimat yang bertentangan dengan logika namun nyata. Melalui hal tersebut pengarang mampu menimbulkan imajinasi pembaca dan efek estetika dalam

cerita. Stile pengarang dalam pemilihan kata menggunakan kata berunsur alam sebagai kata pengganti dari kata yang bersifat umum, ketepatan pengarang dalam memilih kata akan membuat cerita tersebut menimbulkan efek estetika dan makna yang terkandung dapat tersampaikan kepada pembaca.

Beberapa penelitian terdahulu yang relevan dengan penelitian ini yaitu, penelitian yang dilakukan oleh Hidayati & Suwignyo (2017), Ahmad (2020), Akbar (2021). Perbedaan penelitian terdahulu dengan penelitian ini adalah pada objek penelitian. Penelitian terdahulu kebanyakan menggunakan objek penelitian novel dan puisi, sedangkan penelitian ini menggunakan objek kumpulan cerpen yang berfokus pada aspek citraan pendengaran.

Berdasarkan latar belakang tersebut, maka penelitian ini menarik untuk diteliti *Citraan Pendengaran Dalam Kumpulan Cerpen Transit Urban Stories Karya Seno Gumira Ajidarma* karena pada kumpulan cerpen tersebut memiliki aspek citraan pendengaran. Tujuan penelitian ini mendeskripsikan citraan pendengaran.

METODE PENELITIAN

Penelitian ini menggunakan pendekatan stilistika dalam mengkaji teks kumpulan cerpen *Transit Urban Stories* karya Seno Gumira Ajidarma. Metode *content analysis* (analisis isi) digunakan untuk menelaah isi, isi yang dimaksudkan adalah pesan-pesan yang sesuai dengan hakikat sastra (Ratna, 2015:48). Teknik ini bertujuan untuk menganalisis data yang mengandung aspek citraan pendengaran dalam kumpulan cerpen *Transit Urban Stories*.

Data penelitian ini berupa kata, frasa, dan kalimat yang menunjukkan citraan pendengaran. Sumber data penelitian berasal dari buku kumpulan cerpen *Transit Urban Stories* karya Seno Gumira Ajidarma yang diterbitkan oleh PT Gramedia Pustaka Utama terdiri dari 16 judul cerpen dengan tebal 141 halaman.

Teknik pengambilan sampel dalam penelitian ini menggunakan *purposive sampling*. Pada penelitian ini diambil lima sampel judul cerpen yaitu, *Segawon*, *Istana Tembok Bolong*, *Gokill*, *Budak Cinta*, dan *Kyai Sepuh*. Teknik pengumpulan data pada penelitian ini dilakukan dengan mengkaji dokumen atau arsip menggunakan teknik *content analysis* (analisis isi) dan pendekatan stilistika.

Menurut Leech & Short (dalam Nurgiyantoro, 2015:373) stilistika biasanya dimaksudkan untuk menerangkan sesuatu pada umumnya dalam dunia kesastraan untuk menerangkan hubungan bahasa dengan fungsi artistik dan maknanya.

Analisis data yang digunakan dalam penelitian ini adalah model interaktif. Miles dan Huberman dalam (Sugiyono, 2013:91) mengatakan bahwa analisis model interaktif ini merupakan interaksi dari reduksi data, penyajian data, dan penarik kesimpulan. Peneliti menentukan kata atau kalimat yang mengandung aspek citraan pendengaran dalam kumpulan cerpen *Transit Urban Stories*, kemudian peneliti mengklasifikasi citraan pendengaran yang dihadirkan pengarang.

HASIL PENELITIAN DAN PEMBAHASAN

Pada bab ini memprioritaskan paparan mengenai aspek citraan pendengaran dalam kumpulan cerpen *Transit Urban Stories* dengan pendekatan stilistika.

1. Citraan Pendengaran Dalam Kumpulan Cerpen *Transit Urban Stories* Karya Seno Gumira Ajidarma

Citraan pendengaran menuntut pembaca seolah-olah mendengar suara atau peristiwa yang digambarkan oleh pengarang dalam bentuk tulisan dalam karya sastra. (Nurgiyantoro, 2017:281) menjelaskan bahwa citraan pendengaran adalah pengongkretan bunyi yang didengar oleh telinga. Citraan auditif terkait usaha

pengongkretan bunyi-bunyi tertentu, baik yang ditunjukkan lewat deskripsi verbal maupun tiruan bunyi, sehingga seolah-olah pembaca dapat mendengar bunyi-bunyi itu walau hanya secara mental rongga imajinasi. Seno Gumira Ajidarma dalam kumpulan cerpen *Transit Urban Stories* menghadirkan citraan pendengaran lewat deskripsi suatu peristiwa, deskripsi lakuan tokoh, dan tiruan bunyi benda-benda.

a. Citraan Pendengaran Dalam Cerpen *Segawon* Karya Seno Gumira Ajidarma

Penggunaan citraan pendengaran dimaksudkan untuk merangsang indera pendengaran sehingga mengusik imajinasi pembaca untuk memahami teks sastra secara utuh. Berikut adalah kutipan yang menunjukkan adanya penggunaan citraan pendengaran dihadirkan lewat deskripsi suatu peristiwa.

“Lantunan akordeon bernada sendu dari masa Perang Dunia II. Permainan biola yang menyayatnyayat tetapi sia-sia mengetuk hati. Improvisasi jazz dengan sexophone. Semua itu tampak dimainkan dengan bangga.” (hal:18)

Berdasarkan kutipan tersebut menunjukkan citraan pendengaran yang diperkuat dengan suara lantunan alat musik yang seolah-olah menggambarkan keadaan peristiwa hati seseorang yang sedang merasakan kesedihan. Penggunaan citraan ini sudah tentu untuk memperkuat latar suasana.

Penggunaan citraan pendengaran dihadirkan lewat deskripsi lakuan tokoh ditunjukkan pada kutipan berikut.

“Hah!Ajaib bukan? Seorang pengemis yang tidak memiliki kehormatan harus berbelas kasihan kepada bukan pengemis yang sangat terhormat! Hmm...” (hal:23)

Berdasarkan kutipan tersebut, secara tidak langsung pengarang menghadirkan citraan pendengaran melalui simbol tanda baca dan lakuan tokoh yang

terkejut karena harus berbelas kasihan kepada bukan pengemis. Pengarang menggunakan tanda seru dan tanya pada kata “*Hah!* dan *Ajaib bukan?*”, menunjukkan citraan pendengaran untuk mendapatkan kesan nyata bagi pembaca. Hal tersebut mampu menimbulkan efek emotif bagi pembaca.

Selain citraan pendengaran dihadirkan lewat deskripsi suatu peristiwa dan deskripsi lakuan tokoh pada cerpen *Segawon* ada juga citraan pendengaran yang dihadirkan lewat bunyi benda-benda seperti pada kutipan berikut ini.

“Lantas dengan gelas plastik air mineral yang sebelumnya telah diisi sendiri dengan sejumlah koin, agar dapat ia memainkan bunyinya, sebagai penanda bahwa gelas itu harap diisi koin yang sama.”(hal:18)

Berdasarkan kutipan tersebut pengarang menghadirkan citraan pendengaran lewat tiruan bunyi sejumlah uang koin yang dipertunjukkan tokoh dalam cerita. Hal itu dapat dilihat pada diksi memainkan bunyinya sehingga pembaca akan membayangkan bunyi sejumlah uang koin yang dimasukkan ke dalam gelas plastik air mineral. Bunyi tersebut dihasilkan dari koin yang bertumbukan satu sama lain sebagai penanda orang-orang yang mendengar dan lewat di depan tokoh pengemis harap mengisi uang koin. Pembangkitan bunyi-bunyi alamiah tertentu lewat penataan kata-kata tertentu dapat memberikan efek pengonkretan dan alamiah sehingga penuturan terlihat lebih teliti dan meyakinkan. Pengarang menghadirkan citraan pendengaran lewat tiruan bunyi sejumlah uang koin untuk mengidentikan seorang pengemis jalanan kepada pembaca.

Berdasarkan analisis citraan pendengaran pada cerpen *Segawon* diketahui citraan pendengaran dihadirkan melalui: deskripsi suatu peristiwa, deskripsi lakuan tokoh, dan tiruan bunyi benda-benda.

2. Citraan Pendengaran Dalam Cerpen *Istana Tembok Bolong* Karya Seno Gumira Ajidarma

Penggunaan citraan pendengaran dihadirkan lewat deskripsi suatu peristiwa ditunjukkan pada kutipan berikut.

“Di balik tembok segalanya gelap, hanya gelap, dan tiada lain selain gelap, ketika dari kegelapan itu terdengar suara berat seorang lelaki.”

“Anak kecil! Mau apa di sini?”
(hal:79)

Berdasarkan kutipan tersebut, pengarang menghadirkan citraan pendengaran lewat deskripsi suatu peristiwa malam yang begitu gelap. Hal ini dibuktikan dengan pengulangan kata gelap untuk mendeskripsikan latar waktu. Melalui pendeskripsian itu pembaca seolah-olah mendengar suara seorang lelaki dewasa yang menandai kedatangan tokoh anak kecil. Pengarang mengkonkretkan suara berat seorang lelaki dengan menggunakan tanda seru pada kalimat “*Anak kecil! Mau apa di sini?*”, sehingga pembaca mudah memahami suatu peristiwa dalam cerita. Penggunaan citraan pendengaran ini sudah tentu untuk memperkuat latar suasana dan waktu.

Penggunaan citraan pendengaran dihadirkan lewat deskripsi lakuan tokoh ditunjukkan pada kutipan berikut.

“Aku tidak mau korek api.”

Terdengar tawa perempuan itu.

“Berapa umurmu?”

“Sebelas.”

Sekarang tawa itu keras sekali.
(hal:86)

Berdasarkan kutipan tersebut, pengarang menghadirkan citraan pendengaran melalui lakuan tokoh yang tertawa ketika mengetahui umur anak kecil itu. Pengarang menggunakan kata terdengar sebagai pemicu efek konkret pada pembaca. Melalui dialog pada kutipan tersebut seolah-olah mendengar suara tawa perempuan itu yang begitu keras setelah mengetahui umur anak kecil yang ditanyainya. Penggunaan citraan

pendengaran ini tentu untuk menjelaskan karakter tokoh anak kecil yang masih berusia sebelas tahun.

Selanjutnya, ada citraan pendengaran dihadirkan lewat tiruan bunyi benda-benda. Seperti pada kutipan berikut.

*“Ia tahu bagaimana semua kereta api ini akan melewati persilangan, palang kereta api yang turun dan terangkat kembali dengan bunyi **teng-teng-teng-teng** dan bagaimana perempuan-perempuan yang menyingkir karena kereta api lewat, kembali berdiri di tepi jalan.”* (hal:83)

Berdasarkan kutipan tersebut, pengarang menghadirkan citraan pendengaran untuk mendeskripsikan suasana persilangan jalan kereta api dan kendaraan umum. Bunyi “teng-teng-teng-teng”, dihasilkan dari lonceng sirene palang kereta api yang akan turun dan terangkat kembali.

Berdasarkan analisis citraan pendengaran pada cerpen *Istana Tembok Bolong*, diketahui citraan pendengaran dihadirkan melalui: deskripsi suatu peristiwa, deskripsi lakuan tokoh, dan tiruan bunyi benda-benda.

3. Citraan Pendengaran Dalam Cerpen *Gokill* Karya Seno Gumira Ajidarma

Pengarang mendeskripsikan suatu peristiwa dengan menghadirkan citraan pendengaran. Hal ini dapat dilihat pada kutipan berikut.

*“Inilah yang membuatku bisa menyatakan, jika dikau sungguh-sungguh tidak akan pernah tahu bagaimana rasanya membunuh seseorang, tepat setelah syair Payung Teduh yang disenandungkannya sampai pada... **sedikit cemas, banyak rinduuuunya...**, semua ini aku tahu rasanya.”* (hal:110)

Kutipan tersebut menunjukkan citraan pendengaran berupa lagu payung teduh yang berjudul perempuan dalam pelukan. Penggunaan citraan pendengaran untuk memperjelas latar suasana yang diperkuat

dengan suara lembut lagu payung teduh. Pengarang menggunakan syair payung teduh sebagai pemicu efek konkret bagi pembaca. Pembaca ketika tepat membaca kata “*sedikit cemas, banyak rindunya...*”, seolah-olah mendengar suara merdu dan lembut dari kelompok band payung teduh, sehingga ikut menyayikannya.

Selanjutnya, citraan pendengaran dihadirkan melalui deskripsi lakuan tokoh ditunjukkan pada kutipan berikut ini.

*“Ah, akhirnya datang juga yang kutunggu-tunggu.” **Ah!** Benarkah perempuan bernama Layla yang berumur 99 tahun ini tahu diriku datang untuk membunuhnya?”* (hal:112)

Kutipan di atas menunjukkan citraan pendengaran yang berupa kata “*Ah!*”, yang diberi tanda seru memberikan efek konkret bagi pembaca seolah-olah kata tersebut terdengar begitu keras. Melalui pendeskripsian tersebut pengarang menghadirkan citraan pendengaran melalui lakuan tokoh yang merasa heran dan bertanya-tanya mengenai perempuan bernama Layla, tahu kedatangan tokoh aku untuk membunuhnya bahkan sudah ditunggu-tunggu. Penggunaan citraan pendengaran ini sudah tentu untuk menjelaskan karakter tokoh perempuan tua yang berumur 99 tahun.

Berdasarkan analisis citraan pendengaran cerpen *Gokill*, diketahui citraan pendengaran dihadirkan melalui: deskripsi suatu peristiwa dan deskripsi lakuan tokoh.

4. Citraan Pendengaran Dalam Cerpen *Budak Cinta* Karya Seno Gumira Ajidarma

Pada cerpen *Budak Cinta* pengarang menghadirkan citraan pendengaran lewat deskripsi suatu peristiwa. Hal ini dapat dilihat pada kutipan berikut.

“Dalam kegelapandan kerasnya suara hujan tak didengarnya lenguh dan desahan, tetapi dia dapat merasakan segalanya.” (hal:123)

Berdasarkan kutipan di atas citraan pendengaran dihadirkan untuk mendeskripsikan suara air hujan yang begitu keras sehingga suara lenguh dan desahan tak dapat didengarnya. Melalui pendeskripsian kutipan di atas imajinasi pembaca seolah-olah mampu mendengar suara air hujan yang begitu deras secara konkret.

Selanjutnya, pengarang menghadirkan citraan pendengaran lewat lakuan tokoh sepasang kekasih. Hal ini bisa dilihat pada kutipan berikut.

“Apabila mereka berpapasan itulah dadanya akan berdesir hatinya hidup, dan sesuatu berdegup lebih kencang dari biasa.” (hal:119)

Berdasarkan kutipan di atas citraan pendengaran dihadirkan lewat lakuan tokoh sepasang kekasih yang apabila bertemu akan terlihat gugup dan hatinya berdegup lebih kencang dari biasanya. Membaca kutipan di atas imajinasi pembaca seolah-olah dapat mendengar detak jantung yang berdegup lebih kencang dari biasanya karena gugup bertemu seorang kekasih yang diharapkan dan didambakannya secara konkret.

Berdasarkan analisis citraan pendengaran pada cerpen *Budak Cinta*, diketahui citraan pendengaran dihadirkan melalui: deskripsi suatu peristiwa dan lakuan tokoh.

5. Citraan Pendengaran Dalam Cerpen *Kyai Sepuh Karya Seno Gumira Ajidarma*

Pengarang mendeskripsikan peristiwa kematian *Kyai Sepuh* dengan menghadirkan citraan pendengaran. Hal ini dapat dilihat pada kutipan berikut.

*“Suara aneh terdengar dari tenggorokannya, seperti hembusan napas yang keras, sepintas lalu bagaikan dengkur orang tidur. Lantas *Kyai Sepuh* tidak bergerak lagi.”* (hal:130)

Berdasarkan kutipan di atas citraan pendengaran berupa suara aneh yang keluar dari tenggorokan *Kyai Sepuh*.

Melalui pendeskripsian tersebut, pembaca seolah-olah dapat mendengar suara aneh yang digambarkan pengarang secara konkret walau hanya terjadi di rongga imajinasi. Selain itu, kutipan tersebut terasa indah dengan memanfaatkan majas simile karena menggunakan kata pembandingan yaitu “seperti” dan “bagaikan”.

Huss! Kok lain-lain? Mesti yang bener! Lain hitungan lain lagi maknanya! Seorang juru tafsir memberi komando.” (hal:130)

Kutipan tersebut secara tidak langsung menunjukkan citraan pendengaran yang dihadirkan melalui lakuan tokoh yang tegas pada para pencari petunjuk karena tidak sama dalam menyebutkan berapa kali *Kyai* batuk. Pengarang menggunakan tanda baca seru dan tanya sebagai pemicu efek konkret citraan pendengaran. Melalui pendeskripsian tersebut pembaca seolah-olah mendengar perkataan juru tafsir yang keras dengan adanya tanda baca seru pada kata “huss!”, “mesti yang bener!”, dan “lain hitungan lain lagi maknanya!”. Hal ini memberikan efek emotif pada pembaca.

Berdasarkan analisis citraan pendengaran pada cerpen *Kyai Sepuh*, diketahui citraan pendengaran dihadirkan melalui: deskripsi suatu peristiwa dan deskripsi lakuan tokoh.

Dari hasil analisis dapat disimpulkan setiap cerpen; (1) *Segawon*, (2) *Istana Tembok Bolong*, (3) *Gokill*, (4) *Budak Cinta*, (5) *Kyai Sepuh*. Kesimpulan dapat dilihat pada tabel berikut ini.

Tabel 1. Citraan Pendengaran Dihadirkan

No	Citraan pendengaran dihadirkan dengan cara/teknik	Judul Cerpen				
		1	2	3	4	5
1.	Suatu Peristiwa	✓	✓	✓	✓	✓
2.	Lakuan	✓	✓	✓	✓	✓

Tokoh					
3.	Tiruan Bunyi	✓	✓	-	-
	Benda				

Berdasarkan hasil tabel di atas citraan pendengaran yang digunakan pengarang dalam penggambaran cerita dapat memberikan gambaran seolah-olah semua kejadian terjadi dengan nyata. Oleh karena itu, gaya bahasapengarang dalam kumpulan cerpen *Transit Urban Stories* dapat menggambarkan unsur intrinsik yang berupa latar (setting), alur, dan penokohan dalam cerita baik latar suasana maupun batin.

SIMPULAN

Berdasarkan hasil penelitian dan pembahasan dapat disimpulkan bahwa citraan pendengaran yang digunakan pengarang dalam menggambarkan cerita dapat memberikan gambaran seolah-olah semua kejadian terjadi dengan nyata. Oleh karena itu, gaya bahasapengarang dalam kumpulan cerpen *Transit Urban Stories* dapat menggambarkan unsur intrinsik yang berupa latar (setting), alur, dan penokohan dalam cerita baik latar suasana maupun batin.

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DEVELOPING FILM-BASED CRITICAL READING & WRITING MATERIAL TO IMPROVE STUDENTS' SYMBOLIC INTERPRETATION ABILITY USING "DESPICABLE ME" MOVIE

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Abstract

The writer conducted this development research in order to increase students' symbolic interpretation skill by developing material from movie in form of teaching medium. This teaching medium is expected to make students able to increase their symbolic interpretation skill. The movie used for developing teaching medium was "Despicable Me" movie. The making process followed Borg and Gall development models, which follows 5 steps. After the teaching medium was finished, it was tested through validator test. Finally, after all of them were completed, the medium was ready to be used for teaching critical reading and writing by following instructional design, such as pre-viewing, viewing, and post-viewing.

Keywords: Despicable Me Movie, Learning Medium, Symbolic Interpretation

INTRODUCTION

The rapid development of technology has had impact through students' habit, which they are lazy to think critically when they study, for example they are lazy to do their assignment or homework and just do copy-paste from some websites in the internet. This phenomena really happens nowadays which if it is left alone, it will bring us to laziness and stupidity generation. Therefore, it needs to be handled soon by forcing students to think critically but in a fun way, so that they will not feel bored when they study. One way that can be done to handle it is by teaching critical reading and writing through students which will make the students are used to think critically and minimize their bad copy-paste habit.

McDonald in Tomasek (2009:127) states that critical reading is one of the alternative ways in reading which requires the students' understanding beyond the common approaches to read, such as information processing or personal response towards the text. Then, the definition of critical writing is writing

which analyses and evaluates information, usually from multiple sources, in order to develop an argument (eapfoundation.com). The relation between reading and writing is important, because increasing the students' reading has more effect in producing gain in the students' writing. Pamuji (2015:3) adds that based on the students' achievement in reading will affect the students' writing achievement because both of those skills are related. It means that having good reading will help the students have good writing.

One competence of critical reading and writing that has to be mastered by the students is symbolic interpretation. Sadowski (2009) stated that the symbol must be item, image, and icon. One way to do symbolic interpretation is through using movie as learning medium. Medium is important in teaching learning process because good medium can make students are interested in learning some materials. Fatimah (2019) stated that "To get an effective effort in learning language, the teacher should be able to use a good media especially to attract the interest of the students". Thus, movie is used because it

can make students interesting to learn English and they will not be bored with conventional method that have been used. Besides the use of movie as a media of teaching, students can at the same time be entertained by watching the movie (Fatimah, 2019). Therefore, the writer can conclude that movie is a good medium to be used in teaching and learning process, especially for increasing students' critical reading and writing skill through symbolic interpretation from a movie.

The writer in this research will use cartoon movie as medium for teaching and learning process. Holmes (1992) stated that "Cartoon movie is a term we use to describe a particular material and medium of communication that has certain specific properties governed by certain physical laws". The writer chooses cartoon movie, because it has a good animation and funny stories which can make students interact with the teaching and learning process, and also, they will be easier in mastering the material because they can enjoy the teaching and learning process. The movie that will be used by the writer is "Despicable Me" movie. Despicable Me is a cartoon movie which tells about a super villain called "Gru" who changed his personality from Super-Bad into Super-Dad because of the 3 orphans that he adopted from orphanage, which also made him stop doing crimes and treated his Minions better than before.

The writer chooses that movie as the object of research because that movie has good moral value which tells us that everybody can change, even the bad people like Gru can change too. Besides that, the writer also found that some of characters in that movie has symbolic interpretation which can be used as material for teaching critical reading and writing. Those unique things can be used as the phenomena which will be the basic background of developing Despicable Me movie into a learning material for students.

Based on the explanation above, the writer applied the learning material itself

for teaching critical reading and writing through students. Students are asked to do symbolic interpretation of Gru and Minions character in the movie. The writer chooses to apply the learning material for teaching critical reading and writing because students are always just do shallow thinking not critical thinking, so that they just get the literal meaning of something, but if they do critical thinking, they will get the deeper meaning than the literal meaning itself. Moreover, the critical thinking also needed by students in this era, because if they do not think critically about some material that being taught by the teacher, they will be left behind by other students who always think critically about the material itself.

RESEARCH METHOD

The writer chooses development research method. The reason why the writer choose development research is, because this research will develop movie for teaching critical reading & writing material in order to improve students' symbolic interpretation ability. The development research according to Borg & Gall (1983), is a process used to develop and validate educational product. This research uses Borg and Gall model to do the development research. Borg and Gall provides development research steps including 10 steps, but this research will only use 5 steps of them, which are (1) Research and information collecting; (2) Planning; (3) Develop preliminary form of product; (4) Main field testing; and (5) Main product revision.

The data collection technique followed Borg and Gall model using 5 steps that based on the explanation of research design above. According to Tanzeh (2011), technique of collecting data is the systematic procedure and the standard to get the data that needed. The writer did interview, questionnaire, and close watching to collect the data following the Borg and Gall steps. The interview is done in order to get deeper

information and clarify the results from the questionnaire. The first, interview and questionnaire were used in research and information collecting step and planning step, which the aim was to get the data from the students about what their needs and abilities. The second, interview and questionnaire were used in main field testing step and main product revision step, which the aim was to get the validation of the expert and find out which part of the material that should be revised in order to match the students need and abilities. Besides that, the close watching also done in develop preliminary form of product step, which the writer did close watching in order to get the correct movie scene which contained symbolic interpretation.

According to Sugiyono (2012), data analysis is an activity done after the data of sources has been gathered. Therefore, the results from interview and questionnaire were analyzed using descriptive qualitative method in order to interpret the data into a description paragraph. The first interview and questionnaire, which done with the lecturer were done in order to find out students' needs and abilities. Therefore, it was analyzed using need analysis. Then, the second interview and questionnaire, which done with the validator were done in order to get the strengths and weaknesses from the developed material, so that the writer could do the revision to make the developed material correct. Besides that, the content analysis also done as a part of development research method in which the writer chose some scenes which contain symbolic interpretation. Then, the writer arranged it in form of instructional design as learning steps of lesson plan, such as pre-viewing, viewing, and post viewing.

FINDING AND DISCUSSION

C. Symbolic Interpretation of Gru and Minions Character in the Movie

Symbols are not translations of our thought; they are its organs (Eco, 1984:135). The function of a symbol is to represent a reality or a truth and to reveal them either instantaneously or gradually. The relationship of the symbol to a reality is conceived of as somewhat direct and intimate and also as somewhat indirect and distant. Tillich (1964:59) states that symbols are always point beyond itself to something that is unquantifiable and mysterious; symbols open up the depth dimension of reality itself.

Therefore, symbolic interpretation is important, because the function of symbol itself is to conserve the fund of general meanings in terms of which each individual interprets his experience and organizes his conduct, religion is in part an attempt. But meanings can only "be stored" in symbols: a cross, a crescent, or a feathered serpent (Geertz, 1973:127)

Symbolic interpretation in "Despicable Me" movie can be seen on "Gru" and "Minions" character. The character that showed in the movie is not as simple as that, because if we do deeper analysis we can found that there is another meaning from the character itself which symbolize something more than the character that being shown in the movie itself. Gru character does not only symbolize a boss and a criminal, but it symbolizes an adult person in real life who has a mature thinking skill and able to change from a bad person into a good person. Moreover, Minions character does not only symbolize a worker, but it symbolizes children in real life, because they love to play and doing some funny things

D. Implementation of Using “Despicable Me” Movie to Develop Students’ Symbolic Interpretation

The writer implements “Despicable Me” movie to teach critical reading and writing by making a learning medium using that movie to improve students’ symbolic interpretation ability. The development of material itself follow Borg and Gall development model, as follows:

1. Research and Information Collecting

The writer gives the questionnaire to the students who join “Critical Reading and Writing” subject to get all of the information that needed to become the basic of developing the material by making the learning medium itself. From the questionnaire itself, the writer can conclude that the students are not too interested when they study the material and it affect to their understanding about the material. It can be happen because the teaching medium does not make them interested in learning the material. Therefore thw writer can conclude that the students need a new fresh medium to make them easier in mastering the material itself.

2. Planning

This step starts from the phenomena that the writer found in the “Despicable Me” movie, which it is about symbolic interpretation of the character in the movie itself. Then, the writer also found out that the symbolic interpretation can be used for teaching critical reading and writing to students. Reading and writing are chosen since the relation between reading and writing is important, because increasing the students’ reading has more effect in producing gain in the students’ writing. Moreover, Pamuji (2015:3) stated that based on the students’ achievement in reading will affect the students’ writing achievement because both of those skills are related. It means that having good reading will help the students have good writing

Besides that, the writer also found out the data from the questionnaire which 80%

stated that the students are hard to master the material and also 100% of them need new learning medium to make them easier in mastering the material. All of those reasons are become the basic foundation of developing the material with hope that the developed material can make students easier in mastering critical reading and writing.

3. Develop Preliminary Form of Product

The developing process started by downloading “Despicable Me” movie from internet, then the writer doing close watching through the movie. After that, the writer chose some scenes which contain symbolic interpretation of the character in the movie. Symbolic interpretation is a device utilized by many film artists as well. Symbolic interpretation in cinema allows the audience to make connections and understand meaning, adding to both the entertainment and thematic value of a film (literarydevices.net).

The writer used Sony VegasPro to do editing through the movie, such as cutting the movie, gathering the movie, and render all of them into a unit of video that can be used as a medium for teaching learning process. Not all part of each scene is used, but only the cut of those scenes which contains utterance or acting shows symbolic interpretation. They are gathered and arranged systematically following the storyline of the movie. After every cut scene is arranged systematically, the last step is to do the rendering process to make all of those cut scenes into one unit of video. The writer doing rendering through the whole cut scenes into a video approximately 13 minutes long using 720p resolution.

After the medium has finished, the next important step is to implement it into instructional design to teach critical reading and writing. The instructional design will be divided into 3 parts, which is pre-viewing, viewing, and post-viewing as follows:

a. Pre-Viewing

In this step, the teacher will explain briefly about the material that will be taught and also the short synopsis of the movie that will be used for learning medium. It is done in order to make the students have a sight and not confused of the material and the synopsis of the movie itself. After that, the teacher will give an assignment to find out the symbolic interpretation of main character in the movie. Students are asked to do the assignment after watching the movie later.

b. Viewing

In this step, the teacher will show the students the movie that have been made as a teaching medium. The movie is about 13 minutes long and the students have to pay attention to the movie, so that they can get the point of the movie and can answer the assignment from the teacher that has been given before. The movie will be played only once considering the time limit of the subject itself.

c. Post-Viewing

After the teacher finished showing the movie, the students have to complete the assignment that has been given before in the pre-viewing step. They have to give their answer about the symbolic interpretation of main character in the movie and write their answer in a sheet of paper. This teaching learning process will be more fun and interactive since it is not only listening to teacher explanation, but they also can watch the movie as a fresh learning medium for them. Therefore, the students will be more interested and easier to understand about the material itself.

4. Main Field Testing

The writer did validator test with expert to make the product valid. It was done because in this pandemic Covid-19 situation which prohibit lecturer to do offline class in order to prevent the spread of Corona Virus, so that the writer did validator test with an expert. The validator itself is an expert of material development namely Dr. Sarlita Dewi Matra, M.Pd. The

validator test was done by using interview and questionnaire through the validator.

The writer uploaded the product which is in form of movie scene to Google Drive. Then, the writer shared the link of movie itself to the validator. Besides that, the writer also send a questionnaire for the validator along with the movie link before. It is done in order to clarify and deepen the validator test itself, so that the product that being tested will be valid at the end.

5. Main Product Revision

Based on the questionnaire, the developed material in form of movie scene has suitable enough to be used as learning medium for teaching critical reading and writing to the students, because it has fulfilled/appropriate with many aspects, such as curriculum, standard competence, students' abilities, and can be presented through instructional design. Thus, there is no revision to the product itself, because it has fulfilled some aspects that have stated before. Therefore, the writer can conclude that the product in form of movie scene has been valid to be used for teaching critical reading and writing to the students.

CONCLUSION

The developed material in form of learning medium can be used for teaching critical reading and writing through students in order to increase students' symbolic interpretation skill. It can be concluded like that, because the developed material has followed the development model by Borg and Gall and can be presented in an instructional design, such as pre-viewing, viewing, and post-viewing. The most important aspect is that the developed material has passed the validator test which conducted with the validator in order to find out whether the developed material can be used for teaching learning process or not. Based on all of those aspects, it can be concluded that the developed material in form of learning medium can be used for teaching critical reading and writing through students.

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STUDENTS' PERCEPTION OF PARAPHRASING IN WRITING: COGNITIVE, AFFECTIVE AND CONATIVE

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Abstract

This study aimed to find out students' perception of paraphrasing by seeing cognitive, affective, and conative aspects. It involved 20 English students who had taken an academic writing course in the year 2020/2021 in one of private universities of Yogyakarta. By carrying out a descriptive quantitative design, the questionnaire was used to gain the data. The result showed that the students had a good knowledge of paraphrasing. It shows 80.7% related to the cognitive aspect. They comprehend the concept of paraphrasing as rewriting and technique to avoid plagiarism in writing. In the affective aspect, the majority of students (79%) were influenced by their emotions to paraphrase text. The students' feeling has correlation with the affective values that give impacts to the how students write the paraphrase. Furthermore, the conative aspect had a percentage of 76.8% which showed students' attitude of paraphrasing. This aspect has affected students' performance on paraphrasing constantly in their writing. Thus, it is essential to familiarize paraphrasing skills to enhance student's quality in writing.

Keywords: paraphrasing, perception, affective, cognitive, conative

INTRODUCTION

Writing can encourage students to recall knowledge and focus on learning which they will be better understand and remember the lesson, and it will remind them longer. Khazrouni, 2019 mentions that for EFL learners to develop any writing skills are required in their English study, including analyzing, argument, and critical thinking. Nevertheless, according to Harmer, 2001 as cited in Habibi et al., 2017, when students do not have the words or language, they need to express themselves in writing, they might become very frustrated. Therefore, an educational institution provides academic writing classes to learn and develop the structure of writing. The educational institution also serves regulations that the students have to write academic writing to required graduation (Ismail et al., 2020). Creating academic writing is not easy for them by seeing they have to pass a long writing process. Through the writing process, the students can

identify, understand, and search the information from other references (Pinjaroenpan & Danvivath, 2017). Search the references include the academic papers not only from the book but also on the internet website. Internet website has many sources to support students' reference, but they must be careful because it will be issue in their academic writing. The number of open-access academic papers and internet websites increases every year, the students and researchers faced a significant issue in maintaining academic integrity and honesty by appropriating someone else's ideas into their writing manuscripts (Mira & Fatimah, 2020). Copying someone ideas without mention the author is the same as plagiarism. Overcoming students' plagiarism on writing performance, they can use paraphrasing skill in their writing.

According to Khairunnisa et al., n.d. , paraphrasing is a technique for quoting others' ideas that students must master to complete a writing product for

academic purposes. Similarly, paraphrasing is a technique for delivering someone's thoughts by totally rewriting different writing from the original text (Ismail et al., 2020). In this case, paraphrasing is a way to rewrite a quote by the editor through a new language without changing idea and meaning from the original author. For most students, performing paraphrasing is difficult because they lack knowledge and practice in doing so, as well as awareness of excellent paraphrasing strategies (Rahmayani, 2018). There are three criteria to good paraphrase from Bailey, 2011: (1) about the same length as the original, (2) the meaning of the original which is still maintained, and (3) changing appropriate vocabulary and grammar from the author's style to own style.

Unfortunately, as reported in several studies, the students still paraphrase in academic writing. The study by Liao & Tseng, 2010 shows that errors from non-native writers in paraphrasing are closely related to plagiarism. In addition, Shi, 2012 mentions that students have difficulty paraphrasing to avoid plagiarism. If the students plagiarize other ideas, it can be illegal and not tolerated in all academic institutions. The resulting study by Park, 2003 as cited in Santoso et al., 2019, reveal that over 50% of students at university cheat on plagiarism in the online world. Furthermore, Nurul & Sulistyningrum (2021), mention that most students fail paraphrasing text because they mostly rely on the synonym. Failing paraphrasing relate to the students' knowledge, emotion, and attitude about concept paraphrasing. In addition, the study by Liao & Tseng, 2010 find that the students deny having committed plagiarism and claim they are aware of the importance of paraphrasing. Nevertheless, the result contrast with the student's attitude toward paraphrasing task which was the

postgraduates and undergraduates failed to create acceptable texts. In consequently, it is important to lecturer to know how students' perception of paraphrasing.

Perception is how to affect the stimulus-response an object receives through personal sense, which is interpreted into a meaningful picture. Perception is an essential psychological aspect to know phenomena related to our environment. People have different perceptions of every object, which can be negative or positive. There are several aspects of perception from Bimo Walgito in Yeni, 2021: (1). Cognitive: knowledge, views, expectations, ways of thinking/gaining of knowledge, experience in the past, and thoughts or beliefs related to how to perceive the object. (2) Affective: the person feeling and emotional toward object and concern excellent or bad evaluation on individual emotion factors. (3). Conative: attitude, individual activity, behavior, and motivation by perceiving a particular object or circumstance. These aspects are essential since the students relate to knowledge, feeling, and attitude in the behavioral tendency toward self-perception. This research aims to find out students' perception of paraphrasing in their writing by seeing the cognitive, affective, and conative aspect.

RESEARCH METHOD

This study employed a descriptive quantitative data. According to Creswell, 2012 Quantitative research is identifies problem based on the trends to explain why something occurs. The participants involved 20 English students from batch 2017 and 2018 who took an academic writing course in one of the private universities in Yogyakarta. The instrument used was close-ended questionnaire. It was used to gain students' perceptions of paraphrasing in their writing. There are

three perception indicators from Bimo Walgito (2010) as cited in Yeni, 2021 cognitive, affective, and conative aspects. The scale choice points used the Likert Scale with five options (strongly agree, agree, neutral, disagree, and strongly disagree) by Sugiyono, 2013. Furthermore, analyze the data and classify the percentage of students' perception using paraphrasing in writing.

The scoring formula

$$P = \frac{W}{Q} \times 100 \%$$

(QRS)

P = Percentage score

R = Total question

W = Frequency (total respondent choice)

S = Total respondents

Q = Maximum score each

Table 1. Percentage Questionnaire

No	Percent (%)	Qualification
1	75% - 100%	High
2	50% - 75%	Medium
3	25% - 50%	Low
4	0% - 25%	Very Low

FINDING AND DISCUSSION

The purpose of this study is to find out students' perception of paraphrasing in their writing.

Questionnaire

To measure how the students' perception of paraphrasing in their writing, this study used Bimo Walgito's theory about aspects of perception. These aspects contains cognitive, affective, and conative.

Table 2. Cognitive aspect

Statment	S	S	N	SD	D
	A				
I know paraphrasing could minimize plagiarism	45 %	55 %	-	-	-

I know paraphrasing as rewriting the sentence	20 %	75 %	-	5%	-
Before I know paraphrasing, I often copy the sentence directly	15 %	30 %	30 %	25%	-
I am able to improve my idea in paraphrasing	30 %	55 %	15 %	-	-
I am able to improve new vocabulary in paraphrasing	50 %	45 %	5%	-	-
I am able to improve writing skill in paraphrasing	30 %	50 %	20 %	-	-
I write the sentence based on context and language in paraphrasing	20 %	40 %	25 %	15%	-

Table 2 about the cognitive aspect showed that most of the students had a good knowledge of paraphrasing. It can be seen from the percentage number 1 and 2. The data showed that they were able to perceive the concept of paraphrasing. The first statements showed most of the students (SA = 45%, A = 55%) which "I know paraphrasing could minimize plagiarism". This percentage was higher to prove that paraphrasing could minimize plagiarism in writing. Furthermore, the second statement was "I know paraphrasing as rewrite the sentence". It can be seen (SA = 20%, A = 75%, D = 5%), which means most of the students know the definition of paraphrasing as rewriting sentence than

5% were not know paraphrasing as a rewrite. In contrast third statements “Before I know paraphrasing, I often copy the sentence directly” and which Percentage (SA = 15%, A = 30%, N = 30%, D = 5%). They chose 15% strongly agree, and 30% agree that they always copy the sentence without rewriting the sentence. It is same as plagiarism if they did not paraphrase the sentence before. Whereas the students who were 30% neutral did not answer the statement, and 5% were not copying directly, although they did not know to paraphrase before. In addition, the percentage numbers 4, 5, and 6 data showed that they could improve ideas, new vocabulary, writing skills. They could improve idea in paraphrasing which percentage (SA = 30%, A = 55%, N = 15%). They can develop their idea through paraphrasing because it makes them knowledgeable. Moreover, the percentage students choose (SA = 50%, A = 45%, N = 5%) which they find out new vocabulary when using paraphrasing. They strongly agree 50% and agree 45% many vocabularies used to paraphrase sentences. Then, students able to improve writing skill in paraphrasing (SA = 30%, A = 50%, N = 20%). Only 30% strongly agree, and 50% agree, it was higher for students to practice their writing skill in paraphrasing. Next, the students could write the sentence based on the context and language in paraphrasing which percentage (SA = 20%, A = 40%, N = 25%, D = 15%). The students were 20% strongly agreed, and 40% agreed that they could write sentences related to the context and language, although 15% disagreed.

Based on the questionnaire data related to cognitive aspect to measure students' knowledge of paraphrasing by the English department students (see appendix 1.2.1), the students' knowledge of paraphrasing shows a high number of 87.5% perceived. It

shows that students comprehend the concept of paraphrasing in writing. According to Bimo Walgito, cognitive is one aspect of perception about knowledge, views, expectations, and belief related to how to perceive the object. Students' knowledge of paraphrasing as rewriting sentences could minimize plagiarism in their writing. Although, errors from the non-native writer in paraphrasing are closely related to the case of plagiarism (Liao & Tseng, 2010). It was related in statement 3 that they often copy sentences directly without paraphrasing previously. Nevertheless, the students could improve their ideas, new vocabulary, writing skills, and write sentences related to the context language through paraphrasing skills.

Table 3. Affective aspect

Statment	SA	S	N	S D	D
I realize using paraphrasing could avoid plagiarizing	45%	50%	5%	-	-
I am very confident in making my paper because of paraphrasing	35%	55%	10%	-	-
I am happy when I find new vocabulary	40%	40%	20%	-	-
I doubt if my writing is not related to the topic	10%	70%	20%	-	-
I am comfortable when using paraphrasing website	15%	35%	45%	5%	-
I am difficult	10%	60%	15%	15%	-

to find the correct words to paraphrase	%				
I am lazy to read long texts to paraphrase occasionally	10%	55%	25%	10%	-

The table 3 about the affective aspect focuses on students' emotional paraphrasing. Students' feeling is part of the important influence to paraphrase a sentence. It also impacts students' interest and anxiety. In the data number 8 that students realize using paraphrasing could avoid plagiarizing, it showed (SA = 45%, A = 50%, N = 5%). Both percentages were higher to students' awareness use paraphrasing to avoid plagiarizing. Next, the students showed that (SA = 35%, A = 55%, N = 10%) it really confidently to paraphrase. Furthermore, the students were really happy to find new vocabulary, it can be seen (SA = 40%, A = 40%, N = 20%). Many vocabularies they could master would make it easier to paraphrase. In contrast to statement 11, the students doubted if their writing was not related to the topic, it could be seen (SA = 10%, A = 70%, N = 20%). They disbelieve 10% strongly agree, and 70% agree that their writing could not deliver the topic well. In other side, the students were comfortable using paraphrasing website with the percentage (SA = 15%, A = 35%, N = 45%, D = 5%). The students 15% strongly agree, and 35% agree they were confident to use paraphrasing websites as supporting their writing, and 5% disagree not using paraphrasing websites in writing. In addition, the students were challenged to find the correct word to paraphrase in the percentage (SA = 10%, A = 60%, N = 15%, D = 15%). The students 10% strongly agree, 60% agree to find correct words to paraphrase, and 15% they were easy to find the correct word.

Moreover, the students were lazy to read long texts occasionally which percentage (SA = 10%, A = 55%, N = 25%, D = 10%). The students 10% strongly agree, and 55% agree they were lazy when reading long text to paraphrase, while 10% enjoy reading long text.

Based on the questionnaire data related to affective aspect to measure students' emotion of paraphrasing by the English department students (see appendix 1.2.2). The students' emotion of paraphrasing had a high percentage of 79%. According to Bimo walgito, affective is an aspect of people's feelings such as like and dislike toward an object. An affective aspect related to what the students feel while using paraphrasing in writing. All of students agreed that paraphrasing could avoid plagiarism, it means that they like paraphrase text to avoid copying text. In addition, statements 9 and 10 showed that most of them feel confident and happy when using paraphrasing in their writing performance. Nevertheless, some of them get problem when they write correlate on the topic. They also difficult to find out correct word and read a long text to paraphrase. It was related study by Hirvela & Du, 2013 reveal that paraphrasing is difficult and complex for second language students, they lack of confidence in their English skills and lack of vocabulary in English language source is not an easy thing to do. Hence, to students' overcome problem on writing performance; some of students comfortable to use paraphrasing tools in writing.

Table 4. Conative aspect

Statment	S	S	N	S	D
	A			D	
I always use paraphrasing because it makes my writing more	15%	65%	15%	5%	-

quality						
I can express my idea when paraphrasing	15%	60%	20%	5%	-	
I am motivated when lecture appreciates my paraphrase	25%	40%	35%	-	-	
Sometimes I do not use paraphrasing in my paper	15%	20%	45%	20%	-	
My lecture always reminds me to used paraphrase	25%	60%	10%	5%	-	
My lecture always motivates me to improve my writing skills using a paraphrasing	25%	60%	10%	5%	-	

The table 4 about conative aspect to measure students' attitudes toward paraphrasing. In questionnaires number 1, 2, and 3, the data showed that they practiced paraphrasing skills in writing. The first statements, the students use paraphrasing because their writing more quality which the percentage (SA = 15%, A = 65%, N = 15%, D = 5%). Only 15% strongly agree, and 65% agree that they write more quality when using paraphrasing skills, although 5% disagree were not used. Next, the students (SA = 15%, A = 60%, N = 25%, D = 5%) 15% students strongly agree and 60% agree were paraphrasing could express their idea. In addition, the statement number 17 was students were motivated when lecturer appreciates

their writing which percentage (SA = 25%, A = 40%, N = 35%). They chose 25% strongly agree, and 40% said that they thought the role of lectures was significant to appreciate their writing. Nevertheless, the number 18 students (SA = 15%, A = 20%, N = 40%, D = 20%) were not paraphrased in their writing. The percentage neutral 40% did not answer the statement. Furthermore, numbers 19 and 20 focus the students to always paraphrase by the lecturer in the classroom. The percentage number 19 (SA = 25%, A = 60%, N = 10%, D = %), they choose 25% strongly agree and 60% agree if teacher always reminds them to used paraphrase in learning process. However, the lecturer always motivates the students to improve writing through paraphrasing which percentage (SA = 25%, A = 60%, N = 10%, D = 5%). The percentage 25% strongly agree, and 60% agree they were essential; the lecture always motivates students to improve writing skills through paraphrasing.

Based on the questionnaire data related to conative aspect to measure English department students' paraphrasing (see appendix 1.2.3). The percentage of students' attitudes was 76.8% by seeing conative aspect. According to Bimo Walgito, conative is the component of individual activity, attitude, behavior, and motivation by perceiving a particular circumstance. This aspect had a correlation between students' attitudes and students' performance in writing. Some of them use paraphrasing to increase their writing performance could be better. In addition, the lectures also influenced students' performance on paraphrasing text. According to Liao and Tseng mention that the lectures could discuss the requirement for acceptable paraphrasing, explain appropriate textual borrowing, and affirm the students to continuous practice in proper paraphrasing. Consequently, the

lectures had an important role to remind and motivate students on paraphrasing.

CONCLUSION

Based on the results obtained after researching, it can be concluded that paraphrasing is the technique which students used to quote original source text so that their writing could avoid plagiarism. This study has positive perception of paraphrasing appropriate cognitive, affective, and conative aspects. The students' knowledge has high percentage (see appendix 1.2.1) than students' feeling and students' attitude, but both of them influence each other to increase students' paraphrasing in writing.

The results of this study could be ensured for lecturers to identify students' comprehension on paraphrasing skill while they were taught in the classroom previously. This research also can be a reference to other research in doing the research related problem of ELT especially about paraphrasing.

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THE STUDENTS' PERCEPTION OF ONLINE LEARNING DURING COVID-19 USING MOODLE (A Descriptive Research in SMK Ma'arif NU Doro)

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Abstract

This research was conducted with the aim of knowing students' perceptions of online learning using Moodle during the pandemic. This research was conducted at SMK Ma'arif NU Doro, Pekalongan Regency. The research used descriptive qualitative method. The instruments of the data collection were in the form of questionnaires and interviews which were used with 40 TKJ 1 and XI AKT 1 students. The results of this study showed that the use of Moodle as a support for online learning at SMK Ma'arif NU Doro was not effective because there were many obstacles found when Moodle was used. The big problem came especially from the internet network. Besides, Moodle also did not make it easier for students to do online learning because students often experienced errors when Moodle was being used.

Keywords : Perception, Online Learning, Covid-19, Moodle

INTRODUCTION

At the end of 2019, a virus that has shocked the world has emerged, namely Covid-19. The virus first appeared in the city of Wuhan, the capital of Hubei province, China. It has been detected that the virus attacks the human respiratory tract. In Indonesia, the first case of a patient with COVID-19 was announced directly by President Joko Widodo on March 2, 2020. The number of patients who have been infected with the corona virus were two Indonesian citizens who lived in Depok (Nuraini, 2020). However, due to the rapid spread of the virus, the government finally issued the lockdown policy. *Lockdown* is a mechanism to close all community activities in an area and its borders with the government's responsibility to meet the basic needs of citizens' lives (Law No. 6 of 2018).

The COVID-19 pandemic has had a huge impact on all sectors of life. One of those sectors was the education sector. In the circular letter of the Minister of Education and Culture, there are several points related to learning patterns in areas affected by COVID-19. Where the level of COVID-19 was high, it is suggested to

implement distance learning, work from home. Students, teachers, and lecturers were advised to carry out work activities and teaching from home either via video conferencing, digital documents, or other online means (Kemendikbud, 2020b). With this policy, all schools in all corners of Indonesia, especially those which had many COVID-19 cases were required to conduct distance or online learning activities.

Derek Stockley (2003) in Prawiradilaga (2013) explained the definition of online learning as the delivery of learning programs, training, or education by using electronic suggestions such as computers or other electronic devices in various ways to provide training, education, or teaching materials. The government has provided several accesses in carrying out online learning, namely *Rumah Belajar*, *Google G Suites for Education*, *Kelas Pintar*, *Microsoft Office 365*, *Quipper School*, *Ruang Guru*, *Sekolahmu*, and *Zenius* (SE Kemendikbud, 2020). One of the schools in Pekalongan Regency, namely SMK Ma'arif NU Doro, has also implemented online learning in accordance with the advice of the

government. *Moodle* is a Learning Management System (LMS) application that is free and can be used and modified by users based on their wishes, especially the teaching and learning process (Siti, 2018). Although the school has maximized to provide online learning facilities, in reality many are lacking in the implementation of the learning. The general problem that occurs in educational institutions in Indonesia was the distribution of internet networks in Indonesia which has not been optimal. In this case, there were various students' perceptions of the implementation of online learning in schools. According to Sarlito (2002) perception is a person's ability to organize an observation, that ability among others: the ability to distinguish, the ability to group, and the ability to focus.

Based on the background that has been described, the researcher was interested in conducting research on "The Students' Perception of Online Learning during Covid-19 using Moodle in SMK Ma'arif NU Doro".

METHODOLOGY

This research used descriptive qualitative method. Qualitative research is also described as an unfolding model that occurs in a natural setting that enables the researcher to develop a level of detail from high involvement in the actual experiences (Creswell, 1994). This research was conducted at SMK Ma'arif NU Doro, Pekalongan Regency. Respondents in this research were 40 students taken from two classes: XI TKJ 1 and XI AKT 1. In collecting data, researchers used questionnaires and interviews.

1. Questionnaire

Questionnaire is a data collection technique which is done by giving a set of questions or a written statement to the respondent (Sugiyono, 2013). The questionnaire used in this study consisted of 15 questions in the form of multiple choice.

2. Interview

Sugiyono (2013) explains that there are 2 types of interviews, namely structured and unstructured interviews. Structured interviews are used as a data collection technique, if the researcher or data collector already knows for sure about what information will be obtained (Sugiyono, 2013: 138). Meanwhile, unstructured interviews are free interviews where researchers do not use interview guidelines that have been systematically and completely arranged for data collection. Interviews in this research were conducted using WhatsApp calls to 3 students who had the highest, middle and lowest scores in the questionnaire.

FINDINGS AND DISCUSSION

In general, students perceived the use of Moodle as a support for online learning at SMK Ma'arif NU Doro as having many obstacles. This was shown by the following data.

Statement Number 1 in the survey asked the students whether the material provided during online learning using Moodle is easy to understand. The following table summarized the students' answers.

Tabel 1. Students' responses for Statement 1

No.	Answer	Frequency	Presentage
1.	Strongly Agree	0	0%
2.	Agree	14	35%
3.	Less Agree	21	52.5%
4.	Disagree	5	12.5%

Based on the table, it can be concluded that the material provided during online learning using Moodle was not easily understood by most students.

Statement Number 2 asked students whether Using Moodle as an online learning tool makes it easier for them to learn. Their responses were shown in the following table.

Table 2. Students' responses for statement 2

No.	Answer	Frequency	Presentage
1.	Strongly Agree	1	2.5%
2.	Agree	17	42.5%
3.	Less Agree	18	45%
4.	Disagree	4	10%

Based on the table, it can be concluded that the use of Moodle as an online learning tool did not make students feel facilitated in learning.

Statement Number 3 checked whether the internet network is one of the obstacles when learning online using Moodle. The students' answers were in the table 3.

Table 3. Students' responses for statement 3

No.	Answer	Frequency	Presentage
1.	Strongly Agree	22	55%
2.	Agree	13	32.5%
3.	Less Agree	4	10%
4.	Disagree	1	2.5%

Based on the table, it can be concluded that most students had difficulty in learning because the internet network was not supportive.

Next, statement number 4 was "The use of Moodle as an online learning tool requires a lot of quota". Students' responses were as shown in table 4 below.

Table 4. Students' answers to Statement 4

No.	Answer	Frequency	Presentage
1.	Strongly Agree	7	17.5%
2.	Agree	20	50%
3.	Less Agree	11	27.5%
4.	Disagree	2	5%

Based on the table, it can be concluded that at the time of online learning using Moodle the internet data needed to access it was very large.

Statement Number 5 was to check whether the use of Moodle is easily accessible on any laptop or smartphone. The students' responses were as follows:

Table 5. Students' responses in Statement 5

No.	Answer	Frequency	Presentage
1.	Strongly Agree	5	12.5%
2.	Agree	22	55%
3.	Less Agree	13	32.5%
4.	Disagree	0	0%

Based on the table, it can be concluded that the Moodle application was easily accessible on all laptops and smartphones.

Statement number 6 said "The assignments given by the teacher are in accordance with the material given". The respondents showed their agreement as follows.

Table 6. Students' responses for statement 6

No.	Answer	Frequency	Presentage
1.	Strongly Agree	8	20%
2.	Agree	30	75%
3.	Less Agree	2	5%
4.	Disagree	0	0%

Based on the table, it can be concluded that the teacher gave assignments to students according to the material being studied.

Statement Number 7 was "You are motivated to complete the assigned task". The students' answers were on table 7 below.

Table 7. Students' answers to statement 7

No.	Answer	Frequency	Presentage
1.	Strongly Agree	2	5%
2.	Agree	32	80%
3.	Less Agree	6	15%
4.	Disagree	0	0%

Based on the table, it can be concluded that when the teacher gave assignments to students, the students had motivation to do those assignments and they could complete the tasks.

Statement Number 8 checked whether students were active in learning using Moodle. The statement was "You actively participate in online learning using Moodle". The answers were shown in table 8.

Table 8. Students' answer for statement 8

No.	Answer	Frequency	Presentage
1.	Strongly Agree	1	2.5%
2.	Agree	26	65%
3.	Less Agree	13	32.5%
4.	Disagree	0	0%

Based on the table, it can be concluded that most of the students was active in online learning using Moodle.

Statement Number 9 was "Online learning using Moodle is one way of learning during a pandemic". In this statement, the students showed their perceptions as follows.

Table 9. Students' answers for statement 9

No.	Answer	Frequency	Presentage
1.	Strongly Agree	7	17.5%
2.	Agree	30	75%
3.	Less Agree	3	7.5%
4.	Disagree	0	0%

Based on the table, it can be concluded that Moodle was one of the learning applications that can be used during a pandemic.

Statement Number 10 was "You need training and socialization on the use Moodle on a regular basis". The students' responses to this statement were shown in Table 10.

Table 10. Students' responses to statement 10

No.	Answer	Frequency	Presentage
1.	Strongly Agree	1	2.5%
2.	Agree	27	67.5%
3.	Less Agree	10	2.5%
4.	Disagree	2	5%

Based on the table, it can be concluded that students still found it difficult to operate Moodle in online learning. In other words they needed training to use it.

Statement Number 11 was "Interaction between students and teachers

is well established". The students' answers were in the following table.

Table 11. Students' answer for statement 11

No.	Answer	Frequency	Presentage
1.	Strongly Agree	0	0%
2.	Agree	10	25%
3.	Less Agree	29	72.5%
4.	Disagree	1	2.5%

Based on the table, it can be concluded that during online learning by using Moodle, teachers and students had difficulty in interacting with each other.

Statement Number 12 was "Using Moodle is easy to understand and fun". The students' answers varied as being shown in table 12.

Table 12. Students' answer for statement 12

No.	Answer	Frequency	Presentage
1.	Strongly Agree	2	5%
2.	Agree	16	40%
3.	Less Agree	19	47.5%
4.	Disagree	3	7.5%

Based on the table, it can be concluded many students had difficulty when Moodle was used in online learning.

Statement Number 13 was "Before learning begins, the teacher provides direction regarding the material to be studied". The students' responses also varied. They were shown in table 13.

Table 13. Students' answer for statement 8

No.	Answer	Frequency	Presentage
1.	Strongly Agree	6	15%
2.	Agree	27	67.5%
3.	Less Agree	6	15%
4.	Disagree	1	2.5%

Based on the table, it can be concluded that teachers always provided instructions or directions to students before online learning began.

Statement Number 14 checked whether students agreed on the idea that the features provided in Moodle are very complete. Their responses were as follows.

Table 14. Students' responses for statement 14

No.	Answer	Frequency	Presentage
1.	Strongly Agree	3	7.5%
2.	Agree	29	72.5%
3.	Less Agree	7	17.5%
4.	Disagree	1	2.5%

Based on the table, it can be concluded that the features contained in Moodle was very complete.

Statement Number 15 was to check whether students felt that the use of Moodle requires a very large capacity. Their answers were on table 16.

Table 15. Students' answer for statement 15

No.	Answer	Frequency	Presentage
1.	Strongly Agree	9	22.5%
2.	Agree	15	37.5%
3.	Less Agree	15	37.5%
4.	Disagree	1	2.5%

Based on the table, it can be concluded that there were comparable results between students who disagreed and agreed on the internal memory capacity that Moodle requires. This showed that students' perception varied regarding the capacity needed by Moodle.

Based on the results of the survey that has been conducted, the researcher compared it again with the data from interviews conducted with 3 students via WhatsApp calls. Students who were selected in the interview were based on the scores they got, namely the highest, middle and lowest grades. Based on the results of interviews, there were many obstacles in using Moodle. The student who got the highest score said that there was a problem with his cellphone's internal memory capacity. It was full, so the student could not download the Moodle application. In addition, student who got the middle score also said that the teacher always sent material in the form of softfiles, and that made the internal memory capacity of the cellphone full.

Then the student who got the lowest score said having no internet quota was the main problem. Thus, Moodle could not be accessed. In addition to these obstacles, there were also other obstacles, such as those conveyed by the student who got the highest score, he said that the Moodle application presented an error during the exam, so he had to repeat the exam. This was also conveyed by student who got the middle score. Based on the interview, it can be concluded that the use of Moodle as a support for online learning at the Ma'arif NU Doro Vocational School presented many obstacles.

In addition to obstacles, Moodle also has its own advantages. The student who got the highest score said that learning through Moodle can be done at home. The statement was also conveyed by students who got the middle and lowest grades. Based on the students' answers, it can be concluded that, apart from having many obstacles, Moodle was also advantageous as students' learning can be done anytime and anywhere.

CONCLUSIONS

From the explanation above, it can be concluded that the students' perception of using Moodle as an online learning tool at SMK Ma'arif NU Doro were positive. Moodle was less effective due to several obstacles that often occurred. The obstacle felt by students was related to the internal memory capacity on the cellphone which was easily full. Students also had experienced an error during the exam. The main obstacle in online learning using Moodle was the internet network which was sometimes not supportive. In addition, the use of Moodle did not make it easier for students in learning online. The use of Moodle as a learning tool has both advantages and disadvantages. One of the advantages that students mentioned was Moodle enables them to learn from various places and in an unlimited time.

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IMPLEMENTATION OF PROBLEM-BASED LEARNING MODEL & GOOGLE CLASSROOM MEDIA ON STUDENT'S CRITICAL THINKING ABILITY IN THE COVID-19 PANDEMIC (A STUDY OF LITERATURE)

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Abstract

The Covid-19 pandemic has changed the pattern of learning at all levels of education. The purpose of this study is to analyze the literature study and explain whether the problem-based learning model and Google Classroom media during the Covid 19 pandemic can improve students' critical thinking skills. The research method used is the descriptive method and collects various documents related to the Problem Based Learning model and Google Classroom media during the Covid-19 pandemic. The technique used in this article is to use research *literature review* related to problem-based learning models and Google Classroom media during the Covid-19 pandemic. The type of research used is library research. The results of a literature review of 10 articles cited, 8 articles show that problem-based learning models and Google Classroom media can improve students' critical thinking skills during the Covid-19 pandemic and 2 articles show that problem-based learning models and Google Classroom media have no significant effect in the aspect of students' critical thinking skills during the Covid-19 pandemic.

Keywords: Problem-Based Learning Model, Google Classroom, Critical Thinking, Online Learning.

INTRODUCTION

Critical thinking ability is a skill that must be possessed by students in the 21st century. Critical thinking ability is a form of complex thinking activity, involving specific analysis of thinking activities, being able to distinguish, select, identify, evaluate, and develop into something more perfect. Critical thinking includes two things, namely *critical thinking ability* and *critical thinking disposition*, to decide what to believe or do. People are said to have the ability to think critically if someone tries to prove the truth and meaning of information when they receive the information. However, in reality, the critical thinking ability of students in Indonesia is currently relatively low. This is also supported by the results of a survey by *The Organization for Economic Co-operation and Development* (OECD) announcing the results of the survey *Program for International Student Assessment* (PISA) in 2018 reporting that students' thinking skills are very low.

Indonesia is ranked 73rd out of 79 countries. Low critical thinking ability is caused by several factors, namely students tend to memorize material and formulas rather than understanding concepts.

Critical thinking is the ability to manage information that involves identifying problems so that students can find the cause of an event, think logically, assess the impact of an event, find solutions, and arrive at conclusions (Arif et al., 2020). According to Ennis (2018) indicators of critical thinking skills are divided into five categories, namely: (1) basic clarification, (2) basic support, (3) interrupting, (4) advanced clarification, and (5) strategies and tactics. Teachers as educators play an important role in the teaching and learning process in schools. In addition, teachers must know the characteristics of students in their classes so that they can lead and guide the teaching and learning process.

Teachers who teach using an effective and efficient model can increase

students' interest and attention (Erlangga et al., 2021). Learning will be well received by students if the teacher uses a learning model that involves all students. Using the right learning model, students are expected to be able to absorb and apply the knowledge taught by the teacher or educator properly and correctly. In the development of technology and information systems as it is today, there are many types and variations of learning models that can be used by teachers in the learning process. In fact, in the field there are still forms of one-way teaching and learning. The learning process in one direction only emphasizes the cognitive aspects of students, while the emotional and psychological aspects of students are not considered (Albashtawi & Al Bataineh, 2020). The learning model applied by the teacher in the classroom needs to be made in such a way that it can attract the attention and motivation of students. Therefore, the learning process needs to be changed. In addition, teachers must use learning media that are adapted to the digital era to change the teaching model by using a learning model.

In December 2019, the deadly coronavirus emerged from Wuhan China and spread rapidly throughout the world. As a result, the World Health Organization (WHO) has designated the coronavirus (COVID19) as a global pandemic. The COVID-19 pandemic affects various areas of life, including education, culture, and the local economy. Students from existing educational institutions such as schools, non-regular educational institutions, and universities at all levels are greatly impacted. To survive this pandemic, people need to maintain social distancing during social interactions and recognize the need to isolate themselves to avoid people who are susceptible to the virus. This effort is used to prevent or contain the spread of COVID-19.

To break the chain of the spread of the coronavirus, the implementation of education must be in line with the social

distancing policy launched by the government. During the Covid-19 pandemic, learning at all levels takes place at each student's home and is carried out through online media, so education at all levels is temporarily closed. Teachers need to ensure that teaching and learning activities continue when students are at home. Learning innovation is a solution that needs to be designed and implemented by teachers by making full use of existing media, such as online media. Teachers can learn to use e-learning methods, namely learning to use information and communication technology. Learning system runs through devices such as laptops and *mobile phones* (HP) which are connected to the Internet network connection. Teachers can use social media such as Whatsapp (WA), Google Classroom, Zoom and other social media as a means of learning.

Based on the statement above, the researcher hopes to conduct a literature review on the learning model *Problem Based Learning* and Google Classroom media in improving students' critical thinking skills in online learning during the Covid-19 pandemic. The main purpose of writing this article is to describe the results of research published in scientific journals about learning models *Problem Based Learning* and Google Classroom media in improving students' critical thinking skills in online learning during the Covid-19 pandemic. This article is expected to provide references and considerations in various units of education level to make improvements in order to achieve the goals of online learning.

METHODS

Researchers used descriptive methods and collected various documents related to the learning model *Problem Based Learning* and Google Classroom media during the Covid-19 pandemic. This research is qualitative. The technique used in this article is to use research *literature*

review, namely through research and understanding of documents related to the learning model *Problem Based Learning* and Google Classroom media during the Covid-19 pandemic. The type of research used is library research, namely in-depth research and analysis of library data to obtain objective results. The sources of this research are national and international articles from Google Scholar related to the topic of problems at various levels of education.

RESULTS AND DISCUSSION

RESULTS

Based on scientific articles from various journal publications with relevant problem topics, researchers have identified and filtered the obtained 10 articles that are in accordance with the research objectives. The first study, conducted by Erni and Sauri (2021) found that 61.2% strongly agree that online learning using the model *Problem Based Learning* can stimulate students to think critically and find solutions independently. Subsequent research by Aulia, M.R, Leny, L., & Hamid (2021) found that online learning with the model *Problem Based Learning* using Google Classroom showed that there was a significant difference in critical thinking skills between experimental class 1 and experimental class 2, namely $t_{count} > t_{table}$ is $2.27 > 1.99$.

Research by Qalbi & Saparahayuningsih (2021) obtained the results that data analysis was obtained where in the first cycle the percentage in the very good category was only 4% increased to 13% in Cycle II, based on the data analysis using the model, *blended-Problem Based Learning* there was an increase in critical thinking ability to students of the Bengkulu University PG-PAUD Study Program. Research by Erlangga et al., (2021) found that the experimental class obtained an average pretest score of 64.26 out of 100, while the posttest average score was 85.06 out of 100, with an increase of 20.80. In the

control class, the average pretest score was 64.43 out of 100, while the posttest average score was 68.13 out of 100, with an increase of 3.70. There was a significant difference in students' critical thinking abilities in the experimental class compared to the control class. Based on the results of the study, it was concluded that learning with PBL assisted by Google Classroom was better and more effective than learning without the assistance of Google Classroom.

Research by Rahmi Ramadhani et al., (2019) found that the test results showed that the model *Flip-Problem Based Learning* and the media *LMS-Google Classroom* had a positive and significant effect on students' critical thinking skills in mathematics. Research by Libata et al., (2020) shows that Google Classroom improves students' critical thinking skills and is effective in changing students from passive students to active students. Research by Pepo, A.R, Arjaya, I.A., & Paraniti (2019) showed that there was an increase in critical thinking skills based on the learning model *Problem Based Learning* Google Classroom-based with a significant level value of $P = 0.000 < 0.05$. Research by Noah and Gbemisola (2020) shows that the Google Classroom platform as the delivery of online learning positively affects students' academic achievement, attitudes and critical thinking skills during the pandemic in Nigerian high schools.

Based on the results of the research above, there are differences in the results of research from various researchers who provide an explanation that the learning model *Problem Based Learning* and Google Classroom media have no effect on students' critical thinking skills. Research conducted by Maftuhatus Samihah and Savitri (2021) showed that $t_{count} = 2.8038 > t_{table} = 1.9917$, it was concluded that learning the PBL model with animated videos using Moodle was better than learning the PBL model with animated videos using Google Classroom.

Research by Masnur and Ismail (2021) shows that the use of the Edmodo platform is more effective than the Google Classroom platform. It can be seen that the increase in Edmodo's N-Gain is higher than Google Classrooms AND-Gain ($0.61 > 0.52$), meaning that the Edmodo platform affects the critical thinking skills of students majoring in PGSD, Muhammadiyah University of Enrekang.

Based on the discussion of the results of a literature review of 10 articles cited, 8 articles show that the model *Problem Based Learning* and Google Classroom media can improve students' critical thinking skills during the Covid-19 pandemic and 2 articles show that the Problem Based Learning model and Google Classroom media do not have a significant influence on aspects of students' critical thinking skills during the Covid-19 pandemic.

DISCUSSION OF *PROBLEM BASED LEARNING*

According to Erni and Sauri (2021) one of the learning models that can be used in online learning during a pandemic is the model *Problem Based Learning*. According to Arif et al., (2020) critical thinking skills can be developed through appropriate learning models. Learning models that meet these criteria are the *Problem Based Learning* model and the learning model *Inquiry Based Learning* (R. Ramadhani et al., 2020). A learning model that can explore students' abilities and skills, especially in terms of exploring critical thinking skills is the model *Problem Based Learning* (Pepo, AR, Arjaya, IA, & Paraniti, 2019). *Problem Based Learning* can be interpreted as a learning model that encourages students to know how to study in groups to find solutions in the real world. One of the learning models that are suitable for use in online learning during a pandemic is the problem based learning model.

Problem Based Learning (PBL) is a learning model that provides a problem

related to everyday life as a first step in learning, and the teacher guides students to find problem solving through problem solving, critical thinking, and problem solving skills. Furthermore, Qalbi & Saparahayuningsih (2021) suggest that the learning process using the PBL model is able to develop students' critical thinking skills as a step towards solving problems and being able to draw conclusions based on their understanding. This is in line with research conducted by Iskandar et al., (2021) that the PBL model has a high influence on students' critical thinking skills.

According to Novianti et al., (2021) the main purpose of the PBL model is to develop critical thinking and problem solving skills, as well as develop students' knowledge skills to be active. In PBL, students are required to solve, analyze, and evaluate a problem. Students will be directly involved in problem solving by using the thinking, experience and conceptual skills they will find in solving the problems presented. In addition, teachers need to combine learning models with learning media that are in accordance with the times. With the development of technology today, students have closer access to the internet and use social networking sites in their daily lives.

ONLINE LEARNING

The teaching and learning process during the COVID-19 pandemic is carried out remotely using an online system (e-learning). E-Learning can be defined as a digital learning process through the internet web (Erlangga et al., 2021). E-Learning is to provide various solutions to improve the knowledge and skills of teachers in using online learning media. According to Aulia & Hamid (2021) online learning is a learning process that does not take place between teachers and students.

Online learning media is a tool designed to clarify how to present information that can foster student interest

in learning and understanding the concept. To support the online learning process, online media platforms can be used, such as Google Classroom, Whatsapp groups, etc. (Rahmi Ramadhani et al., 2019). Online learning media that is currently developing and starting is Google Classroom. This is supported by the research of Krisna and Mery Marlinda (2020) that one of the easy-to-use online learning media is Google Classroom, which provides online classrooms making it easier for students to access learning from anywhere

GOOGLE CLASSROOM

. Google Classroom is a mixed learning media that makes it easy for teachers to share and grade each assignment paperless. This software has been licensed as a feature of Google Apps for Education released on August 12, 2011. The app offers a powerful set of features that are ideal for students to use. Google Classroom also helps teachers save time and improve communication with students in learning when students are not in class. This is corroborated by the results of research conducted by Masnur, M., & Ismail (2021) that Google Classroom is effective to use because it can be accessed easily by students and faculty based on conference needs. Subsequent research was carried out by Suhidi, A., Hasan, R., and Hidayat (2021). The results of the study stated that Google Classroom is an online learning media or online class to make it easier for teachers to give assignments and grouping without using paper.

According to Okmawati (2020) Google Classroom is one of the discovery learning media because it allows students to maximize their ability to search, understand, explore, analyze and present learning outcomes. One feature that teachers often use when using Google Classroom is assignment creation, which serves to give assignments to students (Octaberlina & Muslimin, 2020). In

addition, like regular face-to-face classes, there is a topic creation feature that is no less interesting than other features that students can use for discussions in Google Virtual Classroom so that students can actively participate in learning.

CONCLUSION

Based on the *literature review* and discussion in the previous chapter, the Covid-19 pandemic has created changes in the Indonesian education system. This condition forces teachers and students to work and study at home. The current research concludes that the use of the model *Problem Based Learning* can improve students' thinking activities, familiarize them with problems, and develop critical thinking skills. The use of problem-based learning models combined with interactive media can attract students' attention. Google Classroom is an app that allows teachers to create online classrooms. The purpose of using Google Classroom is as an effective learning tool, as it helps students improve their learning by actively participating in online discussions and assignments.

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PENGEMBANGAN MEDIA *PICTURE AND PICTURE* INTERAKTIF PADA PEMBELAJARAN BAHASA INDONESIA BERBASIS APLIKASI *ARTICULATE STORYLINE* UNTUK MENINGKATKAN KETERAMPILAN BERBICARA

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Abstrak

Keterampilan berbicara ialah salah satu dari 4 keterampilan berbahasa yang digunakan untuk komunikasi dalam proses pembelajaran. Namun dalam keterampilan berbicara pada pembelajaran Bahasa Indonesia terdapat kendala di saat pandemi covid 19 seperti saat ini. Terdapat faktor penghambat yaitu kurangnya rasa percaya diri dan tidak lancar berbicara. Namun, ada cara berbeda untuk meningkatkan keterampilan berbicara yaitu pembelajaran digital melalui media pembelajaran *picture and picture* interaktif berbasis aplikasi *articulate storyline*. Penelitian ini bertujuan untuk mengembangkan media pembelajaran dalam meningkatkan keterampilan bicara peserta didik. Penelitian ini termasuk jenis penelitian pengembangan *Research and Development* (RnD). Pengembangan ini diadopsi melalui model ADDIE. Subjek penelitian ini ialah guru dan peserta didik kelas 3 SD. Teknik analisis data yang digunakan ialah teknik analisis deskriptif kualitatif dan analisis kuantitatif. Hasil validasi media pembelajaran *picture and picture* interaktif berbasis aplikasi *articulate storyline* menunjukkan kategori sangat layak. Uji keefektifan pada media peserta didik juga mengalami peningkatan dari 68,4 meningkat menjadi 83,4. Hal ini membuktikan bahwa media pembelajaran *picture and picture* interaktif berbasis aplikasi *articulate storyline* dapat meningkatkan keterampilan berbicara. Maka dengan demikian media ini mampu meningkatkan keterampilan berbicara peserta didik.

Kata Kunci: *Picture and Picture* Interaktif, Keterampilan Berbicara, *Articulate Storyline*

PENDAHULUAN

Sejak kemunculan pandemi pada bulan Desember 2019 di Wuhan, China. Covid-19 ini semakin menyebar di berbagai Negara dengan cepat. Hingga saat ini, covid-19 menjadi masalah yang serius dan mempengaruhi hampir seluruh kehidupan. Adapun pemerintah berupaya meminimalisir penyebaran covid-19 ini melalui kebijakan *social distancing* yang berdampak interaksi sosial menjadi lebih terbatas dalam dunia pendidikan, khususnya saat pembelajaran di sekolah yang dilakukan secara daring. Adapun pelaksanaan pembelajaran dilaksanakan daring merubah aktivitas pembelajaran konvensional ataupun secara tatap muka menjadi pembelajaran jarak jauh

(Bao, 2020). Pandemi covid 19 mempunyai dampak salah satunya dalam dunia pendidikan (Purwanto et al., 2020). Adapun pada dunia pendidikan, khususnya pada keterampilan berbicara pada pembelajaran Bahasa Indonesia mengalami kesulitan. Keterampilan berbicara mempunyai peran penting hampir disetiap orang, baik dalam memberikan ide dan informasi. Berbicara yang efektif diperlukan banyak kesempatan untuk berlatih dengan komunikatif di lingkungan sekolah dan rumah (Ismaili & Bajrami, 2016; Rafmana & Chotimah, 2018).

Komunikasi sering terjadi saat ada alasan untuk memulai misalkan untuk memecahkan suatu masalah

maupun berdiskusi. Hal tersebut relevan dengan salah satu keterampilan abad 21 yaitu komunikasi diawali melalui berbicara. Dengan keterampilan berbicara yang optimal, peserta didik memahami dalam mengungkapkan pikiran dan merasakan manfaat pembelajaran sehingga pembelajaran lebih bermakna (Asnita & Khair, 2020; Desmarita Khairoes dan Taufina, 2019). Maka dari itu peserta didik direkomendasikan untuk selalu berusaha meningkatkan keterampilan berbicara. Namun, keterampilan berbicara ini memiliki faktor penghambat seperti merasa malu saat maju didepan, berbicara tidak lancar, dan kurang percaya diri. Hasil observasi menunjukkan bahwa permasalahan yang dialami pendidik khususnya dalam pembelajaran Bahasa Indonesia pada keterampilan berbicara berlangsung kurang efektif dan interaktif. Pendidik cenderung tidak mengembangkan dan memanfaatkan media interaktif yang ada sehingga tujuan pembelajaran sulit tercapa selama covid-19 ini. Dengan demikian dibutuhkan sebuah media pembelajaran interaktif yang terintegrasikan dengan teknologi tepat guna untuk mengembangkan objek belajar agar mendorong peserta didik untuk meningkatkan keterampilan berbicara mereka, salah satunya menggunakan media pembelajaran *picture and picture* interaktif berbasis aplikasi *articulate storylane*. Peneliti ingin mengajak mengenal lebih jauh tentang media tersebut.

Model *picture and picture* interaktif berbasis aplikasi *articulate storylane* adalah sebuah gambar yang ditampilkan pada aplikasi *articulate storylane*. Model ini memiliki kelebihan yakni peserta didik dengan mudah memahami materi yang diajarkan oleh Pendidik; Gambar membuat peserta didik terlihat menarik dan termotivasi; peserta didik lebih berkonsentrasi dan

senang mengikuti pembelajaran; Bersifat kompetisi antar kelompok karena didorong untuk cepat menyusun gambar; adanya gambar dan audio yang terintegrasikan sehingga akan menarik dan terlihat hidup. Namun model ini juga memiliki kekurangan antara lain, model ini cenderung menghabiskan banyak waktu dalam pembuatannya; Banyak memerlukan alat dan bahan yang berhubungan dengan materi yang ingin diajarkan. Maka untuk memperbaiki kelemahan tersebut peneliti mengintegrasikan dengan berbasis aplikasi *articulate storylane*. *Articulate storylane* menawarkan sebuah aplikasi yang didukung smart brainware sederhana dan menggunakan tutorial penggunaan yang interaktif (Sindu et al., 2020).

Aplikasi ini digunakan sebagai sebuah media untuk berkomunikasi yang sifatnya multimedia digunakan untuk membuat pembelajaran interaktif seperti audio, teks, grafik. Selain itu aplikasi ini menawarkan pengalaman penggunaan yang mudah berupa simulasi; drag dan drop; interaksi antar peserta didik dan Pendidik. Sehingga diharapkan mampu digunakan untuk membuat sebuah media pembelajaran yang menyajikan kombinasi yang efektif, inovatif dan interaktif. Beberapa studi menunjukkan bahwa *articulate storylane* terbukti dapat meningkatkan keterlibatan peserta didik dan berpengaruh pada kemampuan kognitif peserta didik (Setyaningsih et al., 2020; Sindu et al., 2020). Maka dari itu peneliti berupaya mengembangkan media *picture and picture* interaktif pada pembelajaran Bahasa Indonesia berbasis *articulate storylane* untuk meningkatkan keterampilan berbicara, penelitian ini bertujuan untuk mengembangkan media pembelajaran yang dapat meningkatkan keterampilan berbicara peserta didik. Penelitian pengembangan ini penting dilakukan

karena berpotensi memperbaiki kekurangan media pembelajaran khususnya dalam permasalahan keterampilan berbicara pada pembelajaran Bahasa Indonesia peserta didik serta diharapkan dapat membuka wawasan baru terkait variasi penggunaan media pembelajaran berbasis teknologi digital.

METODE PENELITIAN

Penelitian ini termasuk jenis penelitian pengembangan Research and Development (RnD). Pengembangan model ini dari model ADDIE. Model ini berkonsep dalam pengembangan media yang berpusat pada peserta didik, otentik, inspiratif dan inovatif. Model ini memberikan kesempatan untuk dapat diberikan penilaian, evaluasi dan revisi dalam setiap fase yang dilalui.. Penelitian pengembangan ini dilakukan di SD Negeri 1 Sijambe dan SD Negeri 01 Api - Api, Kecamatan Wonokerto dengan jumlah sampel 15 dan 12 peserta didik. Penelitian ini menggunakan teknik pengumpulan data dihasilkan dari hasil pretest dan posttest. Data pretest akan diperoleh melalui hasil belajar Bahasa Indonesia sebelum media digunakan. Adapun data posttest akan didapat melalui hasil peningkatan hasil belajar keterampilan berbicara peserta didik kelas 3 setelah menggunakan media. Teknik analisis data dalam penelitian ini menggunakan statistik dengan uji ranking bertanda *Wilcoxon*, kemudian data tersebut dianalisis dan disimpulkan terkait sebelum dan setelah penggunaan media pembelajaran *picture and picture* interaktif berbasis aplikasi *articulate storyline*. Penelitian Pengembangan ini telah dilakukan validasi kepada ahli media, penilaian meliputi faktor kelayakan penyajian, tampilan, aspek konstruksi, desain dan kegunaan. Sedangkan validasi ahli materi penilaian meliputi kesesuaian materi,

kesesuaian bahasa, keingin tauhan peserta didik, komunikatif dan keakuratan materi.

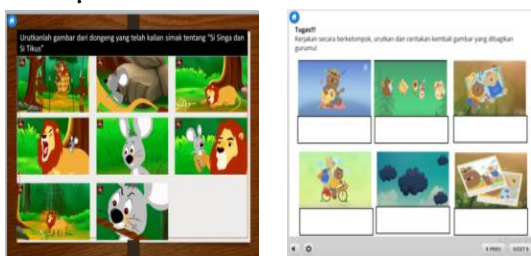
HASIL DAN PEMBAHASAN

Pengembangan media pembelajaran *picture and picture* interaktif pada pembelajaran Bahasa Indonesia berbasis aplikasi *articulate storyline* melalui prosedur pengembangan dengan model ADDIE. Penelitian ini mengembangkan media *articulate storyline* yang termasuk jenis media multimedia interaktif karena dalam media ini pembelajaran *articulate storyline* terdiri dari audio, video, teks, gambar dan animasi. Langkah – langkah pembuatan media pembelajaran *picture and picture* interaktif berbasis aplikasi *articulate storyline* yaitu dengan menginstal software *articulate storyline* melalui laptop, menyusun dan mengumpulkan bahan materi yang akan dijadikan sebagai media pembelajaran seperti gambar, audio, video, animasi, membuat materi pelajaran, dan membuat soal evaluasi/quis yang disesuaikan dengan materi yang dibuat dan terakhir mempublish hasil.

Hasil penerbitan *articulate storyline* berbasis web (html5) ataupun berbentuk aplikasi file yang bisa dibuka melalui laptop, tablet, maupun handpone (Deni Sapitri, 2020).Peneliti mengembangkan produk pembelajaran *articulate storyline* pada kelas 3, Tema 2, Sub tema 1, Pembelajaran 1, mata pelajaran Bahasa Indonesia materi dongeng. Peneliti mengembangkan produk setelah media sudah selesai dibuat, maka tahap selanjutnya yakni melakukan validasi untuk mengetahui kelayakan media *articulate storyline* pada ahli materi dan media. Berikut kriteria penskoran disajikan pada **Tabel 1** berikut.

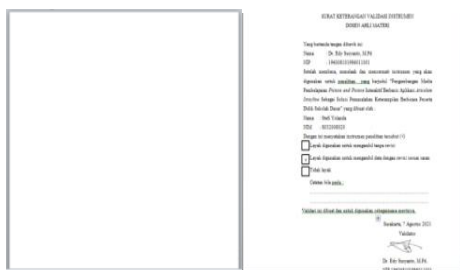
Tabel 1 Kriteria Penskoran

No	Rentang Skor	Nilai	Kategori
1	$X > 84$	A	Sangat Layak
2	$68 < X \leq 84$	B	Layak
3	$52 < X \leq 68$	C	Cukup Layak
4	$36 < X \leq 52$	D	Kurang Layak
5	$X < 36$	E	Tidak Layak



Gambar 1. Tampilan halaman soal latihan kelompok sebelum revisi (kiri) dan sesudah revisi (kanan)

Adapun ahli media memberikan masukan untuk memperbaiki konten media yang terdapat pada **Gambar 1**. Ahli media memberikan saran kepada peneliti untuk membuat dongeng karya sendiri dan soal diberikan penjelasan yang lebih jelas. Hasil penelitian dari ahli media memperoleh presentase tingkat kelayakan sebesar 85,45 dengan kategori sangat layak.



Gambar 2. Tampilan instrumen sebelum revisi (kiri) dan sesudah revisi (kanan)

Materi pembelajaran juga mendapatkan masukan dari ahli materi yang terdapat pada **Gambar 2**. Ahli

materi menyarankan untuk melakukan perbaikan kepada peneliti agar membuat pertanyaan yang memutuskan apakah instrumen layak digunakan atau tidak layak digunakan. Hasil penelitian dari ahli materi memperoleh presentase tingkat kelayakan sebesar 90,90 dengan kategori sangat layak. Setelah produk media *articulate storyline* selesai divalidasi oleh ahli dan dinyatakan layak, maka selanjutnya melakukan uji coba terbatas.

Adapun setelah selesai uji coba terbatas, maka selanjutnya melakukan uji keefektifan. Uji keefektifan memiliki tujuan untuk menentukan apakah penggunaan media pembelajaran *picture and picture* interaktif berbasis aplikasi *articulate storyline* yang telah dikembangkan sudah efektif dan dapat digunakan sebagai media pembelajaran pada mata pelajaran Bahasa Indonesia bagi peserta didik kelas 3. Uji keefektifan dilakukan melalui analisis data non parametrik dengan uji *Wilcoxon sign rank test*, sehingga kelompok yang dikenai pretest dan posttest merupakan satu kelompok yang sama untuk mengetahui hasil belajar peserta didik kelas 3 pada keterampilan berbicara sebelum dan setelah diberikan perlakuan berupa media pembelajaran *picture and picture* interaktif berbasis aplikasi *articulate storyline*. Hasil pretest dan posttest disajikan pada **Tabel 2 dan 3**.

Tabel 2 Distribusi Frekuensi Pre-Test Keterampilan Berbicara

Interval	Frekuensi (f1)	Nilai Tengah (x1)	Presentase (%)
60-64	3	62	20
65-69	7	67	46,7
70-74	3	72	20
75-79	2	77	13,3

Σ 15 278 1.02 100
5

Nilai Rata-rata = 68,4
Ketuntasan Klasikal = 75
Nilai Tertinggi = 76
Nilai Terendah = 60

Tabel 3 Distribusi Frekuensi Post-Test Aspek Keterampilan Berbicara

Interva l	Frekuensi i f1	Nilai Tenga h x1	f1x1	Presentas e %
79-83	8	80	640	53,3
84-88	7	83	581	46,7
Σ	15	163	1.22 1	100

Nilai Rata-rata = 83,4
Ketuntasan Klasikal = 75
Nilai Tertinggi = 88
Nilai Terendah = 79

Pada tabel 2 dan 3 terdapat perbedaan pada hasil pretest dan posttest. Hal tersebut menunjukkan bahwa adanya peningkatan keterampilan berbicara peserta didik setelah dan sebelum menggunakan media *picture and picture* interaktif pada pembelajaran Bahasa Indonesia berbasis aplikasi *articulate storyline*. Kemudian data pre-test dan post test tersebut dianalisis dan diuji menggunakan analisis uji ranking bertanda wilcoxon. Hasil nya disajikan pada **Tabel 4**

Tabel 4. Hasil analisis data pre-test dan post-test

		Ranks		
		N	Mean Rank	Sum of Ranks
Post Test - Pre-Test	Negative Ranks	0 ^a	.00	.00
	Positive Ranks	15 ^b	8.00	120.00
	Ties	0 ^c		
	Total	15		

a. Post Test < Pre-Test
b. Post Test > Pre-Test
c. Post Test = Pre-Test

Data yang diperoleh pada tabel 4 melalui analisis uji ranking bertanda *Wilcoxon* antara nilai pretest dan posttest di atas menunjukkan bahwa tidak ada subjek yang memperoleh ranking negatif maupun tidak terdapat subjek yang memiliki nilai yang sama (*ties*) pada nilai pretest dan posttest. Seluruh subjek memiliki ranking positif, sehingga seluruh subjek mengalami peningkatan nilai saat posttest dengan *mean ranks* sebesar 8 dan *sum of ranks* 120. Hasil uji hipotesis perhitungan nilai pretest dan posttest memperoleh *negative ranks* sebanyak 0, dan *positive ranks* sebanyak 15 dengan *sum of ranks* sebesar 120. Berdasarkan hasil penelitian di atas, pengembangan media *picture and picture* interkatif berbasis aplikasi *articulate storyline* efektif digunakan dalam proses pembelajaran Bahasa Indonesia.

SIMPULAN

Berdasarkan hasil penelitian dan pengembangan yang telah dilakukan, maka dapat disimpulkan bahwa media pembelajaran *picture and picture* interaktif layak dan efektif digunakan pada pembelajaran Bahasa Indonesia

berbasis aplikasi *articulate storyline* untuk meningkatkan keterampilan berbicara di kelas 3 Sekolah Dasar.. Hal ini terlihat dari hasil validasi dari aspek media dan materi, dan hasil pretest dan posttest yang lebih baik setelah diberikan treatment.

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THE IMPACT OF ENGLISH E-LEARNING DURING COVID-19 PANDEMIC TOWARDS STUDENTS' MOTIVATION (A Case Study at Tenth Grades TKJ II of SMK Ma'arif NU Doro)

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Abstract

E-learning is the best choice in learning system in Covid-19 pandemic because the material provided can be accessed everywhere and every time. Even though Indonesia provides E-Learning system in Covid-19 pandemic, there is no guarantee that all students are familiar with the E-Learning system because this is a new thing that requires adaptation. This research is aimed to analyze the Impact of English E-Learning During Covid-19 Pandemic towards students' Motivation at the tenth grades TKJ II of SMK Ma'arif NU Doro by using a qualitative descriptive method the data was collected through the closed and open-ended questionnaire. There were 27 students of tenth grades TKJ II of SMK Ma'arif NU Doro as the respondents. The result of this research was presented descriptively in order to reveal the student's motivation. The result of the study showed that students still have an enthusiasm for learning English during the covid-19 pandemic.

Keywords: English e-learning, covid-19, motivation, language learning, case study

INTRODUCTION

Coronavirus Disease known as Covid-19 is a threat of a virus outbreak that began at the end of 2019 which attacked the entire world community. The impact of the COVID-19 pandemic has resulted in rapid changes in various sectors, especially in the education sector.

In Indonesia, learning during the Covid-19 pandemic is stated in the Circular Letter of the Ministry of Education and Culture No. 4 of 2020 concerning the Implementation of Education in the Coronavirus Disease (Covid-19) Emergency Period, which is in the form of online learning, it is referred to as E-Learning. E-Learning is learning that uses the internet network with accessibility, connectivity, flexibility, and the ability to bring up various types of learning interactions (Firman, 2020). There are three things that are regulated in E-Learning, it is teaching and learning activities are aimed at meaningful learning without

burdening completing all curriculum achievements for graduation, focusing on life skills education, learning activities and learning assignments can vary between students according to interests and conditions.

E- learning is the best choice in learning system in Covid-19 pandemic because the material provided can be accessed in everywhere and every time. Furthermore, students are able to get material that can be enriched or equipped with a variety of supporting learning resources including multimedia that can be supported by teachers. Even though the Indonesia provides the E-Learning system in Covid-19 pandemic, there is no guarantee that all students are familiar with the E- Learning system, and this is a new thing that requires adaptation.

According to Chandrawati (2010: 172) E- Learning (electronic learning) is distance in learning process by combining the principles of learning process with

technology. Prihantanta (2015: 3) states, motivation is a psychological phenomenon in the form of an impulse that arises in a person consciously to take action with a specific purpose. Furthermore, Saptono (2016: 190) states that motivation will make students more active in learning and obtain high learning outcomes. While students who do not have learning will give low learning outcomes. In activities that facilitate students, learning becomes one of the roles in it to create motivation. The teacher understands how important motivation is for learning and does many things to increase student's motivation (Schunk, 2012: 346). From the explanation of the experts above it can be concluded that student's motivation is an internal energy that makes students become excited in learning to achieve goals. Students will more able to understand the learning that served by the teacher when they are motivated to learn as well.

Therefore, this research generally answered the Impact of English E-Learning During Covid-19 Pandemic towards Students' Motivation at tenth grades TKJ II of SMK Ma'arif NU Doro.

RESEARCH METHOD

This study was conducted using a qualitative descriptive method. This qualitative research method aims to produce descriptive data in the form of sentences and paragraphs. Then the data described in accordance with the qualitative descriptive method which aims to explain or interpret the condition of the subject or object of research. This qualitative descriptive method is very relevant to use for this study, because this study was analyzed and described the data that obtained from the Tenth Grades students TKJ II of SMK Ma'arif NU Doro. The process of collecting data begins with conducting a questionnaire

about the students' motivation and learning difficulties to the TKJ II students. After that, the data analyzed in depth to find out about the elements of feminism in the film. Fitrah and Lutfiyah (2017: 44) state that qualitative research is a research procedure that uses descriptive data in the form of written or oral words from people or actors that can be observed. The researcher used descriptive qualitative to show the results of the Impact of English E-Learning During Covid-19 Pandemic Towards Students' Motivation and Learning Difficulties descriptively.

This research was conducted by the researcher at home, this research was conducted online because the Covid -19 pandemic did not allow the researcher to go directly to the field and the subjects of this study. The researcher collects the data from the tenth-grade students TKJ II of SMK Ma'arif NU Doro by using the WhatsApp to contact the students.

The data used in this study were answers to questionnaires obtained from tenth grade students TKJ II of SMK Ma'arif NU Doro. The data source of this study was the tenth-grade students of TKJ II of SMK Ma'arif NU Doro who participated in answering the questionnaire.

There are some steps while the researcher conducted data collection by using questionnaire to the students, the first is make a WhatsApp group with the students, then ask the students whether they are agreed to answer the questionnaire or not, next distribute the questionnaire. There are two types of the questionnaire that used in this research:

1. Closed questionnaire

In the closed questionnaire, the researcher determines the range of responses that the respondent can choose from. Closed questions are structured and useful because they can produce frequency responses that can be received by treatment and statistical analysis.

2. Open ended questions

Open ended questions are useful if the possible answers are unknown or the questionnaire is exploratory. These questions allow participants to write using their own terms, explain and fulfill the response requirements and avoid predetermined categories of responses.

There are some techniques in analyzing in this paper:

1. Data reduction

In qualitative data collection, the researcher used various techniques and carried out repeatedly to obtain very large and complex, still rough, and not systematic, the researcher needs to do an analysis by reducing the data. Data reduction means making a summary, choosing a theme, making certain categories, and pattern so that it has meaning. Data reduction in a form of analysis to sharpen, select, focus, discard, and organize data in the direction of making conclusions. Data will be selected and reduced so that only relevant data is used.

2. Data display

Data display is the process of presenting data after data reduction. The presentation of data in qualitative research is carried out in the form of summaries, charts, relationships between categories, patterns, and others so that it is easily understood by the reader. Data that has been arranged systematically will make it easier for readers to understand the concepts, categories, and relationships and differences of each pattern or category.

3. Conclusion

In qualitative research, the initial conclusions drawn are still temporary, so they can change at any time if not supported by strong evidence. But if the conclusions that have been drawn are supported by valid or consistent evidence, then the conclusions drawn are

flexible. The conclusions of the results of the study must be able to provide answers to the formulated problems.

FINDINGS AND DISCUSSION

There are 5 questions about students' motivation in the questionnaire to get the data. The data in the closed questionnaire is classified into four scales namely strongly agree (SA), agree (A), disagree (D), and strongly disagree (SD). In addition, there also an open-ended questionnaire to support the answer from the closed questionnaire because the open-ended questionnaire gives more detail answer in the form of a sentences. The following table shows the results of data about students' motivation.

Table 1. Closed questionnaire

Question	Scale	Freq.
1 Does E-learning increase your motivation to learn English?	SA	3
	A	13
	D	8
	SD	3
2 Did you finish all the English assignments given by the teacher?	SA	0
	A	14
	D	13
	SD	0
3 Do you continue to study English even though there are no assignments during online learning?	SA	0
	A	9
	D	13
	SD	5
4 Do you always come to class on time in English E-learning?	SA	0
	A	14
	D	13
	SD	0
5 Do you still try to take online English	SA	0
	A	10
	D	15
	SD	2

classes when
you are sick?

Total	27
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The table above is the result of a closed questionnaire that shows 4 different answer scales, but the table cannot be used to get a strong research answer. Therefore, the table must be supported by the open-ended questionnaire which is written below to get a strong conclusion from the research on the level of motivation of tenth-grade students of TKJ II of SMK Ma'arif NU Doro.

In the open-ended questionnaire the results are used by the researcher to convince and strengthen students' responses in the closed questionnaire. The table explains the students' answer, the researcher made it simple by making only 2 assumptions of the students' answer which are yes and no from the students' transcription.

Table 2. Open-ended questionnaire

Question	Answer	
	Yes	No
1 Does E-learning increase your motivation to learn English?	16 (59%)	11 (41%)
2 Did you finish all the English assignments given by the teacher?	14 (51%)	13 (49%)
3 Do you continue to study English even though there are no assignments during online learning?	9 (33%)	18 (67%)
4 Do you always come to class on time in English E-learning?	14 (51%)	13 (49%)
5 Do you still try to take online English classes when you are sick?	10 (37%)	17 (63%)

The first research problem is about students' motivation towards E-Learning during Covid-19 pandemic. To

answer the first research about students' motivation, the researcher distributed the questionnaires to 27 students voluntarily participated in filling out the questionnaire. After the questionnaires data are obtained, the data can be described as follow:

- a. The first question is about students' motivation related to the willingness to learn English through E-Learning. The data obtained from the result of the questionnaire showed the highest frequency is 59%, the students answered that they agree with the question presented. It can be concluded that students feel motivated to learn English online. Based on the answer data in the open-ended questionnaire, most students were happy with the material given by their English teacher because the material was not boring.
- b. The second question is about student's motivation related to the willingness to finish the task given by the teacher. The data obtained from the result of the questionnaire showed the highest frequency is 51%, the students answered that they agree with the question presented. Most students answered that they agree to do the assignments given by the English teacher during E-Learning lessons.
- c. The third question is about student's motivation related to the willingness to keep learn English even though there are no assignments during online learning. The data obtained from the result of the questionnaire showed the highest frequency is 67%, the students answered that they disagree with the question presented. It can be concluded that students did not want to learn English outside the online class. Some of the students write their reason why they did not want to learn English outside the class schedule, it is because they do not understand English as well and they

- said that English is a complicated language to learn.
- d. The fourth question is about student's motivation related to the students' willingness to come to the class on time. The data obtained from the result of the questionnaire showed the highest frequency is 51%, the students answered that they disagree with the question presented. Most students answered in the open-ended questionnaire that they are having internet problem, so they cannot join the class on time.
 - e. The fifth question is about student's motivation related to the students' willingness to join the class while they are sick. The data obtained from the result of the questionnaire showed the highest frequency is 67%, the students answered that they disagree with the question presented. It can be concluded that students did not want to join the class when they are sick, this is understandable because every student has a different immune system. but some of the students agree to join because they have high motivation to join the English lesson.

CONCLUSION

The result of the study showed that students still have an enthusiasm for learning English during the covid-19 pandemic. They will remain enthusiastic to learn as long as the teacher gives them assignments that are not too difficult for them. This analysis shows how important the teacher role during covid-19 pandemic. The teacher should not burden students by giving difficult assignments so that students do not find it difficult to learn English, so that students' learning motivation does not decrease and students will be more enthusiastic to learn during a pandemic.

The Covid-19 pandemic requires that every learning activity be carried out online. So that teachers and students

cannot meet face to face in class but must be through information technology intermediaries. This new situation that must be faced by students has an impact on students' learning motivation.

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PELANGGARAN PRINSIP SOPAN SANTUN DALAM ACARA MATA NAJWA EPISODE MENTERI TERJARING LOBSTER

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ABSTRAK

Judul dari penelitian ini adalah pelanggaran prinsip sopan santun dalam acara mata najwa episode menteri terjaring lobster. Adapun tujuan dari penelitian adalah mendeskripsikan bentuk pelanggaran prinsip sopan santun dalam acara mata najwa episode menteri terjaring lobster dan mendeskripsikan implikasi dari bentuk pelanggaran prinsip sopan santun dalam acara mata najwa episode menteri terjaring lobster terhadap pembelajaran debat di SMA. Penelitian ini termasuk jenis penelitian kualitatif yang bersifat deskriptif. Pendekatan dalam penelitian ini adalah pendekatan pragmatik. Sumber data yang digunakan adalah percakapan atau dialog dalam tayangan mata najwa episode menteri terjaring lobster dalam tayangan 25 November 2020. Data dalam penelitian ini adalah tuturan yang mengandung pelanggaran prinsip sopan santun dalam acara mata najwa episode menteri terjaring lobster. Metode pengumpulan data yang digunakan dalam penelitian ini adalah metode simak, sedangkan teknik untuk pengumpulan data menggunakan teknik simak dan teknik catat. Berdasarkan analisis dapat disimpulkan yaitu ditemukan pelanggaran terhadap prinsip sopan santun. Pelanggaran terhadap prinsip sopan santun ditemukan pada banyak data dan meliputi semua maksimumnya (enam maksimum). Pelanggaran paling banyak ialah makim pujian, lalu diikuti maksimum kesepakatan dan maksimum simpati, maksimum kearifan, kerendahan hati, dan yang paling sedikit maksimum kedermawaan. Dari hasil analisis dalam penelitian ini jika di terapkan dalam pembelajaran debat maka hasil analisis ini dapat dijadikan sebagai bahan bacaan atau bahan ajar untuk siswa. Diharapkan setelah siswa membaca dari hasil analisis pelanggaran prinsip sopan santun dalam acara mata najwa episode menteri terjaring lobster ini siswa lebih baik dalam bertutur dan khususnya dalam pembelajaran debat.

Kata Kunci: pelanggaran prinsip sopan santun, mata najwa episode menteri terjaring lobster, enam maksimum

PENDAHULUAN

Bahasa mempunyai peranan penting dalam kehidupan masyarakat. Pada hakikatnya bahasa adalah alat komunikasi yang mempunyai maksud dan tujuan yang jelas. Selain itu, bahasa digunakan untuk menyampaikan ide atau gagasan serta pikiran dalam bentuk lisan maupun tulisan. Penggunaan bahasa dalam berkomunikasi memiliki makna berdasarkan pengetahuan pendengar tentang apa yang terjadi pada saat berinteraksi. Makna merupakan ungkapan yang terkandung dalam sebuah tuturan, baik kata maupun kalimat. Hamid Hasan Lubis (2015: 7) mengatakan bahwa makna sebuah kalimat tidak hanya diterangkan oleh kata-kata yang

mendukung kalimat itu saja. Seseorang dalam tuturannya belum tentu apa yang dikatakan sesuai dengan kenyataan, namun mempunyai maksud tertentu di balik ucapan tersebut.

Selain bahasa mempunyai peranan penting, sopan santun juga penting saat berinteraksi dengan lawan tutur, apa yang dikatakan akan mempunyai makna dan maksud tersendiri bagi sejumlah orang. Sopan santun berbahasa juga mencerminkan karakter pribadi seseorang, karena mempunyai karakter yang baik akan lebih dihargai oleh masyarakat. Agar terjalin komunikasi yang baik tidak perlu menggunakan bahasa yang berbelit-belit dan kalimat yang berulang-ulang namun harus memperhatikan lawan bicara dan

bagaimana situasi kondisi saat itu. Adapun tujuan dari sopan santun berbahasa adalah memperlancar komunikasi. Maka dapat disimpulkan dari apa yang ditulis dalam bukunya Leech (2019), prinsip sopan santun merupakan penggambaran tentang bagaimana seharusnya bersikap dan berbahasa yang sopan santun, serta yang dapat dilakukan oleh diri sendiri dan orang lain.

Leech (2019) merumuskan bentuk pelanggaran prinsip sopan santun yang terdiri dari keenam maksim. Pelanggaran maksim sopan santun tersebut, yaitu: pelanggaran maksim kearifan, pelanggaran maksim kedemawaan, pelanggaran maksim pujian, pelanggaran maksim kerendahan hati, pelanggaran maksim kesepakatan, dan pelanggaran maksim simpati.

Sopan santun berbahasa tidak lepas dari seorang publik figur. Sekarang ini banyak publik figur yang dikenal dengan omongannya yang ceplas-ceplos dan menjadi daya tarik masyarakat zaman *now*, bahkan ditiru dalam dikehidupan sehari-hari. Saat ini pemakaian bahasa secara sopan santun dalam kehidupan sehari-hari belum menjadi perhatian masyarakat. Banyak ragam bahasa yang baik tetapi belum tentu nilai rasa yang terkandung di dalamnya menyenangkan hati pendengar. Hal ini terjadi karena masyarakat belum mengetahui pemakaian struktur bahasa santun. Struktur bahasa yang santun adalah struktur bahasa yang disusun oleh penutur agar tidak menyinggung perasaan pendengar (Pranowo, 2012: 4).

Program acara talkshow Mata Najwa yang dipandu oleh jurnalis senior yaitu Najwa Shihab membahas topik-topik yang sedang banyak dibicarakan masyarakat. Sejumlah tamu istimewa telah hadir dan berbicara diacara Mata Najwa dalam tayangan 25 November 2020 yaitu Fahri Hamzah sebagai politikus partai gelora dan eksportir benih lobster, Dedi Mulyadi sebagai wakil ketua komisi IV DPR RI, Susan Herawati

sebagai sekjen koalisi rakyat untuk keadilan perikanan, dan Tama S Langkung sebagai peneliti ICW. Banyak masyarakat yang menganggap para politikus dan pejabat tinggi memiliki citra positif karena tuturannya yang sopan santun. Para politikus dan pejabat tinggi memang terlihat wibawa karena kedudukannya, namun masyarakat perlu tahu bagaimana seseorang yang mempunyai jabatan atau kedudukan tinggi dalam berbahasa. Dalam acara Mata Najwa Episode Menteri Terjaring Lobster ini dapat dianalisis bahwa banyak tuturan para politikus dan pejabat tinggi yang melanggar prinsip sopan santun. Tuturan para politikus dan pejabat tinggi inilah yang mendorong peneliti untuk melakukan sebuah penelitian pragmatik.

Penelitian ini menggunakan beberapa penelitian yang relevan, diantaranya sebagai berikut.

Tety Bekti Sulistyorini (2018) melakukan penelitian yang berjudul *Penyimpangan Prinsip Kesopanan dalam Grup Whatsapp Mahasiswa dan Implikasinya Sebagai Materi Ajar*. Hasil penelitian tersebut menunjukkan bahwa 40 percakapan dalam whatsapp mengandung penyimpangan prinsip kesopanan, yakni 12(30%) percakapan menyimpang maksim kebijaksanaan, 4(10%) percakapan menyimpang maksim kedermawaan, 7(17%) percakapan menyimpang maksim penghargaan, 7(17%) percakapan menyimpang maksim kesederhanaan, 9(23%) percakapan menyimpang maksim kecocokan, dan 1(3%) percakapan menyimpang maksim kesimpatian. Selain itu, penelitian ini dapat diimplikasikan dalam pembelajaran bahasa Indonesia tentang kesantunan berbahasa kelas VII KD 3.12, kelas VIII KD 3.4, kelas IX KD 3.8, kelas X KD 3.11. Penyimpangan maksim kesopanan yang paling tinggi adalah maksim kebijaksanaan, sedangkan penyimpangan maksim yang paling rendah adalah maksim kesimpatian.

Nicko Andri Wijayanto (2017) dalam skripsinya yang berjudul *Pelanggaran Prinsip Kesopanan Berbahasa Pada Rubrik Pojok Nuwun Sewu Dalam Surat Kabar Harian Solopos Edisi Desember 2016 Dan Implikasi Terhadap Pembelajaran Bahasa Indonesia Di SMA*. Tujuan dalam penelitian ini adalah (1) Mendeskripsikan bentuk pelanggaran prinsip kesopanan yang terdapat pada rubrik Pojok “*Nuwun Sewu*” dalam surat kabar harian *Solopos*, (2) Mendeskripsikan analisis dari bentuk pelanggaran prinsip kesopanan pada rubrik Pojok “*Nuwun Sewu*” dalam surat kabar harian *Solopos*. (3) mendeskripsikan implikasi dari bentuk pelanggaran prinsip kesopanan pada rubrik Pojok “*Nuwun Sewu*” dalam surat kabar harian *Solopos* dalam pembelajaran.

Oppi Arianita (2017) dalam skripsinya yang berjudul *Prinsip Kesopanan Pada Obrolan Santai Siaran Progama 4 LPP RRI Jambi*. Tujuan dalam penelitian Oppi adalah untuk mengetahui prinsip kesopanan apa saja yang paling dominan dilakukan penyiar obrolan santai salah satu siaran progama 4 LPP RRI Jambi dan mengetahui pelanggaran prinsip kesopanan yang dilakukan oleh pengisi suara obrolan santai salah satu siaran progama 4 LPP RRI Jambi.

Penelitian ini penting dilakukan karena aspek sopan santun juga sangat penting bagi dunia pendidikan karena melatih siswa untuk berbahasa santun tanpa menyinggung pihak lain dan memiliki peran penting dalam kemampuan bahasa siswa. Pada pembelajaran kelas X tentang menganalisis isi debat, siswa dapat melatih kemampuan berbahasa yg sopan santun dengan mengembangkan permasalahan atau isu dari berbagai sudut pandang yang dilengkapi dengan argumen. Dengan begitu siswa dapat menerapkan penggunaan bahasa sopan santun di kehidupan sehari-hari.

METODE PENELITIAN

Penelitian ini merupakan penelitian kualitatif yang bersifat deskriptif. Penelitian kualitatif adalah penelitian yang bermaksud untuk memahami fenomena tentang apa yang dialami oleh subjek penelitian misalnya perilaku, persepsi, motivasi, tindakan, dll., secara holistik, dan dengan cara deskripsi dalam bentuk kata-kata dan bahasa (Moleong, 2017: 6). Secara epistemology, penelitian kualitatif adalah proses penelitian sesuatu yang lebih penting dibanding dengan hasil yang diperoleh (Noor, 2015: 8). Artinya peneliti dengan keterlibatan proses pengumpulan data inilah yang nantinya hasil penelitian ini dapat dipertanggungjawabkan. Tujuan dari penelitian deskriptif adalah untuk membuat pecanderaan secara sistematis, faktual, dan akurat mengenai fakta-fakta tertentu (Suryabrata, 2013: 75). Penelitian kualitatif deskriptif dalam tayangan Mata Najwa ini digunakan untuk memperoleh data dengan metode simak dan catat-mencatat. Sumber data yang digunakan adalah percakapan atau dialog dalam tayangan mata najwa episode menteri terjaring lobster dalam tayangan 25 November 2020. Data dalam penelitian ini adalah tuturan yang mengandung pelanggaran prinsip sopan santun dalam acara mata najwa episode menteri terjaring lobster. Metode pengumpulan data yang digunakan dalam penelitian ini adalah metode simak, sedangkan teknik untuk pengumpulan data menggunakan teknik simak dan teknik catat. Teknik simak adalah teknik pengumpulan data dengan cara menyimak tayangan yang akan diteliti dan teknik catat merupakan teknik pengumpulan data dengan cara ditulis sesuai masalah yang diteliti. Teknik analisis data ini menggunakan teknik analisis data kualitatif. Menurut Bogdan & Biklen (dalam Lexy J. Moleong, 2012: 248) analisis data kualitatif adalah upaya bekerja dengan data, mengorganisasikan, memilah-milahnya menjadi satuan yang dapat dikelola, menemukan pola, dan

menemukan yang penting. langkah-langkah menganalisis data yaitu menyimak tayangan Mata Najwa dan mencatat tindak tutur pelanggaran kesantunan berbahasa, menjelaskan maksud tuturan yang diungkapkan, lalu mengelompokkan dan menganalisis tindak tutur pelanggaran prinsip sopan santun ke dalam tabel, dan yang terakhir menafsirkan hasil analisis data.

HASIL DAN PEMBAHASAN

Peneliti menggunakan 19 data dan telah ditemukan 8 analisis pelanggaran maksim kearifan, 2 analisis pelanggaran maksim kedermawaan, 17 analisis pelanggaran maksim pujian, 6 analisis pelanggaran maksim kerendahan hati, 12 analisis pelanggaran maksim kesepakatan, 12 analisis pelanggaran maksim simpati. Hasil penelitian tersebut dapat dipaparkan sebagai berikut.

1. Pelanggaran Maksim Kearifan

Dalam maksim ini, penutur hendaknya membuat kerugian mitra tutur sekecil mungkin dan membuat keuntungan mitra tutur sebesar mungkin. Namun dalam pelanggaran maksim kearifan ini ditandai dengan mengurangi keuntungan orang lain saat berargumentasi.

(1) Konteks: Susan Menyarankan Sumber Daya Kelautan Dan Perikanan Harus Dipimpin Oleh Seseorang Yang Paham Betul

...

Najwa Shihab : “Jadi hal-hal itu yang kemudian semakin menguatkan pendapat anda bahwa sebaiknya pejabat yang ditunjuk untuk menangani kementerian KKP itu tidak ada embel-embel politiknya, gitu?”

Susan H : “*Iya saya sudah pernah bilang juga kalau kemudian masih ragu, nelayan saja yang pimpin.*”

...

(Data 17)

Penggalan tuturan pada (data 17) merupakan pelanggaran maksim kearifan. Tuturan tersebut terdapat pada kalimat “*Iya saya sudah pernah bilang juga kalau kemudian masih ragu, nelayan saja yang pimpin*”. Pembicaraan Susan dan Najwa ini mengenai pimpinan KKP dan Susan dengan bijak menyarankan bahwa kalau ragu bisa aja nelayan yang pimpin karena sudah mempunyai bekal pengalaman yang cukup kuat. Artinya tuturan tersebut merugikan menteri KKP yang sedang menjabat dan secara tidak langsung dia mengunggulkan pendapatnya sendiri dengan apa yang terjadi.

2. Pelanggaran Maksim

Dalam maksim kedermawaan ini, penutur membuat keuntungan diri sendiri sekecil mungkin dan kerugian diri sendiri sebesar mungkin. Namun dalam pelanggaran maksim kedermawaan penutur dinyatakan tidak santun apabila tuturan yang disampaikan tidak mampu menghormati mitra tutur dengan cara memaksimalkan keuntungan dirinya sendiri. Pelanggaran maksim kedermawaan ditunjukkan pada data berikut.

(2) Konteks: Penjelasan Mengenai Apa Yang Terjadi Di Bandara Ketika Petugas Kpk Datang

Ali Mochtar : “*Pak Edi juga sangat kooperatif untuk bisa mendengarkan apa yang mereka jelaskan, kemudian menyiapkan jalur khusus untuk mereka berkomunikasi dengan Pak Edi dengan Nyonya dengan beberapa Bapak-bapak yang ada, itu menurut saya adalah informasi yang penting harus disampaikan sehingga tidak digambarkan seperti orang itu melakukan tindakan yang tidak menghargai hak-hak asasi manusia.*”

(Data 3)

Penggalan tuturan pada (data 3) merupakan pelanggaran maksim kedermawaan. Tuturan tersebut terdapat pada kalimat *“Pak Edi juga sangat kooperatif untuk bisa mendengarkan apa yang mereka jelaskan, kemudian menyiapkan jalur khusus untuk mereka berkomunikasi dengan Pak Edi dengan Nyonya dengan beberapa Bapak-bapak yang ada”*. Peristiwa pelanggaran maksim kedermawaan tersebut terjadi karena Ali membicarakan tentang rombongannya yang pergi ke Amerika itu dengan pernyataan baik, seolah-olah dia ingin menyakinkan bahwa kita benar dan mereka para wartawan salah.

3. Maksim Pujian

Dalam maksim pujian ini, penutur memaksimalkan pujian kepada mitra tutur seperti rasa hormat dan mengurangi rasa hormat pada dirinya sendiri. Tuturan dikatakan santun jika penutur memberikan pujian atau penghargaan terhadap suatu hal. Namun tuturan dikatakan tidak santun apabila di dalam pembelajaran debat tidak saling menghormati seperti mencela atau memperhentikan pembicaraan pihak lawan, meragukan, dan tidak memuji pendapat orang lain. Pelanggaran maksim kedermawaan ditunjukkan pada data berikut.

(3) Konteks: Penjelasan Mengenai Apa Yang Terjadi Di Bandara Ketika Petugas Kpk Dating

Najwa Shihab : “Yang tadi menarik ketika anda katakan sebetulnya ada syarat sebelum ekspor harus dibuktikan secara berkelanjutan, ada pelepasliaran lobster berapa persen dan sebagainya, *berarti itu paling cepat dilakukan ya satu tahun, tapi Bung Fahri bulan Juli sudah ekspor? Apakah sudah memenuhi syarat-syarat itu?*”

Fahri Hamzah : “Kan kementerian membolehkan kita bekerja sama dengan yang sudah menjadi nelayan, kan ada nelayan tangkap dan nelayan budidaya.”

(Data 7)

Penggalan tuturan pada (data 7) merupakan pelanggaran maksim pujian. Tuturan tersebut terdapat pada kalimat *“berarti itu paling cepat dilakukan ya satu tahun, tapi Bung Fahri bulan Juli sudah ekspor? Apakah sudah memenuhi syarat-syarat itu?”*. Peristiwa tersebut terjadi karena Najwa bertanya dengan keraguannya tentang apakah sudah memenuhi syarat izin ekspor lobster dan meragukan mengapa terlalu cepat ekspor padahal salah satu syaratnya harus melepas liarkan lobster terlebih dahulu dan itu membutuhkan paling cepat satu tahun. Keraguan itulah yang termasuk sifat tidak menghargai dan termasuk pelanggaran maksim pujian.

4. Maksim Kerendahan Hati

Dalam maksim kerendahan hati ini, diharapkan para penutur dapat bersikap sederhana seperti memberikan pujian pada mitra tutur dan tidak memuji diri sendiri. Tuturan dikatakan tidak santun jika penutur bersikap sombong, memuji diri sendiri, dan mengiyakan saat dipuji oleh mitra tutur. Pelanggaran maksim kerendahan hati ditunjukkan pada data berikut.

(4) Konteks: Ali Mochtar Menjelaskan Perjalanan Rombongan Menteri Selama Tujuh Hari Di Amerika

Najwa Shihab : “Bang Ali anda ke Amerika sebagai bagian dari komite berarti anda ikut dari seluruh perjalanan rombongan menteri ini, tujuh hari *full* anda disana?”

Ali Mochtar : “*Ya, saya tahu benar apa yang dilakukan mulai dari start, singgah dimana, apa yang dibicarakan, ketemu dengan siapa, semua saya tahu, siapa-siapa yang ikut saya tahu dan saya mengerti apa yang sedang dibicarakan sampai dengan kami kembali ke Jakarta. Apa yang mau Najwa tanyakan?*”

(Data 2)

Penggalan tuturan pada (data 2) merupakan pelanggaran maksim kerendahan hati. Tuturan tersebut terdapat pada kalimat “*Ya, saya tahu benar apa yang dilakukan mulai dari start, singgah dimana, apa yang dibicarakan, ketemu dengan siapa, semua saya tahu, siapa-siapa yang ikut saya tahu dan saya mengerti apa yang sedang dibicarakan sampai dengan kami kembali ke Jakarta*”. Peristiwa pelanggaran maksim kerendahan hati tersebut terjadi karena Ali memuji dan menyombongkan diri sendiri dengan situasi yang sedang dibahas walaupun memang Ali ikutserta dalam rombongan menteri di Amerika.

5. Maksim Kesepakatan

Dalam maksim kesepakatan ini, penutur berusaha meminimalisir ketidaksepakatan dengan orang lain, namun mengusahakan agar kesepakatan antara dirinya dan orang lain terjadi sebanyak mungkin. Tuturan dikatakan santun jika penutur dan mitra tutur mencapai kesepakatan atau kecocokan satu sama lain. Namun jika tuturan tidak mencapai kesepakatan maupun kecocokan maka bisa dikatakan tuturan tersebut tidak santun, seperti mencela atau tidak mengiyakan pendapat orang lain. Pelanggaran maksim kesepakatan ditunjukkan pada data berikut.

(5) Konteks: Penjelasan Mengenai Apa Yang Terjadi Di Bandara Ketika Petugas Kpk Datang

Ali Mochtar : “Pak Edi juga sangat kooperatif untuk bisa mendengarkan apa yang mereka jelaskan, kemudian menyiapkan jalur khusus untuk mereka berkomunikasi dengan Pak Edi dengan Nyonya dengan beberapa Bapak-bapak yang ada, itu menurut saya adalah informasi yang penting harus disampaikan *sehingga tidak digambarkan seperti orang itu melakukan tindakan yang*

tidak menghargai hak-hak asasi manusia.

(Data 3)

Penggalan tuturan pada (data 3) merupakan pelanggaran maksim kesepakatan. Tuturan tersebut terdapat pada kalimat “*sehingga tidak digambarkan seperti orang itu melakukan tindakan yang tidak menghargai hak-hak asasi manusia*”. Peristiwa pelanggaran maksim kesepakatan tersebut terjadi karena Ali mencela atau tidak mengiyakan berita yang beredar tentang dirinya dan rombongannya.

6. Maksim Simpati

Sikap simpati merupakan sikap keikutsertaan dalam memahami perasaan orang lain. Dalam maksim ini diharapkan mitra tutur ikut bersimpati terhadap mitra tutur yang mengalami musibah, bukan malah bersikap antipasti. Seseorang dikatakan melanggar maksim simpati apabila ia bersikap antipati terhadap mitra tutur, seperti tidak bersimpati, tidak peduli, menyatakan pendapat jelek, dan jika seseorang mengalami kesusahan ia tidak membantu dan justru bahagia.

(6) Konteks: Ali Mochtar Menjelaskan Kewenangan Dan Komite Pada Masa Kementerian Edhy Prabowo

Najwa Shihab : “Baik.

Bang Ali saya hanya ingin konfirmasi, jadi komite ini dibentuk di awal pemerintah sejak kementerian yang dipimpin oleh Menteri Edi, begitu ya, sejak awal sudah setahun ya?”

Ali Mochtar : (“Oke oke oke betul”.)

(Data 1)

Penggalan tuturan pada (data 1) merupakan pelanggaran maksim simpati. Tuturan tersebut terdapat pada kalimat “*Ali saya hanya ingin konfirmasi*”. Peristiwa pelanggaran maksim simpati tersebut terjadi karena Najwa hanya menginginkan jawaban atas pertanyaan

yang diajukan, sehingga seolah-olah Najwa tidak peduli dengan jawaban yang dilontarkan oleh Ali.

KESIMPULAN

Berdasarkan hasil analisis terhadap pelanggaran prinsip sopan santun dalam acara mata najwa episode menteri terjaring lobster yaitu ditemukan 57 data, diantaranya 8 data melanggar maksim kearifan, 2 data melanggar maksim kedermawaan, 17 data melanggar maksim pujian, 6 data melanggar maksim kerendahan hati, 12 data melanggar maksim kesepakatan, 12 data melanggar maksim simpati. Dari data diatas ditemukan banyak tuturan yang melanggar prinsip pujian, dan sedikit yang melanggar maksim kedermawaan. Banyak pelanggaran prinsip pujian terjadi karena tuturan yang tidak menghargai, berkata kasar, meraguan, dll. Dari banyak tuturan yang melanggar prinsip sopan santun, dapat dianalisis dan dijadikan sebagai bahasa yang lebih baik sehingga tidak lagi melanggar prinsip sopan santun.

Dari hasil analisis dalam penelitian ini jika di terapkan dalam pembelajaran debat maka hasil analisis ini dapat dijadikan sebagai bahan bacaan atau bahan ajar untuk siswa. Diharapkan setelah siswa membaca dari hasil analisis pelanggaran prinsip sopan santun dalam acara mata najwa episode menteri terjaring lobster ini siswa lebih baik dalam bertutur dan khususnya dalam pembelajaran debat.

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KESALAHAN MORFOLOGI DALAM LAMAN INSTAGRAM @kemenkesRI

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Abstrak

Penelitian ini membahas tentang kesalahan berbahasa bidang morfologi pada unggahan laman instagram @kemenkesRI. Tujuan dari penelitian ini yaitu untuk mendeskripsikan kesalahan berbahasa khususnya bidang morfologi yang terdapat pada unggahan laman instagram @kemenkesRI pada tahun 2020. Penelitian ini menggunakan metode deskriptif kualitatif. Teknik pengumpulan data yang digunakan yaitu teknik baca dan catat. Teknik analisis data yang digunakan dalam penelitian ini menggunakan metode padan dan agih digunakan saat mengidentifikasi data dalam unggahan laman instagram serta menentukan implementasi hasil analisis. Berdasarkan analisis data mengenai kesalahan morfologi dalam unggahan laman instagram @kemenkesRI maka dapat ditarik kesimpulan sebagai berikut : (1) kesalahan penempatan afiks yang tidak tepat sebanyak 57,5 % atau 19 kesalahan, (2) kesalahan penyingkatan morfem sebanyak 18,1 % atau 6 kesalahan, (3) kesalahan pemakaian afiks yang tidak tepat sebanyak 9% atau 3 kesalahan, (4) kesalahan penentuan bentuk dasar yang tidak tepat sebanyak 9% atau 3 kesalahan, dan (5) kesalahan bunyi yang seharusnya diluluhkan tetapi tidak diluluhkan sebanyak 6% atau 2 kesalahan.

Keywords: Instagram, Kesalahan Berbahasa, Morfologi

PENDAHULUAN

Bahasa merupakan bagian dari aspek penting ketika berkomunikasi. Bahasa digunakan sebagai media dalam aktivitas komunikasi untuk menyampaikan suatu pesan seseorang ke orang lain. Penggunaan bahasa pun sangatlah beragam sesuai dengan kebutuhan serta tujuan komunikasi. Dalam penerapan komunikasi haruslah memperhatikan aturan kebahasaan yang baik dan benar. Berbahasa Indonesia dengan baik dan benar adalah berbahasa Indonesia yang sesuai faktor-faktor penentu berkomunikasi dan benar dalam penerapan aturan kebahasaan (Setyawati, 2010: 10)

Dalam tataran ilmu linguistik, berbahasa terbagi oleh berbagai bidang antara lain fonologi, sintaksis, morfologi, dan semantik. Pada bidang morfologi sendiri membahas tentang pembentukan kata. Morfologi merupakan ilmu yang mengkaji proses pembentukan kata. Ramlan (2009: 51) yang menyatakan bahwa proses morfologik ialah proses

pembentukan kata-kata dari satuan lain yang merupakan bentuk dasarnya. Proses morfologi pada dasarnya merupakan pembentukan kata dari bentuk dasar yang melalui pembubuhan afiks (afiksasi), pengulangan (reduplikasi), penggabungan (komposisi), pemendekan (akronimisasi), dan perubahan status (konversi), (Chaer, 2015: 25).

Pada penggunaan bahasa Indonesia dalam kehidupan sehari-hari terkadang dipengaruhi oleh penggunaan bahasa daerah sehingga seringkali terjadi kesalahan berbahasa. Seperti yang dikatakan oleh Setyawati (2010: 15) kesalahan berbahasa merupakan penggunaan bahasa baik secara lisan maupun tertulis yang menyimpang dari faktor-faktor penentu berkomunikasi atau menyimpang dari kaidah tata bahasa Indonesia.

Ketika mengkaji segala aspek penyimpangan berbahasa maka dibutuhkan analisis kesalahan berbahasa. Samsuri (2018: 78) yang menyatakan bahwa analisis kesalahan berbahasa

merupakan kegiatan pengkajian segala aspek penyimpangan berbahasa itu sendiri. Analisis kesalahan berbahasa sangatlah diperlukan untuk mengetahui betapa bahasa itu diucapkan, ditulis, disusun, dan berfungsi.

Sebagai salah satu bahan yang digunakan untuk menganalisis kesalahan berbahasa, wacana merupakan satuan kebahasaan yang paling kompleks yang meliputi fonem, morfem, kata, frasa, klausa, kalimat, paragraf, dan karangan utuh. Berbagai klasifikasi wacana berupa wacana politik, sosial, ekonomi, budaya, militer, kriminalitas, hingga kesehatan. Umumnya sebuah wacana dapat direalisasikan dalam bentuk tulisan. Salah satu media yang digunakan sebagai tempat menyampaikan wacana ialah media sosial.

Ardian, dkk (dalam Prameswari dan Susanti, 2020: 28) media sosial adalah tempat dimana kebebasan dan kedinamisan komunikasi/interaksi. Keberadaan media sosial juga berpengaruh terhadap fasilitas publik yang mana juga telah banyak menggunakan media sosial. Salah satu yang memanfaatkannya adalah pemerintahan. Komunikasi yang dilakukan oleh lembaga pemerintahan di media sosial bermacam-macam, ada yang bersifat formal juga ada yang lebih bersifat anak muda atau non formal. Perbedaan tersebut biasanya dipengaruhi oleh pengelola media sosial itu sendiri. Berbagai media sosial yang banyak digunakan oleh masyarakat antara lain Whatsapp, Facebook, Twitter, Messenger, Youtube, Instagram, dan lainnya.

Dipilihnya laman instagram @kemeskesRI karena merupakan akun laman resmi kementerian kesehatan Republik Indonesia yang cukup berpengaruh. Unggahan dalam laman instagram @kemenkesRI membagikan informasi yang berisi tentang kesehatan. Akan tetapi, dalam menyampaikan suatu informasi di media sosial terkadang ditemui beberapa kesalahan berbahasa

dalam penulisannya. Analisis kesalahan berbahasa sangat dibutuhkan karena agar tidak terjadi kesalahpahaman dalam penggunaan bahasa yang mana erat kaitannya dalam proses komunikasi seperti berbagi informasi.

Penelitian ini akan memfokuskan pada kesalahan berbahasa bidang morfologi dalam unggahan laman instagram @kemenkesRI pada tahun 2020. Berdasarkan penjabaran diatas maka tujuan dari penelitian ini yaitu mendeskripsikan tentang kesalahan bidang morfologi dalam unggahan laman instagram @kemenkesRI.

Penelitian ini relevan dengan penelitian yang dilakukan oleh Nurrohmah (2014) yang berjudul “Analisis Kesalahan Morfologi dalam Keterampilan Menulis Cerpen Siswa Kelas VII Semester II Pamulang Tahun Ajaran 2012/2013”. Penelitian tersebut bertujuan mendeskripsikan kemampuan siswa dalam menulis cerpen dengan menggunakan morfem afiks yang tepat. Nurrohmah menggunakan 28 cerpen siswa kelas VII MTsN Tangerang untuk objek penelitiannya. Berdasarkan analisis Nurrohmah pada penelitiannya maka ditemukan 21 cerpen yang termasuk dalam kesalahan morfem afiks.

Widianingsih (2014) juga melakukan penelitian yang berjudul “Analisis Kesalahan Ejaan pada Buku Teks Mata Pelajaran Bahasa Indonesia untuk Kelas VI Sekolah Dasar Terbitan Yudhistira dan Erlangga” yang relevan dengan penelitian ini. Metode yang digunakan oleh Widianingsih dalam penelitiannya yaitu metode deskriptif kualitatif. Sumber data berupa buku teks mata pelajaran bahasa Indonesia kelas VI terbitan Yudhistira dan Erlangga.

Penelitian lain yang relevan dengan penelitian ini yaitu penelitian yang dilakukan oleh Purwandari, Setiawan, dan Saddhono (2014) melakukan penelitian yang berjudul “Analisis Kesalahan Berbahasa pada Surat Dinas Kantor Kepala Desa Jladri”. relevansi penelitian

ini dengan penelitian yang dilakukan oleh Purwandari, Setiawan, Saddhono yaitu mengkaji tentang kesalahan berbahasa bidang morfologi.

METODE PENELITIAN

Pelaksanaan penelitian mengenai kesalahan berbahasa bidang morfologi dalam unggahan laman instagram @kemenkesRI dan implikasinya dengan pembelajaran teks eksposisi di SMA menggunakan jenis penelitian deskriptif dengan metode kualitatif. Penelitian ini menghasilkan data berupa tulisan karangan kata-kata bukan angka.

Penelitian deskriptif kualitatif ini bertujuan untuk memdeskripsikan gambaran yang akurat terkait suatu informasi dan fenomena yang diselidiki. Subjek data yang digunakan dalam penelitian ini adalah unggahan laman instagram @kemenkesRI pada tahun 2020.

Menurut Mahsun dalam (Simanullang, 2020: 32) menjelaskan bahwa metode simak dilakukan untuk menyimak penggunaan bahasa. Istilah menyimak tidak hanya berkaitan dengan penggunaan bahasa secara lisan, tetapi juga penggunaan bahasa secara tertulis. Penggunaan metode simak dalam penelitian ini memiliki teknik lanjutan yaitu teknik catat. Adapun analisis data yang digunakan yaitu metode padan dan agih. Metode padan adalah metode analisis bahasa yang alat penentunya di luar, terlepas, dan tidak menjadi bagian bahasa yang bersangkutan, sedangkan metode agih adalah metode analisis bahasa dengan alat penentu yang berasal dari bahasa itu sendiri (Sudaryanto, 1993: 13).

HASIL DAN PEMBAHASAN

Peneliti menggunakan 30 data unggahan laman instagram @kemenkesRI yang ditemukan kesalahan morfologi yang meliputi 33 analisis yang meliputi 19 kesalahan penempatan afiks, 6 kesalahan penyingkatan morfem, 3

kesalahan pemakaian afiks, 3 kesalahan penentuan bentuk dasar, dan 2 kesalahan bunyi yang seharusnya luluh tetapi tidak diluluhkan. Berikut kesalahan morfologi yang ditemukan dalam laman instagram @kemenkesRI.

1. Kesalahan Penempatan Afiks

Pembentukan kata dengan membubuhkan afiks pada kata dasar masih sering terjadi sebuah kesalahan. Hal tersebut terjadi karena penempatan afiks dalam sebuah kata yang tidak tepat. Hal ini tentu menimbulkan kesalahan berbahasa dalam bidang morfologi. Dalam unggahan laman instagram @kemenkesRI terdapat kesalahan berbahasa berupa penempatan afiks yang tidak tepat sebanyak 19 kesalahan. Beberapa kesalahan tersebut antara lain yaitu pada kata *di jaga, di bagikan, di evakuasi, di rencanakan, di lakukan, dirumah, dilingkungan, didunia*. Perbaikan kata tersebut seharusnya *dijaga, dibagikan, dievakuasi, direncanakan, dilakukan, di rumah, di lingkungan, di dunia*. Penulisan afiks yang melekat pada kata kerja seharusnya ditulis serangkaian dengan kata setelahnya, sedangkan afiks yang melekat pada kata yang menunjukkan keterangan maka ditulis secara terpisah dengan kata setelahnya. Berikut salah satu contohnya.

Judul : Menkes terawan ikut melepas

“WNI yang akan **di evakuasi** dalam keadaan sehat, seluruhnya sudah dilakukan screening dan clearing di sana. Setelah penjemputan, nantinya akan dilakukan transit observasi sesuai pedoman WHO.”

(Data 5)

Berdasarkan penggalan kalimat (c) pada data (5) terdapat kesalahan dalam bidang penempatan afiks yang

tidak tepat. Hal itu disebabkan karena penulisan imbuhan dalam kata ‘di evakuasi’ pada kalimat tersebut tertulis terpisah dengan kata setelahnya. Jadi, penulisan kata yang tepat pada data tersebut yaitu ditulis serangkai dengan kata setelahnya yang menunjukkan sebagai kata kerja.

2. Kesalahan Penyingkatan Morfem

Salah satu morfem pembentuk kata kerja yang sangat produktif dalam bahasa Indonesia adalah morfem *meN-*. Variasi morfem *me-*, penyingkatan morfem yang dipengaruhi oleh bahasa daerah. Hal ini tentu menimbulkan kesalahan berbahasa dalam bidang morfologi. Dalam unggahan laman instagram @kemenkesRI terdapat kesalahan berbahasa berupa penyingkatan morfem. Beberapa kesalahan tersebut antara lain yaitu pada kata *ngurusi*, *nolak*, *numpuk*, *neduh*, *nonton*, *nerima*. Perbaiki kata tersebut seharusnya *mengurusi*, *menolak*, *meneduh*, *menonton*, *menerima*. Penulisan kata bentukan yang benar seharusnya disertai afiks yang lengkap, tanpa perlu adanya penyingkatan morfem. Berikut salah satu contohnya. sebagai berikut.

Judul : Jangan tolak jenazah Covid-19

“Lihat deh bu, masa mereka tega banget **nolak** jenazah perawat yang meninggal karena Covid-19.”

(Data 12)

Berdasarkan penggalan kalimat (b) pada data (12) terdapat kesalahan dalam bidang penyingkatan morfem. Hal itu disebabkan karena penyingkatan morfem dalam kata ‘*nolak*’ pada kalimat tersebut yang seharusnya menggunakan imbuhan *me-* namun hanya disingkat menjadi *n*. Jadi, penulisan kata yang tepat pada data tersebut yaitu ditulis

dengan menggunakan morfem secara utuh.

3. Kesalahan Pemakaian Afiks

Pada kehidupan sehari-hari masyarakat sering menggunakan bentukan kata berafiks sebagai padanan kata. Kesalahan tersebut terjadi karena pengaruh bahasa daerah dan kekurangcermatan dalam memakai kata berafiks yang tepat. Hal ini tentu menimbulkan kesalahan berbahasa dalam bidang morfologi. Dalam unggahan laman instagram @kemenkesRI terdapat kesalahan berbahasa berupa pemakaian afiks yang tidak tepat. Beberapa kesalahan tersebut antara lain yaitu pada kata *ikutin*, *ditanyain*, *dipeduliin*. Perbaiki kata tersebut seharusnya *ikuti*, *ditanyakan*, *dipedulikan*. Berikut salah satu contohnya.

Judul: Info Resmi Pemerintah Terkait Vaksin Covid-19

“Iya mas, kita **ikutin** aja beritanya, kalau sudah ada vaksinya pasti akan ada info resmi dari pemerintah.

(Data 9)

Berdasarkan penggalan kalimat (a) pada data (9) terdapat kesalahan dalam bidang pemakaian afiks yang tidak tepat. Hal itu disebabkan karena penulisan imbuhan dalam kata ‘*ikutin*’ pada kalimat tersebut menggunakan akhiran *-in*. Jadi, penulisan kata yang tepat pada data tersebut yaitu ditulis menggunakan akhiran *-i*.

4. Kesalahan Penentuan Bentuk Dasar

Pengguna bahasa seringkali menggunakan kata bentukan yang salah. Hal tersebut dikarenakan kesalahan menduga kata asal sebagai bentuk dasarnya. Kata-kata tersebut dianggap sudah tak lazim digunakan ataupun kesalahan menulis kata,

sehingga kesalahan bahasa tersebut kurang disadari oleh pengguna bahasa. Dalam unggahan laman instagram @kemenkesRI terdapat adanya kesalahan penentuan bentuk dasar. Beberapa kesalahan tersebut antara lain yaitu pada kata *dihimbau*, *dijinkan*, *menghimbau*. Perbaikan kata tersebut seharusnya *diimbau*, *diizinkan*, *mengimbau*. Berikut salah satu contohnya.

Judul: Upaya pemerintah dalam pengendalian Covid-19

“Menkes **menghimbau** untuk selalu patuh pada protokol kesehatan dan partisipasi dari semua pihak terutama dari masyarakat dan semua sektor untuk disiplin memakai masker, jaga jarak dan rajin cuci tangan pakai sabun.”

(Data 19)

Berdasarkan penggalan kalimat (b) pada data (19) terdapat kesalahan dalam bidang penentuan bentuk dasar yang tidak tepat. Hal itu disebabkan karena penentuan bentuk dasar dalam kata ‘menghimbau’ yang mana seharusnya bentuk dasar dari kata tersebut yaitu ‘imbau’ tetapi ditulis dengan kata ‘himbau’.

5. Kesalahan Bunyi Yang Seharusnya Luluh Tetapi Tidak Diluluhkan

Seringkali kita menemui penggunaan kata-kata bentukan yang berasal dari gabungan kata berafiks dan kata dasar yang berawalan huruf (t, s, k, p) yang seharusnya diluluhkan. Namun pada penggabungan tersebut tidak meluluhkan awal kata dasar ketika dilekai oleh imbuhan meN-. Hal ini tentu menimbulkan kesalahan berbahasa dalam bidang morfologi. Dalam unggahan laman instagram @kemenkesRI terdapat kesalahan berbahasa berupa bunyi yang seharusnya diluluhkan tetapi tidak

diluluhkan. Beberapa kesalahan tersebut antara lain yaitu pada kata *mensukseskan*, *mengkampanyekan*. Perbaikan kata tersebut seharusnya *menyukseskan*. Penggunaan afiks yang melekat pada kata dasar berfonem /s, /k/ yaitu meluluhkan fonem awalnya menjadi bunyi nasal atau bunyi sengau. Pada kata dasar berfonem /s/ menjadi meny- dan /k/ menjadi meng-.

Judul: Imunisasi di Indonesia

“Target awal program imunisasi nasional adalah **mensukseskan** Indonesia dalam program Universal Child Immunization (UCI).”

(Data 24)

Berdasarkan penggalan kalimat (a) pada data (24) terdapat kesalahan dalam bidang bunyi yang seharusnya luluh tetapi tidak diluluhkan. Hal itu disebabkan karena tidak adanya peluluhan bunyi dalam kata ‘mensukseskan’ pada kalimat tersebut. Jadi, penulisan kata yang tepat pada data tersebut yaitu meluluhkan kata dasar yang berawalan huruf (s) yang diluluhkan menjadi meny-.

KESIMPULAN

Berdasarkan hasil penelitian terhadap adanya kesalahan morfologi dalam unggahan laman instagram @kemenkesRI pada tahun 2020, maka dapat disimpulkan sebagai berikut.

Terdapat kesalahan morfologi dalam unggahan laman instagram @kemenkesRI pada kategori kesalahan penempatan afiks yang tidak tepat sebanyak 19 kesalahan yang meliputi kesalahan penempatan afiks di- yang melekat pada kata kerja yang seharusnya ditulis serangkai namun ditulis secara terpisah, serta penempatan afiks di- yang juga melekat pada kata yang menunjukkan keterangan yang mana seharusnya ditulis secara terpisah namun tertulis serangkai dengan kata setelahnya.

Terdapat kesalahan morfologi dalam unggahan laman instagram @kemenkesRI pada kategori kesalahan penyingkatan morfem sebanyak 6 kesalahan yang meliputi penyingkatan morf meng- namun disingkat menjadi ng-, dan penyingkatan juga terjadi pada morf men- yang disingkat menjadi n.

Terdapat kesalahan morfologi dalam unggahan laman instagram @kemenkesRI pada kategori kesalahan pemakaian afiks yang tidak tepat sebanyak 3 kesalahan yang meliputi penggunaan sufiks -in yang tidak baku yang seharusnya dapat diperbaiki dengan menggunakan akhiran -kan.

Terdapat kesalahan morfologi dalam unggahan laman instagram @kemenkesRI pada kategori kesalahan penentuan bentuk dasar sebanyak 3 kesalahan.

Terdapat kesalahan morfologi dalam unggahan laman instagram @kemenkesRI pada kategori kesalahan bunyi yang seharusnya diluluhkan tetapi tidak diluluhkan sebanyak 2 kesalahan yang meliputi kata dasar yang berfonem /s/ dan /k/.

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AFIKSASI PADA BLOG PRIBADI AGUS MULYADI EDISI 2020-2021

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ABSTRAK

Penelitian ini membahas tentang afiksasi dalam blog pribadi “Agus Mulyadi” edisi tahun 2020 sampai dengan 2021. Tujuan dari penelitian ini adalah mendeskripsikan analisis afiksasi yang terdapat dalam blog pribadi “Agus Mulyadi” edisi 2020-2021. Penelitian ini menggunakan metode deskriptif kualitatif. Sumber data yang digunakan berupa blog pribadi dari “Agus Mulyadi” edisi tahun 2020 – 2021. Teknik pengumpulan data yang digunakan yaitu teknik baca dan catat. Teknik analisis data yang digunakan dalam penelitian ini menggunakan model interaktif dan teori dari Miles dan Hubberman untuk menganalisis data dari hasil penelitian. Penelitian ini menggunakan 34 data blog pribadi dalam edisi tahun 2020-2021. Berdasarkan hasil analisis dalam penelitian ini bisa disimpulkan bahwa afiksasi dibagi menjadi 4 kategori yaitu prefiks, infiks, konfiks, sufiks, dan konfiks. Dari 34 data tersebut peneliti menemukan 44 analisis prefiks, 2 analisis infiks, 15 analisis sufiks, dan 21 analisis konfiks. Masing – masing kategori dalam afiksasi memiliki fungsi yang berbeda-beda dengan kategori lain.

Keywords: Afiksasi , Blog Pribadi, Morfologi

PENDAHULUAN

Bahasa merupakan alat komunikasi yang digunakan manusia untuk berinteraksi dalam kehidupan sehari-hari. Bahasa dirangkai dengan kata-kata yang membentuk sebuah kalimat yang terdiri dari macam bentuk, bentuk-bentuk inilah yang menjadi topik utama dalam pembahasan ilmu morfologi. Menurut Chaer (2015: 3) secara etimologi kata *morfologi* berasal dari kata *morf* yang artinya ‘bentuk’ dan kata *logi* yang artinya ‘ilmu’. Jadi secara harfiah morfologi artinya ilmu mengenai bentuk. Proses morfologi adalah proses penggabungan morfem satu dengan morfem lain yang menjadi suatu kata. Chaer (2015: 25) menjelaskan bahwa proses morfologi pada dasarnya adalah proses pembentukan kata dari sebuah bentuk dasar melalui proses pembubuhan afiks (afiksasi), pengulangan (reduplikasi), penggabungan (komposisi), pemendekan (akronimisasi), perubahan status (konversi). Pada ilmu morfologi proses pembentukan kata berimbuhan dinamakan afiksasi. Afiksasi merupakan proses pembentukan kata

dengan mengimbuhan afiks sehingga membentuk suatu kata yang mempunyai makna tersendiri. Afiksasi menambahkan imbuhan di awal, tengah (sisipan), akhir, awal dan akhir sebuah kata sehingga membentuk kosa kata baru dan memiliki makna yang berbeda. Putrayasa (2017: 5) afiksasi adalah proses pembentukan kata dengan pembubuhan afiks (imbuhan) pada bentuk dasar, bentuk tunggal maupun kompleks. Afiksasi memiliki peranan yang sangat penting karena dengan adanya imbuhan pada kata dasar dapat mengubah bentuk, fungsi, kategori, dan makna. Menurut Chaer (2012) ada 4 jenis-jenis afiksasi antara lain, 1) Prefiks diletakkan di awal bentuk dasar kata, 2) Infiks merupakan sisipan atau imbuhan yang terletak di tengah bentuk dasar kata, 3) sufiks diletakkan di belakang bentuk dasar, 4) Konfiks dibubuhkan di kiri dan kanan bentuk dasar kata secara bersamaan. Pada era globalisasi seperti sekarang ini, teknologi dan ilmu pengetahuan berkembang dengan sangat pesat. Menurut Masnur (2010: 18) arus globalisasi telah menimbulkan pengaruh

sosial yang dalam waktu – waktu yang akan datang terjelma dalam perilaku sosial, baik perilaku sosial bermasalah maupun positif. Maka tidak heran jika masyarakat bekerja mengandalkan bantuan internet contohnya ada seorang blogger. Menurut Husnan (2017: 2) blogger adalah salah satu dari penyedia layanan blog gratis dan blog merupakan fasilitas yang disediakan oleh google. Jadi blogger adalah seorang penulis yang membuat tulisannya berdasarkan pengalaman pribadinya atau terkait informasi-informasi yang nantinya akan dibagikan di laman blog internet.

Penelitian ini menggunakan beberapa penelitian yang relevan, diantaranya sebagai berikut.

Kumalasari (2018) melakukan penelitian yang berjudul *Analisis Afiksasi pada Teks Berita Majalah Panjebar Semangat Edisi April – Juni 2017 dan Kaitannya dengan Pemahaman Wacana Pawarta Siswa Kelas VIII SMP*. Menjelaskan bahwa metode yang digunakan adalah deskriptif kualitatif dengan teknik analisis dokumen. Sumber data berupa dokumen yaitu kumpulan teks pawarta, dan teknik pengumpulan data yang digunakan dengan dokumen serta wawancara dengan narasumber.

Krisanjaya (2018) melakukan penelitian yang berjudul *Afiksasi pada Karangan Anak di SDN Jatiwaringin 1: Suatu Kajian Berdasarkan Pemerolehan Bahasa*. Menjelaskan bahwa penelitian ini bertujuan untuk mengetahui secara mendalam tentang afiksasi yang terdapat pada karangan anak SDN Jatiwaringin 1 Kota Bekasi. Metode yang digunakan adalah metode deskriptif kualitatif dengan menggunakan teknik analisis isi. Ditemukan beberapa masalah yang terdapat dalam penelitian ini yakni pada afiksasi karangan anak. Peneliti berperan sebagai instrumen kunci, dan instrumen dibantu dengan menggunakan tabel analisis kerja. Pada penelitian ini menggunakan 30 objek karangan siswa kelas 5 SDN Jatiwaringin 1.

Herawati (2019) melakukan penelitian yang berjudul *Analisis Afiksasi dalam Kata-Kata Mutiara pada Caption di Media Sosial Instagram dan Implikasinya Terhadap Pembelajaran Bahasa Indonesia di SMP*. Menjelaskan bahwa penelitian ini bertujuan untuk mendeskripsikan bentuk kata berimbuhan (afiksasi) dalam kata-kata mutiara pada caption media sosial Instagram. Metode yang digunakan adalah metode deskriptif kualitatif dengan teknik pengumpulan data yang menggunakan teknik simak, dokumentasi dan catat. Sumber data yang digunakan yaitu kata-kata mutiara pada caption Instagram. Hasil penelitian menunjukkan bahwa ada 20 caption yang digunakan, terdapat total 87 data afiks dan kemunculan paling banyak diperoleh sebanyak 31 prefiks dan yang paling sedikit yaitu infiks hanya 4 analisis.

Tujuan dari penelitian ini adalah untuk mengetahui analisis afiksasi pada Blog Pribadi Agus Mulyadi edisi 2020 – 2021.

Penelitian ini penting dilakukan karena seiring berjalannya waktu dan zaman semakin modern maka peneliti menggunakan blog pribadi sebagai objek dalam penelitiannya, karena blog merupakan sebuah platform di internet yang menyediakan tempat untuk membuat tulisan berdasarkan pengalaman pribadi. Jika disangkutkkan dengan penelitian ini maka peneliti sedikit mengubah tentang penggunaan objek pada sebuah penelitian agar lebih kreatif dan modern. Sedangkan afiksasi merupakan tentang proses pengimbuhan sebuah bentuk kata dasar, hal ini sangat padu dengan penggunaan objek blog pribadi karena dalam blog pribadi terdapat banyak kata-kata yang mengandung unsur pengimbuhan kata.

METODE PENELITIAN

Metode yang digunakan dalam penelitian ini adalah metode deskriptif kualitatif. Penelitian ini bersifat pembahasan yang di dalamnya terdapat upaya mendeskripsikan, mencatat,

menganalisis, dan juga menginterpretasikan kondisi-kondisi yang terjadi. Sugiyono (2015: 9) menjelaskan bahwa penelitian kualitatif adalah metode penelitian yang digunakan untuk peneliti pada kondisi objek yang alamiah (sebagai lawannya adalah eksperimen) dimana peneliti adalah sebagai instrumen kunci. Sumber data penelitian ini adalah teks dalam blog pribadi seorang blogger “Agus Mulyadi” yang diambil dari edisi tahun 2020-2021. Data merupakan fakta dan angka yang dapat dijadikan bahan untuk menyusun suatu informasi. Data dalam penelitian ini berupa kata yang mendapat imbuhan (afiks) yang terdapat dalam blog pribadi “Agus Mulyadi” edisi 2020-2021. Teknik pengumpulan data menggunakan teknik baca dan catat. Peneliti mengumpulkan data, mempelajari data, dan menganalisis data yang telah dikumpulkan dengan cara membaca dan mencatat hasil analisis dan kemudian dideskripsikan sesuai dengan hasil analisis. Peneliti menggunakan model interaktif dari teori Miles dan Huberman sebagai teknik analisis data pada penelitian.

HASIL DAN PEMBAHASAN

Peneliti menggunakan 34 data dan telah ditemukan 44 analisis prefiks, 2 analisis infiks, 15 analisis sufiks, dan 21 analisis konfiks. Hasil penelitian tersebut dapat dipaparkan sebagai berikut.

1. Afiksasi Kategori Prefiks

Prefiks merupakan proses afiksasi yang dibubuhkan di awal bentuk dasar kata sehingga menjadi suatu kata yang memiliki makna berbeda sebelum dan sesudah di bubuhkan. Terdapat beberapa bentuk prefiks yaitu *meN-*, *ber-*, *di-*, *ter-*, *peN-*, *pe-*, *se-*, *per-*.

(1) Judul : Menjemput Istri

“Kemarin lusa, saya **menjemput** Kalis di Bandara”

(Data 1)

Penggalan kata (data 1) tersebut termasuk ke dalam kategori prefiks. Hal ini dikarenakan pada kata “**menjemput**” berawal dari kata **jemput** yang mengandung makna sambut, dan mendapat imbuhan *men-* sehingga menjadi **menjemput** yang memiliki makna berbeda setelah setelah mendapat imbuhan prefiks **men-** yakni menyongsong atau menyambut kedatangan orang di suatu tempat. Jika dikaitkan dengan konteks di atas maka “kemarin lusa, saya menyambut Kalis di bandara”.

(2) Judul : Reputnya Rasa Iba

“Ia berjalan, gontai, pelan sekali sedangkan saya naik motor”

(Data 2)

Penggalan kata (data 1) tersebut termasuk ke dalam kategori prefiks. Hal ini dikarenakan pada kata “**berjalan**” berawal dari kata **jalan** yang mengandung makna prasarana untuk umum baik menggunakan kendaraan atau lainnya, dan mendapat imbuhan *ber-* sehingga menjadi **berjalan** yang memiliki makna berbeda setelah setelah mendapat imbuhan prefiks **ber-** yakni melangkah dengan kaki bergerak maju ke depan. Jika dikaitkan dengan konteks di atas maka “ia melangkah kaki, gontai, pelan sekali sedangkan saya naik motor”.

(3) Judul : Sugeng Tiindak, Didi Kempot

“...Sebuah bangunan bekas pabrik pabrik gula **terbesar** di Solo raya.”

(Data 14)

Penggalan kata (data 14) tersebut termasuk ke dalam kategori prefiks. Hal ini dikarenakan pada kata “**terbesar**” berawal dari kata **besar** yang mengandung makna berkuasa atau lebih dari ukuran sedang, yang

kemudian mendapatkan imbuhan prefiks **ter-** sehingga menjadi **terbesar** yang memiliki makna berbeda setelah diimbuhkan prefiks **ter-** yakni paling besar. Jika dikaitkan dengan konteks diatas maka “sebuah bangunan bekas pabrik gula paling besar di Solo raya.

(4) Judul : Suara Melengking

Kalis Mardiasih

“Kalis istri saya punya suara yang sangat nyaring dan keras serupa **penyanyi** rock n roll Joan Jett”

(Data 18)

Penggalan kata (data 14) tersebut termasuk ke dalam kategori prefiks. Hal ini dikarenakan pada kata “**penyanyi**” berawal dari kata **nyanyi** yang mengandung makna mengeluarkan suara dengan sentuhan lirik dan nada, yang kemudian mendapatkan imbuhan prefiks **pe-** sehingga menjadi **penyanyi** yang memiliki makna berbeda setelah diimbuhkan prefiks **pe-** suatu pekerjaan atau profesi yang menghibur.

2. Afiksasi Kategori Infiks

Infiks adalah proses yang pembubuhannya disisipkan di tengah suatu kata dasar. Infiks memiliki 4 jenis yaitu *-el-*, *-em-*, *-er-*, *-in-*.

(5) Judul : Pencarian

Pemanas Air

“**Lelaki** di depan saya itu tak ubahnya seperti sales teladan At-Takrib”

(Data 10)

Penggalan kata (data 10) tersebut termasuk ke dalam kategori infiks. Hal ini dikarenakan pada kata “**Lelaki**” berawal dari kata dasar **laki** yang memiliki makna suami atau pria, yang kemudian mendapatkan sisipan infiks **-el-** sehingga menjadi **lelaki** yang mengandung makna berbeda setelah disisipi infiks **-el-** yaitu seorang laki-laki. Jika dikaitkan dengan konteks di

atas maka “seorang laki-laki di depan saya itu kini seperti sales teladan At-Takrib”.

(6) Judul : Sebuah Analisis

Tentang Cicak Kawin

“Oh ya, rambut-rambut halus spatulae pada cicak ini hanya ada pada **telapak** kaki cicak...”

(Data 33)

Penggalan kata (data 33) tersebut termasuk ke dalam kategori infiks. Hal ini dikarenakan pada kata “**telapak**” berawal dari kata dasar **tapak** yang memiliki makna bekas jejak yang ditinggalkan, yang kemudian mendapatkan sisipan infiks **-el-** sehingga menjadi **telapak** yang mengandung makna berbeda setelah disisipi infiks **-el-** yaitu bagian nama tubuh pada kaki yang langsung nempel ke bawah.

3. Afiksasi Kategori Sufiks (3)

Sufiks adalah proses pengimbuhan yang terletak di akhiran atau belakang suatu kata dasar. Terdapat beberapa bentuk sufiks yaitu *-an*, *-i*, *-kan*, dan *-nya*.

(7) Judul : Tiga Lelaki Dan

Pernikahan

“...Hal yang aku **pikirkan** adalah tempat wisata apa di kota tersebut”

(Data 3)

Penggalan kata (data 3) tersebut termasuk ke dalam kategori sufiks. Hal ini dikarenakan pada kata “**pikirkan**” berawal dari kata dasar **pikir** yang mengandung makna akal budi/ ingatan/angan-angan yang kemudian mendapatkan imbuhan sufiks **-kan** sehingga menjadi **pikirkan** yang memiliki makna berbeda setelah diimbuhkan sufiks **-kan** yakni gagasan yang terdapat dalam angan-angan.

(8) Judul : Balas Dendam

Kursi Kayu

“...Kemungkinan ia berbelok masuk ke **jalanan** kampung”
(Data 9)

Penggalan kata (data 9) tersebut termasuk ke dalam kategori sufiks. Hal ini dikarenakan pada kata “**jalanan**” berawal dari kata dasar **jalan** yang mengandung makna tempat untuk lalu lintas orang atau kendaraan yang kemudian mendapatkan imbuhan sufiks **-an** sehingga menjadi **jalanan** yang memiliki makna berbeda setelah diimbuhkan sufiks **-an** yakni berkaitan dengan sepanjang jalan. Jika dikaitkan dengan konteks diatas maka “...kemungkinan ia berbelok masuk ke sepanjang jalan kampung”.

(9) Judul : Duo Maut Es Degan Dan Bubur Kacang Ijo

“**Lokasinya** tepat di depan gerbang kompleks perumahan tentara”

(Data 12)

Penggalan kata (data 12) tersebut termasuk ke dalam kategori sufiks. Hal ini dikarenakan pada kata “**lokasinya**” berawal dari kata dasar **lokasi** yang mengandung makna letak atau tempat yang kemudian mendapatkan imbuhan sufiks **-nya** sehingga menjadi **lokasinya** yang memiliki makna berbeda setelah diimbuhkan sufiks **-nya** yakni titik tujuan. Jika dikaitkan dengan konteks diatas maka “titik tujuan tepat di depan gerbang kompleks perumahan tentara”.

4. Afiksasi Kategori Konfiks

Konfiks merupakan afiks yang dibubuhkan di kiri dan kanan atau diletakkan di awal dan akhir suatu bentuk kata dasar. Konfiks dibagi menjadi 5 jenis yaitu *ke-an*, *ber-an*, *pe-an*, *per-an*, *se-nya*.

(10) Judul : Repotnya Rasa Iba

“Tentang seorang pedagang kerupuk yang menangis karena kerupuknya tidak laku padahal kondisi dia sedang sangat **kelaparan**”

(Data 2)

Penggalan kata (data 2) tersebut termasuk ke dalam kategori konfiks. Hal ini dikarenakan pada kata “**kelaparan**” berawal dari kata dasar **lapar** yang mengandung makna rasa ingin makan, yang kemudian mendapat imbuhan konfiks **ke - an** sehingga menjadi **kelaparan** yang memiliki makna berbeda setelah diimbuhkan konfiks **ke - an** yakni kekurangan atau menderita karena belum makan. Jika dikaitkan dengan konteks di atas maka “pedagang kerupuk menangis karena dia sangat menderita karena belum makan.

(11) Judul : Membetulkan Bacaan Surat Surat Pendek

“Ibu mertua saya, sepupu bapak mertua saya, Kalis, saya dan bapak saya **bergantian** menunggu”

(Data 21)

Penggalan kata (data 22) tersebut termasuk ke dalam kategori konfiks. Hal ini dikarenakan pada kata “**bergantian**” berawal dari kata dasar **ganti** yang mengandung makna bertukar, yang kemudian mendapat imbuhan konfiks **ber - an** sehingga menjadi **bergantian** yang memiliki makna berbeda setelah diimbuhkan konfiks **ber - an** yakni orang yang bergiliran tugas. Jika dikaitkan dengan konteks di atas maka “saya dan bapak saya bergiliran menunggu”

(12) Judul : Sebuah Seni Untuk Bersiap Ditinggalkan

“Ia antusias bercerita kepada saya tentang bagaimana ia menyaksikan

perbatasan Israel-Palestina dari udara”

(Data 23)

Penggalan kata (data 23) tersebut termasuk ke dalam kategori konfiks. Hal ini dikarenakan pada kata “**perbatasan**” berawal dari kata dasar **batas** yang mengandung makna garis (sisi) yang menjadi perhinggaan suatu bidang (negara), yang kemudian mendapat imbuhan konfiks **per – an** sehingga menjadi **perbatasan** yang memiliki makna berbeda setelah diimbuhkan konfiks **per – an** yakni jalur pemisah antar unit-unit politik (negara).

KESIMPULAN

Berdasarkan hasil penelitian analisis afiksasi pada Blog Pribadi “Agus Mulyadi” maka dapat disimpulkan bahwa, ditemukan proses pengimbuhan kata (afiksasi) yang diambil menggunakan teks dari blog pribadi seorang penulis “Agus Mulyadi”. Afiksasi memiliki 4 kategori antara lain, prefiks, infiks, suffiks, dan konfiks yang memiliki fungsi berbeda-beda. Misalnya **1) Prefiks men-** berfungsi untuk membentuk verba aktif transitif maupun intransitif, contohnya kata jemput mendapat imbuhan **men-** sehingga menjadi ‘jemput’ yang memiliki arti melakukan suatu tindakan aktif. **Prefiks ber-** termasuk ke dalam golongan kata verbal, maka prefiks **ber-** hanya memiliki satu fungsi yaitu sebagai pembentuk kata verbal (kata kerja) misalnya kata berjalan merupakan kata yang menyatakan suatu tindakan aktif. **Prefiks ter-** berfungsi untuk membentuk kata kerja pasif dan pembentuk kata sifat, misalnya kata besar mendapat imbuhan prefiks **ter-** sehingga menjadi terbesar yang memiliki arti paling besar. Sedangkan **Prefiks pe-** berfungsi sebagai pembentuk nomina yang menunjukkan orang / agen yang melakukan perbuatan atau seorang profesi, contohnya seorang penyanyi. **2) Infiks –el-** berfungsi sebagai

pembentukan kata nomina, kata kerja, dan kata sifat. Kata **lelaki** dan **telapak** merupakan contoh dari fungsi pembentukan kata nomina. **3) Suffiks –kan** berfungsi sebagai mengubah fungsi kata dasar menjadi kata kerja. Contohnya kata dasar pikir mendapat imbuhan **–kan** sehingga menjadi pikirkan yang menyatakan makna perintah. **Suffiks –an** berfungsi mengubah kata dasar menjadi kata benda. Contohnya kata dasar jalan mendapat imbuhan **–an** menjadi jalanan yang memiliki makna menyatakan tempat. **Suffiks –nya** berfungsi untuk kata ganti orang ketiga tunggal. Contohnya kata lokasi mendapat imbuhan **–nya** menjadi lokasinya yang menyatakan penekanan atau penegasan. **4) Konfiks ke - an** berfungsi sebagai pembentuk kata benda (nomina), kata kerja (verba), dan kata sifat / keadaan (adjectiva). Contohnya kata dasar lapar mendapat imbuhan **ke - an** menjadi kelaparan yang menyatakan makna suatu keadaan. **Konfiks ber – an** berfungsi untuk membentuk kata kerja intransitif. Contohnya kata dasar ganti mendapat imbuhan **ber – an** menjadi bergantian yang menyatakan saling atau berbalasan. **Konfiks per – an** berfungsi sebagai pembentuk kata benda. Contohnya kata dasar batas mendapat imbuhan **per – an** menjadi ‘perbatasan’ yang menyatakan suatu tempat.

Dipilihnya teks blog pribadi yang digunakan peneliti sebagai bahan penelitian karena agar lebih kreatif dengan menggunakan blog sebagai objek penelitian. Dari hasil penelitian, peneliti menggunakan 34 data yang diambil dari blog pribadi “Agus Mulyadi” edisi tahun 2020-2021.

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CAMPUR KODE DALAM JUDUL BERITA SURAT KABAR *SUARA MERDEKA* EDISI NOVEMBER 2020

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Abstract

Tujuan penelitian ini adalah mendeskripsikan jenis campur kode pada judul berita surat kabar *Suara Merdeka* edisi November 2020, mendeskripsikan jenis campur kode pada judul berita surat kabar *Suara Merdeka* edisi November 2020. Dalam pengumpulan data digunakan teknik baca dan teknik catat. Objek penelitian ini adalah jenis campur kode pada judul berita surat kabar *Suara Merdeka* edisi November 2020. Data diperoleh dari beberapa judul berita yang terdapat pada surat kabar *Suara Merdeka* edisi November 2020. Teknik analisis data ini dengan metode kualitatif yang digunakan untuk menganalisis data yang terkumpul. Berdasarkan hasil penelitian campur kode pada judul berita surat kabar *Suara Merdeka* edisi November 2020, maka dapat disimpulkan campur kode yaitu, campur kode kata dan campur kode frasa. Jenis campur kode dari 32 data yang teranalisis, yaitu 21 data masuk dalam campur kode kata, dan 11 data masuk dalam campur kode frasa dalam judul berita surat kabar *Suara Merdeka* edisi November 2020.

Kata Kunci : surat kabar, campur kode

PENDAHULUAN

Manusia lebih banyak melakukan komunikasi lisan dari pada komunikasi tulis. Oleh sebab itu, komunikasi lisan dianggap lebih penting dibandingkan komunikasi dalam bentuk tulisan.

Manusia menggunakan bahasa sebagai alat untuk berkomunikasi. Bahasa itu sendiri mempunyai tugas guna memenuhi salah satu kebutuhan manusia, juga menghubungkan manusia satu dengan yang lain dalam peristiwa tertentu. Bahasa merupakan sistem lambang bunyi yang sifatnya manasuka, yang digunakan masyarakat.

Bahasa sebagai salah satu alat manusia untuk bertahan hidup dan menjalani kehidupan. Dengan kata lain, bahasa digunakan sebagai alat manusia untuk menyampaikan maksud atau keinginan dan mengungkapkan keadaan diri. Sebagai lambang bunyi yang berpola, bahasa dapat disampaikan dengan ujaran dalam komunikasi. Pembentukan iut harus menuntut kaidah atau aturan sehingga

sesuai dengan maksud penuturnya dan dapat dipahami oleh mitra tutur.

Bahasa adalah sistem lambang bunyi yang arbiter yang digunakan oleh para anggota kelompok sosial untuk bekerja sama, berkomunikasi, dan mengidentifikasi diri. Fungsi utama bahasa adalah sebagai alat komunikasi antar manusia. Kridalaksana dan Djoko Kenjono (dalam Chaer, 2014:32)

Sosiolinguistik adalah ilmu yang mempelajari ciri dan berbagai variasi bahasa serta hubungan diantara para bahasawan dengan ciri fungsi variasi bahasa itu di dalam suatu masyarakat bahasa. Harimurti Kridalaksana (2013:94)

Menurut sudut pandang sosiolinguistik, penggunaan variasi kode bahasa dalam masyarakat multibahasa merupakan gejala yang sangat menarik untuk dikaji karena kode mengacu pada suatu sistem tutur yang dalam penerapannya mempunyai ciri khas sesuai dengan latar belakang penutur, relasi penutur dengan mitra tutur dan situasi tutur yang ada (Suandi 2014:132).

Berdasarkan pendapat tersebut, dapat disimpulkan bahwa setiap masyarakat mempunyai kode bahasa yang berbeda, bahkan menguasai lebih dari satu bahasa. Ketika melakukan komunikasi masyarakat sering kali menggunakan dua bahasa atau lebih sehingga terjadi peristiwa campur kode. Peristiwa tersebut pun menarik dikaji karena untuk mengetahui latar belakang penutur berdasarkan kode bahasa yang digunakannya.

Beberapa penelitian terdahulu yang relevan dengan penelitian ini yaitu, penelitian yang dilakukan oleh Alfiana (2017) berjudul Alih kode pada Bahasa Jepang pada lagu *Populer Berbahasa Indonesia*, Ufi (2017) berjudul Alih kode dan Campur Kode dalam Lagu *Band Vampus*, Ayu Andidi Sukmana (2021) Penggunaan Alih Kode dan Campur Kode dalam acara *Matanajwa* pada Stasiun Televisi Trans7, Asmiati (2019) Alih kode dan Campur kode pada Masyarakat Bilingualisme di desa Bonea Timur Kabupaten Kepulauan Selayar, Desi Ardiani Rahaman (2018) Alih kode dan Campur kode pada Drama *When You Wish Upon A Sukura*

Penelitian ini belum pernah dilakukan oleh peneliti terdahulu, akan tetapi jenis penelitian yang menganalisis campur kode sudah banyak dilakukan oleh peneliti terdahulu. Dengan demikian peneliti ini termasuk penelitian yang baru, tapi bersifat melengkapi penelitian tentang campur kode yang sudah ada sebelumnya.

METODE PENELITIAN

Penelitian ini menggunakan metode kualitatif, untuk menganalisis data yang mengandung campur kode pada judul berita surat kabar *Suara Merdeka* edisi November 2020. Data penelitian ini berupa campur kode kata dan campur kode frasa, sumber data yang penelitian berasal dari judul berita surat kabar *Suara Merdeka* edisi November 2020.

Pada penelitian ini dilakukan dengan teknik baca dan teknik catat,

langkah-langkah dilakukan dengan cara membaca dan mencatat judul berita yang ada pada surat kabar *Suara Merdeka* edisi November 2020, yang mengandung campur kode dan dapat dianalisis.

Analisis data yang digunakan dalam penelitian ini adalah model interaktif menurut (Sugiono, 2013:91) mengatakan bahwa analisis model interaktif ini merupakan interaksi dari reduksi data, penyajian data, dan penarik kesimpulan. Pertama, peneliti menentukan kata atau kalimat yang mengandung aspek campur kode dalam surat kabar *Suara Merdeka* edisi November 2020, kedua peneliti menyajikan data, ketiga peneliti menyimpulkan hasil analisis campur kode pada judul berita surat kabar *Suara Merdeka* edisi November 2020.

HASIL DAN PEMBAHASAN

Pada penelitian ini, data yang diambil adalah campur kode dalam judul berita pada surat kabar *Suara Merdeka* edisi November 2020. Berdasarkan hasil baca dan catatan penelitian pada judul berita surat kabar *Suara Merdeka* edisi November 2020, peneliti menemukan sebanyak 32 campur kode. Wujud campur kode yaitu campur kode kata, campur kode frasa. Campur kode tersebut meliputi 21 wujud campur kode kata, wujud campur kode frasa ditemukan 11 frasa. Wujud campur kode yang terdapat dalam surat kabar *Suara Merdeka* edisi November 2020 menggunakan bahasa Indonesia dengan bahasa Inggris. Alasan mengkaji penggunaan campur kode pada judul berita pada surat kabar *Suara Merdeka* edisi November 2020.

A. Wujud Campur Kode pada Judul Berita Surat Kabar *Suara Merdeka* Edisi November 2020.

1. Campur Kode Kata

Menurut Mulyono (2013:13) kata adalah bentuk morfologi baik terdiri atas satu morfem atau lebih yang memiliki sifat

bebas. Wujud campur kode pada surat kabar *Suara Merdeka* edisi November 2020, dalam analisis ini ada campur kode kata. Berikut analisis wujud campur kode kata:

a. Judul Berita dalam Surat Kabar *Suara Merdeka* 18 November 2020

Tabel 1. Data (1) "Sentence Race" dalam Peningkatan Menulis Teks Deskriptif

JUDUL BERITA	CAMPUR KODE
Sentence Race dalam Peningkatan Menulis Teks Deskriptif	Campur kode kata

(1) Lomba Kalimat dalam Peningkatan Menulis Teks Deskriptif

Data (1) termasuk dalam wujud campur kode kata, dalam judul berita di atas terdapat unsur bahasa asing atau unsur bahasa yang berbeda yakni dari bahasa Inggris yaitu kata *sentence race* yang mempunyai arti lomba kalimat. Menurut bacaan dalam surat kabar *Suara Merdeka* Rabu 18 November 2020 halaman 9, maksud judul berita di atas yaitu Lomba Kalimat dalam Peningkatan Menulis Teks Deskriptif.

b. Judul Berita dalam Surat Kabar *Suara Merdeka* 25 November 2020

Tabel 2. Data (2) Taman Modern Pintar Berkonsep "Ducting"

JUDUL BERITA	CAMPUR KODE
Taman Modern Pintar Berkonsep Ducting	Campur kode kata

(2) Taman Modern Pintar Berkonsep Saluran

Data (2) termasuk dalam wujud campur kode kata, dalam judul berita di atas terdapat unsur bahasa asing atau unsur bahasa yang berbeda yakni dari bahasa Inggris yaitu kata *ducting* yang mempunyai artialuran. Menurut bacaan dalam surat kabar *Suara Merdeka* Rabu 25 November 2020 halaman 11, maksud judul berita di atas yaitu Taman Modern Pintar Berkonsep Saluran.

c. Judul Berita dalam Surat Kabar *Suara Merdeka* 25 November 2020

Tabel 3. Data (3) Pelajaran Menyenangkan dengan "Quizizz"

JUDUL BERITA	CAMPUR KODE
Pelajaran Menyenangkan dengan Quizizz	Campur kode kata

(3) Pelajaran Menyenangkan dengan Kuis

Data (3) termasuk dalam wujud campur kode kata, dalam judul berita di atas terdapat unsur bahasa asing atau unsur bahasa yang berbeda yakni dari bahasa Inggris yaitu kata *quizizz* yang mempunyai arti kuis. Menurut bacaan dalam surat kabar *Suara Merdeka* Rabu 25 November 2020 halaman 19, maksud judul berita di atas yaitu Pelajaran Menyenangkan dengan Kuis.

2. Campur Kode Frasa

Frasa merupakan gabungan dua kata atau lebih yang sifatnya tidak predikatif (Kridalaksana 2008:31). Wujud campur kode terdapat pada judul berita surat bar *Suara Merdeka* edisi November 2020. Berikut analisis campur kode dari data yang termasuk wujud campur kode frasa:

a. Judul Berita dalam Surat Kabar *Suara Merdeka* 29 November 2020

Tabel 4. Data (1) Kemenag Jateng Siapkan "E-Link" Pendidikan Agama Islam

JUDUL BERITA	CAMPUR KODE
Kemenag Jateng Siapkan E-Link Pendidikan Agama Islam.	Campur kode frasa

(1) Kemenag Jateng Siapkan Tautan Pendidikan Agama Islam

Data (1) termasuk dalam wujud campur kode frasa, dalam judul berita di atas terdapat unsur bahasa asing atau unsur bahasa yang berbeda yakni dari bahasa Inggris yaitu kata *e-link* yang mempunyai arti tautan. Menurut bacaan dalam surat kabar *Suara Merdeka* Minggu 29 November 2020 halaman 10,

maksud judul berita di atas yaitu Kemenag Jateng Siapkan Tautan Pendidikan Agama Islam.

b. Judul Berita dalam Surat Kabar *Suara Merdeka* 27 November 2020

Tabel 5. Data (2) Gus Hanies Janji Kembangkan “E-sports”

JUDUL BERITA	CAMPUR KODE
Gus Hanies Janji Kembangkan E-sports	Campur kode frasa

(2) Gus Hanies Janji Kembangkan Olahraga Elektronik

Data (2) termasuk dalam wujud campur kode frasa, dalam judul berita di atas terdapat unsur bahasa asing atau unsur bahasa yang berbeda yakni dari bahasa Inggris yaitu kata e-sports yang mempunyai arti olahraga elektronik. Menurut bacaan dalam surat kabar *Suara Merdeka* Jumat 27 November 2020 halaman 14, maksud judul berita di atas yaitu Gus Hanies Janji Kembangkan Olahraga Elektronik.

c. Judul Berita dalam Surat Kabar *Suara Merdeka* 27 November 2020

Tabel 6. Data (3) Model Budidaya Tambak Terhubung “Mangrove” Dipopulerkan

JUDUL BERITA	CAMPUR KODE
Model Budidaya Tambak Terhubung Mangrove Dipopulerkan	Campur kode frasa

(3) Model Budidaya Tambak Terhubung Bakau Dipopulerkan

Data (3) termasuk dalam wujud campur kode frasa, dalam judul berita di atas terdapat unsur bahasa asing atau unsur bahasa yang berbeda yakni dari bahasa Inggris yaitu kata mangrove yang mempunyai arti bakau. Menurut bacaan

dalam surat kabar *Suara Merdeka* Rabu 25 November 2020 halaman 10, maksud judul berita di atas yaitu Model Budidaya Tambak Terhubung Bakau Dipopulerkan

KESIMPULAN

Peneliti menemukan sebanyak 32 campur kode yaitu campur kode kata dan campur kode frasa yang terdapat pada judul surat kabar *Suara Merdeka* edisi November 2020, menggunakan bahasa Indonesia dan bahasa Inggris.

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AMBIGUITAS PADA SLOGAN COVID-19 DI KOTA PEKALONGAN DAN IMPLIKASINNYA DENGAN PEMBELAJARAN TEKS EKSPOSISI

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Abstrak

Penelitian ini membahas tentang ambiguitas pada slogan covid-19 di kota Pekalongan. Tujuan dari penelitian ini yaitu untuk mendeskripsikan ambiguitas atau ketaksaan pada slogan covid-19 di kota Pekalongan. Penelitian ini menggunakan pendekatan kualitatif dan deskriptif. Teknik pengumpulan data yang digunakan yaitu baca dan catat. Teknik analisis data yang digunakan dalam penelitian ini menggunakan teknik reduksi data dari Milles and Huberman. digunakan saat mengidentifikasi data dalam slogan covid-19 di kota Pekalongan. berdasarkan analisis data mengenai ambiguitas pada slogan covid-19 di kota Pekalongan maka dapat ditarik kesimpulan sebagai berikut : (1) Slogan yang mengandung ambiguitas berdasarkan jenis ambiguitas gramatikal pada slogan terkait covid-19 di kota Pekalongan sebanyak 66,7%, dan (2) Slogan yang mengandung ambiguitas berdasarkan jenis ambiguitas leksikal pada slogan terkait covid-19 di kota Pekalongan sebanyak 33,3%. Hasil dari analisis dapat dikaitkan dengan pembelajaran teks eksposisi sebagai bahan ajar.

Kata Kunci: ambiguitas, teks eksposisi, slogan

PENDAHULUAN

Bahasa adalah sistem lambang bunyi yang arbitrer yang digunakan oleh para anggota suatu masyarakat untuk bekerja sama, berinteraksi, dan mengidentifikasi diri. bahasa adalah aspek penting yang mempengaruhi suatu kehidupan manusia. Oleh karena itu penulis merasa perlu melakukan penelitian tentang bahasa agar kita menjadi manusia yang dapat berbahasa yang baik dan benar sesuai dengan kaidah, aturan, bentuk, dan strukturnya (Kridalaksana, 2009:19)

Chaer (2009:104) mengemukakan bahwa ambiguitas yang sering diartikan sebagai kata yang bermakna ganda atau mendua, kegandaan makna dalam ambiguitas berasal dari satuan gramatikal yang lebih besar yaitu frase atau kalimat, dan terjadi sebagai akibat penafsiran struktur gramatikal. Permasalahan yang tidak biasa dihadapi dalam rangka pembinaan dan pengembangan bahasa yang baik dan

benar diantaranya adalah keterampilan menulis. Salah satu faktor penyebab terjadinya tidak efektif dan tidak komunikatifnya suatu tulisan adalah adanya ambiguitas dan ketaksaan. Ambigu berarti makna yang lebih dari satu, sehingga menimbulkan keraguan, ketidakjelasan, dan sebagainya.

Penggunaan bahasa yang mengandung ambiguitas dapat membuat tidak efektifnya tulisan atau tuturan bagi pendengar atau pembaca. Batasan ambiguitas tersebut memberikan pemahaman kepada kita bahwa ambiguitas dalam berbahasa terjadi pada pihak pembaca atau pendengar. Tidak sedikit bahasa media massa yang menjadi konsumsi masyarakat luas menggunakan bahasa yang ambigu. Ketika kata, frasa, kalimat, atau bahkan paragraf yang kita tulis atau kita ucapkan mengandung ambiguitas, secara otomatis kalimat atau paragraf tersebut menjadi tidak efektif dan

komunikatif bagi pendengar atau pembaca.

Salah satu media yang cukup efektif dalam penyampaian informasi adalah slogan. Melalui media ini kita dapat mengetahui beberapa informasi. Hal pertama yang kita lihat dari slogan yaitu kata, kalimat atau paragraf. Kata, kalimat atau paragraf pada slogan selalu dibuat semenarik mungkin sehingga pembaca merasa nyaman dan tertarik untuk membacanya, bahkan tidak sedikit kata, kalimat, atau paragraf yang dibuat lucu bahkan nyeleneh.

Ambiguitas dapat terjadi dalam bahasa lisan maupun tulis, namun perlu disadari bahwa dalam bahasa lisan seringkali terdapat ambiguitas dan dapat dihindari dengan adanya intonasi dalam percakapan, tapi dalam bahasa tulisan ambiguitas sulit dihindari, salah satunya bisa kita jumpai pada slogan covid-19 di kota Pekalongan terdapat pada kata, kalimat, atau paragraf yang mengandung banyak makna atau ambigu. Oleh karena itu penulis merasa tertarik dengan makna ambigu ini sehingga dapat mengetahui bagaimana ambiguitas terjadi pada slogan covid-19 di kota Pekalongan.

Penelitian yang berhubungan tentang ambiguitas atau ketaksaan pernah dilakukan oleh Hartimukti (2008) berjudul "Ambiguitas Slogan Televisi". Ini berusaha mencari kemungkinan pemaknaan yang muncul dari iklan yang memiliki sifat ambigu itu dan mengetahui jenis-jenis ambiguitas yang dimungkinkan dimiliki oleh iklan televisi antara makna konvensional dan makna kontekstual dari slogan.

Menurut Rianto (2012) dalam skripsinya yang berjudul "Analisis faktor-faktor yang mempengaruhi efektifitas iklan media elektronik (TV) produk sepeda motor Yamaha" menyimpulkan bahwa kualitas pesan, daya tarik iklan dan frekuensi

penayangan berpengaruh positif dan signifikan terhadap efektivitas iklan baik secara parsial maupun simultan

Trismanto (2018) "Ambiguitas dalam bahasa Indonesia", berdasarkan hasil penelitian tersebut menunjukkan bahwa berkomunikasi adalah hal yang penting untuk menyampaikan informasi, isi pikiran, gagasan, perasaan, dan kemauan kita terhadap orang lain dengan menggunakan bahasa sebagai media, dapat memiliki dua pengertian atau adanya makna yang lebih dari satu dapat menimbulkan ambiguitas.

Jamal (2010) berjudul "Analisis Kesalahan Penggunaan Bahasa Indonesia dalam Siaran Berita Televisi Swasta" skripsi IKIP Semarang. Penelitian ini bertujuan mendapatkan deskripsi tentang kesalahan penggunaan bahasa Indonesia dalam siaran televisi swasta. Data penelitian ini berupa data alami penggunaan bahasa Indonesia lisan dalam siaran berita televisi swasta.

Piantadosi (2012) melakukan penelitian dengan judul "The Communicative Function of Ambiguity in Language". Berdasarkan hasil penelitian tersebut menunjukkan bahwa dalam menyajikan teori informasi yang umum serta sistem komunikasi yang efisien dan efektif dapat menjadi ambigu, dengan asumsi bahwa konteksnya informatif dengan makna. Penelitian ini bermaksud ingin menunjukkan bahwa ambiguitas adalah properti fungsional bahasa yang memungkinkan efisiensi komunikatif yang lebih besar.

METODE PENELITIAN

Penelitian ini menggunakan pendekatan kualitatif dan deskriptif. Teknik pengumpulan data yang digunakan yaitu baca dan catat. Teknik analisis data yang digunakan dalam penelitian ini menggunakan teknik analisis data dengan teknik reduksi data menurut Milles And Huberman.

Reduksi data adalah suatu bentuk analisis yang menajamkan, menggolongkan, mengarahkan, membuang data yang tidak perlu dan mengorganisasi data dengan cara sedemikian rupa sehingga simpulan final dapat ditarik dan diverifikasi (Milles And Huberman, 2007: 16)

Data penelitian ini kualitatif deskriptif Sumber data yang digunakan dalam penelitian ini menggunakan data primer, yaitu 30 data slogan terkait covid-19 di kota pekalongan . Terdiri dari 20 data ambiguitas gramtikal dan 10 data ambiguitas leksikal.

HASIL DAN PEMBAHASAN

Dalam penelitian ini data yang dikaji adalah kata, frasa, klausa ataupun kalimat yang terdapat pada slogan terkait covid-19 di kota Pekalongan dan implikasinya dengan pembelajaran teks eksposisi di SMA.

Slogan terkait covid-19 di kota Pekalongan yang dijadikan data penelitian ini memiliki makna ganda atau ambigu berjumlah 30 data. Slogan yang mengandung ambiguitas berdasarkan jenis ambiguitas gramatikal berjumlah dua puluh data pada slogan terkait covid-19 di kota Pekalongan. Slogan yang mengandung ambiguitas berdasarkan jenis ambiguitas leksikal berjumlah sepuluh data pada slogan terkait covid-19 di kota Pekalongan.

Ambiguitas gramatikal memunculkan beberapa makna yang disebabkan oleh faktor-faktor atau struktur pembentuknya. Ambiguitas makna yang terjadi pada bentuk gramatikal terjadi karena adanya imbuhan (sufiks atau prefiks), ambiguitas pada pronominal, maupun pada akhiran ifleksionis. Berdasarkan penelitian pada slogan terkait covid-19 di kota Pekalongan ditemukan dua puluh data yang memiliki makna ganda atau ambigu. Berikut hasil pembahasannya.



Data 1. Pastikan Rumah Anda Terkunci

Pada slogan “Pastikan Rumah Anda Terkunci” mengandung makna ambiguitas gramatikal karena tidak adanya tanda baca yang jelas dan intonasi sehingga mengakibatkan salah penafsiran pada pembaca. Kita lihat pada kutipan slogan terkait covid-19 di kota Pekalongan dibawah ini. “Pastikan Rumah Anda Terkunci Dengan Baik Sebelum Ditinggal Bepergian.”

Dari kutipan kutipan slogan diatas dapat kita simpulkan bahwa makna yang terkandung bukan “Pastikan Rumah, Anda Terkunci Dengan Baik Sebelum Ditinggal Bepergian” tapi yang dimaksud dari slogan tersebut yaitu “Pastikan” rumah anda terkunci dengan baik sebelum ditinggal berpergian” dengan ditambahkan koma dapat menciptakan konteks serta intonasi yang lebih jelas sehingga tidak terjadi kesalahpahaman bagi pembaca jadi tidak ambigu.

Ambiguitas leksikal terjadi pada tataran kata. Suatu kata terkadang mempunyai makna lebih dari satu, berdasarkan penelitian ambiguitas leksikal, Berdasarkan penelitian pada slogan terkait covid-19 di kota Pekalongan ditemukan sepuluh data yang memiliki makna ganda atau ambigu. berikut hasil pembahasannya.



Data 2. Jika Bepergian Atau Berada Ditempat Umum Untuk Kepentingan Penting

Kata ”umum” pada slogan“Jika Bepergian Atau Berada Ditempat Umum Untuk Kepentingan Penting”adalah sebuah *adjectiva*.

Kata “umum” memiliki arti “mengenai seluruhnya atau menyeluruh, tidak menyangkut khusus.(tertentu) saja” tetapi pada slogan “Jika Bepergian Atau Berada Ditempat Umum Untuk Kepentingan Penting,” kata “umum” memiliki makna “tempat yang terdapat khalayak ramai atau banyak orang”. Ini menimbulkan ketaksaan pada kata itu sendiri hal itu bisa dilihat dari kutipan slogan tersebut.

Pembelajaran teks eksposisi di SMA Sesuai dengan silabus SMA kelas X pada KD 3.4. Menganalisis struktur dan kebahasaan teks eksposisi. Dalam dunia pendidikan terdapat pembelajaran bahasa Indonesia. Pembelajaran bahasa Indonesia sangat penting pada dunia pendidikan. Pembelajaran bahasa Indonesia bertujuan agar peserta didik lebih menghargai bahasa Indonesia dan dapat meningkatkan kemampuan serta keterampilan dalam berbahasa sesuai dengan kaidah bahasa Indonesia.

Knap dan Watkins (2009:192) menggambarkan bahwa struktur teks eksposisi terdiri dari 3 hal, yaitu pernyataan (thesis), pendapat dan bukti (argument), dan kesimpulan (conclusion). Tesis dalam teks eksposisi diawali dengan sebuah pernyataan jelas penulis mengenai topik yang akan dibahas. Tesis ini akan diikuti oleh pendapat (argumen) yang mendukung pernyataan penulis tersebut. Setiap argumen yang dihadirkan harus disertai dengan bukti/alasan yang jelas dan logis untuk menguatkan setiap argumen yang disampaikan. Selanjutnya, dalam teks eksposisi harus ada kesimpulan. Kesimpulan berfungsi untuk memperjelas maksud penulis agar tersampaikan dengan jelas kepada pembaca.

SIMPULAN

Berdasarkan hasil penelitian terhadap ambiguitas pada slogan covid-

19 di kota Pekalongan, maka dapat disimpulkan sebagai berikut.

Terdapat Slogan terkait covid-19 di kota Pekalongan yang dijadikan data penelitian ini memiliki makna ganda atau ambigu berjumlah 30 data yaitu :

(1) Slogan yang mengandung ambiguitas berdasarkan jenis ambiguitas gramatikal berjumlah dua puluh data pada slogan terkait covid-19 di kota Pekalongan. Dari kutipan slogan tersebut dapat kita simpulkan bahwa makna yang terkandung ambiguitas dengan ditambahkan koma dapat menciptakan konteks serta intonasi yang lebih jelas sehingga tidak terjadi kesalahpahaman bagi pembaca jadi tidak ambigu pada setiap kata atau kalimat. (2) Slogan yang mengandung ambiguitas berdasarkan jenis ambiguitas leksikal berjumlah sepuluh data pada slogan terkait covid-19 di kota Pekalongan. Ambiguitas ini terjadi pada tataran kata. Suatu kata terkadang mempunyai makna lebih dari satu, berdasarkan penelitian ambiguitas leksikal. Berdasarkan penelitian pada slogan terkait covid-19 ditemukan sepuluh data yang memiliki makna ganda atau ambigu. Kata “umum” pada slogan “Jika Bepergian Atau Berada Ditempat Umum Untuk Kepentingan Penting” adalah sebuah *adjectiva*. Kata “umum” memiliki arti “mengenai seluruhnya atau menyeluruh, tidak menyangkut khusus. (tertentu) saja” tetapi pada slogan “Jika Bepergian Atau Berada Ditempat Umum Untuk Kepentingan Penting, kata “umum” memiliki makna “tempat yang terdapat khalayak ramai atau banyak orang”. Ini menimbulkan ketaksaan pada kata itu

sendiri hal itu bisa dilihat dari kutipan slogan tersebut.

Hasil penelitian ini dapat dimanfaatkan sebagai contoh dalam mengkaji kaidah kebahasaan yang ada di dalam pembelajaran teks eksposisi serta sebagai alternatif bahan ajar pada pembelajaran teks eksposisi di SMA. Selain itu, mampu menggunakan penelitian ini sebagai bahan ajar dalam pembelajaran teks eksposisi. Dengan menggunakan penelitian ini, diharapkan mampu merubah pola pikir peserta didik dan mengajarkan tentang tata cara penulisan kalimat yang sesuai dengan kaidah kebahasaan.

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KOHESI GRAMATIKAL DAN KOHESI LEKSIKAL PADA TAJUK RENCANA *KOMPAS* EDISI OKTOBER 2021

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Abstrak

Tujuan penelitian ini adalah mendeskripsikan kohesi gramatikal dan leksikal yang terdapat dalam tajuk rencana *kompas* edisi Oktober 2021. Data dalam penelitian ini berupa penggalan kalimat dalam tajuk rencana *kompas* edisi oktober 2021 yang diduga mengandung unsur kohesi gramatikal dan kohesi leksikal. Teknik pengumpulan data yang digunakan peneliti yaitu teknik baca dan catat. Sedangkan, teknik analisis data peneliti menggunakan model Milles & Huberman (1992:16) yang terdiri dari tiga alur yaitu: reduksi data, penyajian, dan verifikasi. Metode yang digunakan dalam penelitian ini adalah deskriptif kualitatif, yang bertujuan mendeskripsikan secara rinci tentang kohesi gramatikal dan leksikal. Hasil penelitian ditemukan 50 analisis yang terdiri atas 26 unsur penanda kohesi gramatikal dan 24 unsur penanda kohesi leksikal. Kohesi gramatikal yang ditemukan yaitu pengacuan (referensi), penyulihan (substitution), pelesapan (ellipsis), dan perangkaian (konjungsi). Sedangkan kohesi leksikal yang ditemukan yaitu repetisi (pengulangan), antonimi (lawan kata), sinonimi (padan kata), kolokasi (sanding kata), hiponimi (hubungan atas-bawah), dan ekuivalensi (kesepadanan kata). Dari hasil analisis, dapat disimpulkan bahwa unsur kohesi diperlukan dalam wacana untuk menghubungkan antarsatuan leksikal baik frasa, klausa, maupun kalimat sehingga menciptakan kepaduan teks yang dapat dipahami baik secara struktur maupun makna.

Kata Kunci : gramatikal, kohesi, leksikal, tajuk rencana

PENDAHULUAN

Berkembangnya suatu bahasa tidak bisa terlepas dari dinamika yang dialami oleh penutur. Manusia sebagai makhluk sosial tidak akan terlepas dari peristiwa komunikasi. Manusia memerlukan sarana untuk mengungkapkan ide, isi pikiran, gagasan, pendapat, dan perasaan dalam berkomunikasi sehari-hari. Pemanfaatan bahasa secara maksimal dilakukan oleh manusia untuk mencapai tujuan komunikasi yang diinginkan. Menurut Tarigan (2009:26) wacana adalah satuan bahasa terlengkap dan tertinggi atau terbesar diatas kalimat atau klausa dengan kohesi dan koherensi yang berkesinambungan yang mempunyai awal dan akhir yang nyata disampaikan secara lisan atau tertulis. Disisi lain Rani, dkk (2006:3) mengemukakan istilah wacana mempunyai acuan yang lebih luas dari sekedar bacaan. Tujuan

wacana juga tidak lain untuk membekali pemakai bahasa agar dapat memahami dan memakai bahasa dengan baik dan benar.

Tujuan dalam berkomunikasi sangatlah penting, tanpa adanya tujuan yang jelas maka makna atau maksud yang akan disampaikan tidak akan sampai. Kejelasan dalam berkomunikasi harus dipahami oleh kedua belah pihak yaitu pembicara dan lawan bicara, penulis dan pembaca agar tidak ada kesalahpahaman maksud atau makna yang telah disampaikan. Ruang lingkup sama pentingnya karena terdapat batasan yang membuat suatu penelitian lebih terarah, efektif dan efisien dalam pengerjaan suatu objek tertentu. Penelitian wacana berfokus pada persoalan kebahasaan secara internal dan gramatikal antara lain seperti aspek sintaksis dalam wacana, kohesi dan koherensi pada wacana, fungsi konteks

dalam wacana, hubungan antar kalimat dalam satuan wacana, dan sejenisnya.

Penelitian ini fokus pada satu bidang kajian wacana yaitu kohesi. Djajasudarma (2012:88) menyatakan kohesi adalah hubungan antar bagian dalam teks yang ditandai oleh penggunaan unsur bahasa. kohesi dalam wacana dibagi menjadi dua yaitu kohesi gramatikal dan kohesi leksikal. Wacana dapat dibedakan menjadi dua macam yaitu wacana lisan dan wacana tulis. Wacana lisan dapat berupa ceramah, pidato, khotbah, siaran berita, tembang-tembang Jawa seperti macapat, geguritan dan karawitan. Sedangkan wacana lisan berupa surat kabar, majalah, buku-buku teks, dan koran.

Pemahaman kohesi meliputi hubungan antar bagian dalam teks yang ditandai oleh penggunaan unsur bahasa. hal ini menunjukkan hubungan makna gramatikal maupun leksikal perlu diwujudkan secara terpadu dalam kesatuan dalam bentuk teks. untuk memperoleh wacana yang ideal maka dalam kalimat-kalimatnya harus kohesif yang artinya antar kalimat satu dengan yang lainnya saling ketergantungan. Konteks dalam penelitian ini Unsur kohesi gramatikal terdiri dari refrence (referensi), substitution (substitusi), ellipsis (ellipsis), dan conjungtion (konjungsi), sedangkan kohesi leksikal terdiri dari reiteration (reiterasi) dan collocation (kolokasi).

Objek Penelitian ini adalah Tajuk Rencana Kompas edisi Oktober 2021. Tajuk Rencana adalah Pendapat media terhadap suatu permasalahan yang membicarakan duduk perkara atau suatu pandangan pada satu permasalahan actual yang bisanya sedang di bicarakan (kontroversial).

Alasan mengapa penulis mengangkat judul mengenai aspek kohesi gramatikal dan kohesi leksikal karena penulis sering kali melihat tulisan-tulisan yang tidak memperhatikan aspek kohesi gramatikal

dan kohesi leksikal, serta masih banyak penulis yang belum menyadari didalam tulisannya mengandung kohesi gramatikal dan kohesi leksikal. Padahal unsur kohesi leksikal dan gramatikal sangat diperlukan dalam sebuah wacana untuk menghubungkan antarsatuan leksikal baik frasa, klausa, maupun kalimat sehingga menciptakan kepaduan teks yang dapat dipahami baik secara struktur maupun makna.

Menurut Sumadria (2005:07) tajuk rencana adalah opini yang berisikan tentang pendapat dan sikap resmi suatu media sebagai instusi penerbitan terhadap persoalan fakta, aktual, fenomenal, dan kontroversial yang berkembang dalam masyarakat. Oleh karna itu penulis mengangkat judul tersebut dikarenakan masih banyak penulis dan pembaca yang belum memahami tentang analisis wacana.

Penulis tertarik untuk meneliti tajuk rencana kompas edisi Oktober 2021 karena tajuk rencana merupakan tempat menyalurkan pendapat dari sebuah pers. Selain itu tajuk rencana kompas edisi Oktober 2021 permasalahan yang diangkat merupakan masalah yang masih diperbincangkan dan sedang menjadi sorotan publik pada saat itu kebakaran kilang minyak di balongan indramayu. Penelitian ini menganalisis kohesi gramatikal dan leksikal pada tajuk rencana kompas edisi Oktober 2021 ini diharapkan mampu memberikan sumbangan berupa analisis deskripsi kualitatif terdapat kaidah Bahasa Indonesia, terutama dalam hal analisis kohesi gramatikal dan leksikal pada wacana.

METODE PENELITIAN

Jenis penelitian adalah deskriptif kualitatif. Deskriptif kualitatif adalah suatu penelitian yang ditunjukan untuk menganalisis dan mendeskripsikan fenomena, peristiwa, aktivitas sosial, sikap, persepsi, dan pemikiran orang

secara individu maupun kelompok (Sukmadinata, 2010:60). Penelitian deskriptif kualitatif dilakukan dengan alamiah, apa adanya, dalam situasi normal yang tidak dimanipulasi keadaan dan kondisinya, menekankan pada deskripsi secara alami (Arikunto, (2006:12). Penelitian deskriptif kualitatif dimulai dengan mengumpulkan data, data yang sudah terkumpul kemudian diklasifikasikan ke dalam bagian-bagian berdasarkan butir-butir pertanyaan yang sudah ditetapkan dalam rumusan masalah (Chaer, 2007:9).

Data dalam penelitian ini berupa penggalan kalimat dalam tajuk rencana *kompas* edisi Oktober 2021 yang diduga terdapat kohesi gramatikal dan kohesi leksikal. Menurut Arikunto (2010:172) sumber data adalah subjek, bahan mentah data atau asal muasal data, darimana data dapat diperoleh sebagai segenap tuturan apa pun yang dipilih oleh peneliti karena dipandang cukup mewakili, sumber data merupakan hasil atau pencipta data. Adapun sumber data dalam penelitian ini adalah tajuk rencana *kompas* edisi Oktober 2021.

Teknik pengumpulan data yang digunakan dalam penelitian ini adalah teknik baca dan teknik catat. Data yang sudah terkumpul kemudian dimasukan kedalam kartu data. Kartu data yang digunakan untuk mencatat data-data didalam tajuk rencana untuk mendapatkan data kohesi gramatikal dan leksikal. Teknik analisis data menggunakan model interaktif Milles & Huberman (1992:16) yang terdiri dari tiga alur yaitu reduksi, penyajian, verifikasi.

HASIL DAN PEMBAHASAN

a. Kohesi Gramatikal

Menurut Sumarlam (2009: 23) Kohesi gramatikal adalah perpaduan wacana dari segi bentuk atau struktur

lahir wacana. Aspek kohesi gramatikal yang merupakan sarana keutuhan wacana meliputi referensi (penunjukan), substitusi (penggantian), elipsis (pelepasan), dan konjungsi (kata sambung). Kohesi gramatikal yang ditemukan dalam penelitian ini adalah sebagai berikut.

1. Pengacuan

Pengacuan adalah salah satu jenis kohesi gramatikal yang berupa satuan lingual tertentu yang mengacu pada satuan lingual lain yang mendahului atau mengikutinya. Pada penelitian ini ditemukan 18 data analisis yang mengandung aspek pengacuan berikut data serta penjelasannya.

JUDUL: Tetap Waspada di Tengah Pesta

PON di Papua menjadi puncak dari kerja keras dan perjuangan bersama pemerintah pusat, pemerintah Provinsi Papua, Pengurus Besar (PB) PON Papua 2021, Pihak swasta dan dukungan warga Papua. Mereka melewati berbagai tantangan untuk membangun infrastruktur arena, sarana penginapan untuk atlet, persiapan teknis penyelenggaraan, hingga menghadapi pandemi Covid-19, tantangan besar yang membuat penyelenggaraan PON tertunda satu tahun.

(DATA 1)

JUDUL: Pekerjaan bagi Fumio Kishida

Dikutip Nikkei Asia, Profesor ilmu Politik Ritsumeiken University di Kyoto Masato Kamikubo menyebut, selain berpengalaman, *Kishida* juga merupakan politisi moderat yang tak pernah tercatat mengalami kegagalan besar. Namun, *ia* juga tak memiliki catatan “sukses besar” dalam pembuatan kebijakan.

(DATA 4)

JUDUL: Pekerjaan bagi Fumio Kishida

Lepas dari dinamika internal LDP yang telah dijalannya saat memimpin pemerintahan, *Kishida* harus menjawab kegelisahan publik atas

penanganan Covid-19 di Jepang, Angka kasus yang dinilai cukup tinggi perlu ditangani segera.

(DATA 4)

Pada penggalan kalimat (1) mengandung aspek pengacuan. Kata mereka mengacu kepada pemerintah pusat, pemerintah Provinsi Papua, Pengurus Besar (PB) PON Papua 2021, Pihak swasta dan dukungan warga Papua, yang termasuk dalam persona III. Kata mereka termasuk dalam persona III jamak bebas karena kata mereka dapat berdiri sendiri tanpa kalimat sebelumnya dan ditujukan kepada lebih dari satu orang. Aspek pengacuan pada kalimat (4) adalah kata ia yang mengacu kepada Kishida, yang termasuk dalam persona III tunggal bentuk bebas yang artinya kata ia dapat berdiri sendiri tanpa kalimat sebelumnya dan di tunjukan untuk satu orang. Kemudian pada kalimat (4) terdapat aspek pengacuan berupa kata –nya mengacu kepada Kishida, yang termasuk dalam persona III karena kata –nya berada di sebelah kiri yang berbentuk tunggal terikat. Disebut terikat dikarenakan kata –nya hanya bisa terikat dengan kata sebelumnya dan di sebut tunggal karena ditujukan untuk satu orang.

2. Penyulihan

Penyulihan adalah salah satu jenis kohesi gramatikal yang berupa penggantian satuan lingual tertentu dengan satuan lingual yang lain dalam wacana untuk memperoleh unsur pembeda. Ditemukan 2 data analisis yang termasuk dalam Penyulihan yaitu sebagai berikut:

JUDUL: Medorong UMKM Berbasis Ekspor

Kenaikan eksportir ini, menurut Badan Pusat Statistik (BPS), terutama didorong *lonjakan* harga komoditas di pasar global dan *meningkatnya* permintaan dari beberapa negara mitra dagang.

(DATA 13)

JUDUL: Turisme Global Kembali Menggeliat

Presiden Joko Widodo menyebutkan, jumlah wisatawan mancanegara ke Bali *anjlok* hingga 97 persen dan wisatawan Nusantara *turun* 27 persen selama pandemi dengan tingkatan hunian kamar hotel rata-rata di bawah 20 persen.

(DATA 24)

Pada penggalan tuturan (13) ada penggantian kata *kenaikan* pada kalimat pertama yang digantikan kata *lonjakan* pada kalimat kedua sehingga dikatakan sebagai substitusi. Kata *kenaikan* berganti dengan kata *lonjakan* merupakan substitusi verbal yaitu penggantian satuan lingual berkategori verba dengan kategori lainnya yang berkategori kata kerja. Penggalan kalimat (24) terdapat penggantian kata *anjlok* pada kalimat pertama yang digantikan kata *turun* pada kalimat kedua sehingga dikatakan sebagai substitusi. Kata *anjlok* yang di ganti dengan kata *turun* merupakan jenis substitusi verba yaitu kata *anjlok* yang merupakan kata kerja yang digantikan kata *turun* yang juga termasuk kata kerja.

3. Pelepasan

Pelepasan adalah salah satu jenis kohesi gramatikal yang berupa penghilangan suatu pelepasan suatu lingual tertentu yang disebutkan sebelumnya. Pada penelitian ini aspek pelepasan ditemukan 1 data analisis berikut data serta penjelasannya:

JUDUL: Tetap Waspada di Tengah Pesta

Terlihat betapa *antusiasme* warga Papua menyambut dan menyaksikan peserta olahraga ini. *Antusiasme* yang wajar mengingat tidak banyak ajang olahraga nasional yang diselenggarakan di Papua.

(DATA 1)

Pada kalimat tersebut terdapat penggalan kalimat yang mengandung ellipsis atau pelesapan, pada kalimat pertama terdapat kata antusiasme warga Papua yang dilesapkan dikalimat berikutnya hanya dituliskan antusiasme saja dengan tidak menuliskan warga Papua di kalimat selanjutnya. Tujuan tidak dituliskannya kembali agar kata tersebut tidak berulang ulang diucapkan dan menjadikan sebuah tulisan yang monoton.

4. Perangkaian

Perangkaian adalah salah satu jenis kohesi gramatikal yang dilakukan dengan cara menghubungkan unsur yang satu dengan yang lain dalam wacana. Ditemukan 5 data analisis yang termasuk dalam Perangkaian yaitu sebagai berikut:

JUDUL: Tetap Waspada di Tengah Pesta

Pertandingan digelar di empat kluster, yakni Kota Jayapura, Kabupaten Jayapura, Kabupaten Mimika, dan kabupaten Marauke.

(DATA 1)

JUDUL: Rudal Hipersonik dan Rekayasa Korut

Dalam hal rudal hipersonik, jika kabar ini muncul dari Amerika Serikat (AS), Rusia, atau China, kita tidak heran.

(DATA 2)

JUDUL: Tekan Covid-19 di PON XX

Ketidaksiplinan menjaga gelembung PON Papua agar tetap steril membuat upaya mencegah penularan kebobolan.

(DATA 11)

Pada kalimat (1) tersebut Konjungsi dan menyatakan makna penambahan, yaitu menghubungkan antara klausa yang berada disebelah kiri dengan klausa yang disebelah kanan atau yang mengandung kata dan itu sendiri. Konjungsi dan termasuk dalam konjungsi koordinatif yaitu konjungsi yang menghubungkan dua unsur atau

lebih yang sama pentingnya, atau memiliki status yang sama. Penggalan kalimat (2) terdapat konjungsi atau menyatakan makna pilihan, yaitu antara kata sebelumnya yaitu kabar yang muncul dari Amerika Serikat (AS), Rusia, atau China. Konjungsi atau termasuk dalam konjungsi koordinatif yaitu konjungsi yang menghubungkan dua unsur atau lebih yang sama pentingnya, atau memiliki status yang sama. Kemudian pada kalimat (11) terdapat kata agar yang termasuk ke dalam konjungsi subordinatif tujuan. Konjungsi agar menyatakan makna tujuan, karena pada kata agar menyatakan bahwa steril dapat membuat upaya mencegah penularan kebobolan.

b. Kohesi Leksikal

Menurut Aziz (2015:6) Kohesi leksikal atau perpaduan leksikal adalah hubungan antara bagian-bagian wacana untuk mendapatkan keserasian struktur secara kohesif. Kohesi leksikal memiliki enam aspek, yaitu repetisi, sinonimi, kolokasi, hiponimi, antonimi, dan ekuivalensi. Dalam penelitian ini tidak ditemukan adanya data yang mengandung aspek ekuivalensi atau kesepadanan kata.

1. Repetisi (Pengulangan)

Repetisi adalah satuan lingual yang dianggap penting untuk memberi tekanan sebuah konteks yang sesuai. Pada penelitian ini ditemukan 3 data yang mengandung aspek Repetisi, berikut data serta pembahasannya.

JUDUL: Pekerjaan bagi Fumio Kishida

Yoshihide Suga, menyatakan *mundur* di tengah angka elektabilitasnya yang turun. Perdana Menteri (PM) Jepang itu mengaku *mundur* untuk berkonsentrasi pada penanganan Covid-19 ketimbang fokus pada pemilihan pemimpin partai.

(DATA 4)

JUDUL: Elegi Parasetamol di Teluk Jakarta

Tanpa diminta, tanpa dipaksa.

(DATA 9)

JUDUL: Inovasi Industri Penerbangan

Menurut Heart Aerospace, dibandingkan dengan pesawat sejenis, ES-19 *lebih hemat* biaya bahan hingga 75 persen dan *lebih hemat* biaya perawatan hingga 50 persen.

(DATA 12)

Pada kalimat (4) tersebut, kata mundur diulang dua kali secara berturut turut di bagian tengah kalimat dengan tujuan menekankan kata mundur dalam tuturan tersebut, kata mundur dalam kalimat tersebut bertujuan untuk penegasan. Pemilihan pengulangan kata pada satu kalimat juga bertujuan untuk estetika suatu kalimat. Penggalan kalimat (9) terdapat kata tanpa diulang beberapa kali secara berturut turut dengan tujuan menekankan pentingnya kata tersebut dalam sebuah tuturan. Kata tanpa digunakan berulang dalam suatu kalimat selain bertujuan untuk penekanan juga bertujuan untuk menarik minat pembaca. Kalimat (13), kata lebih hemat diulang beberapa kali secara berturut turut dengan tujuan menekankan pentingnya kata tersebut dalam sebuah tuturan. Kata hemat pada kalimat tersebut menunjukkan perbandingan biaya suatu jenis pesawat.

2. Sinonimi (padan kata)

Sinonimi adalah salah satu aspek leksikal untuk mendukung kepaduan sebuah wacana. Pada penelitian ini hanya ditemukan 1 data yang mengandung aspek sinonimi, Pada kalimat berikut terdapat kata informasi salah bersinonim palsu, yang artinya kata informasi palsu bersinonim atau mempunyai kesepadanan kata dengan kata palsu.

JUDUL: Menekan Gerakan Antivaksin

Contohnya, konten dengan informasi *salah* atau *palsu* yang berkaitan dengan vaksin yang disetujui serta dikonfirmasi aman dan efektif oleh otoritas kesehatan setempat dan Organisasi Kesehatan Dunia (WHO).

(DATA 6)

3. Antonimi (lawan kata)

Antonimi adalah satuan lingual yang maknanya berlawanan atau berposisi dengan satuan lingual yang lain. Pada penelitian ini ditemukan 7 data analisis yang mengandung aspek Antonimi, berikut data serta pembahasannya.

JUDUL: Pekerjaan bagi Fumio Kishida

Kishida juga merupakan politisi moderat yang tak pernah tercatat mengalami *kegagalan besar*, namun ia juga tak memiliki catatan "*sukses besar*" dalam pembuatan kebijakan.

(DATA 4)

Pada kalimat tersebut terdapat kata kegagalan dan sukses dalam kalimat tersebut termasuk dalam jenis antonimi karena mutlak adanya, yang artinya kata gagal merupakan antonimi atau lawan kata dari sukses.

4. Kolokasi (sanding kata)

Kolokasi adalah asosiasi tertentu dalam menggunakan pilihan kata yang cenderung digunakan secara berdampingan. Kata pemerintah pusat, pemerintah Provinsi Papua merupakan kata yang dipakai secara berdampingan dalam jaringan pemerintah, sehingga kata tersebut saling berkolokasi seperti pada penggalan kalimat berikut:

JUDUL: Tetap Waspada di Tengah Pesta

PON di Papua menjadi puncak dari kerja keras dan perjuangan bersama *pemerintah pusat, pemerintah Provinsi Papua*, Pengurus Besar (BP) PON Papua 2021, pihak swasta, dan dukungan warga Papua.

(DATA 1)

5. Hiponimi (hubungan atas bawah)

Hiponimi adalah satuan bahasa yang maknanya dianggap bagian dari makna satuan lingual yang lain. Kata softball, bisbol, polo air, kriket, dan panahan dapat disebut juga sebagai cabang olahraga, sehingga dapat dikatakan bahwa kata tersebut memiliki hubungan atas bawah atau hiponimi sebagaimana terdapat pada penggalan kalimat berikut:

JUDUL: Tetap Waspada di Tengah Pesta

Cabang olahraga itu, antara lain ialah softball, bisbol, polo air, kriket, dan panahan.

(DATA 1)

6. Ekuivalensi (kesepadanan kata)

Ekuivalensi adalah hubungan kesepadanan antara satuan lingual yang lain dalam sebuah wacana. Pada penelitian ditemukan data yang mengandung kohesi leksikal aspek ekuivalensi berikut data serta pembahasannya.

JUDUL: Rudal Hipersonik dan Rekayasa Korut

Dari segi jelajah, AS juga ikut terancam. Ada dua hal yang dapat kita renungkan dari sini. Bagi Indonesia yang antiproliferasi senjata nuklir, penguatan kemampuan Korut jelas mengancam keamanan dunia.

(DATA 2)

Pada kalimat tersebut terdapat penggalan kalimat yang mengandung ekuivalensi atau kesepadanan kata antara lingual yang satu dengan lingual yang lain. Kata terancam pada kalimat pertama digantikan kata terancam di kalimat berikutnya.

KESIMPULAN

Dari hasil analisis, dapat disimpulkan bahwa unsur kohesi diperlukan dalam wacana untuk menghubungkan antarsatuan leksikal baik frasa, klausa, maupun kalimat sehingga menciptakan kepaduan teks yang dapat

dipahami baik secara struktur maupun makna. Kohesi gramatikal dan leksikal sering kali ditemukan dalam tajuk rencana seperti yang terdapat dalam tajuk rencana *kompas* edisi oktober 2021.

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THE INFLUENCE OF BULLYING TOWARD STUDENTS' CONFIDENCE IN SPEAKING SKILL AT SMA NEGERI 1 POLOKARTO

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Abstract

This research aimed to investigate the effect of bullying on students' confidence in speaking skills at SMA Negeri 1 Polokarto, to know the level of bullying in SMA Negeri 1 Polokarto academic year 2021/2022, and to test the level of students' confidence in speaking skills at SMA Negeri 1 Polokarto academic year 2021/2022. This research used descriptive quantitative method. The results of this research found that the level of bullying among students in SMA Negeri 1 Polokarto was medium with a percentage of 70,6% (24 students). Bullying in medium level is the acts of bullying that occur may include cruel teasing, constant ostracism, minor threats or relatively minor physical violence such as pushing, tripping or property theft. The level of students' confidence in speaking skills was medium with a percentage of 64,7% (22 students). Confidence in medium level is within normal limits, tend to be rather strong. Students are sometimes doubtful, worried about the impression it will make on oother and sometimes have low self-esteem. Based on the hypothesis test, the significance level was $0,005 < 0,05$ which means that there was significant influence between bullying toward students' confidence in speaking skills at SMA Negeri 1 Polokarto. The percentage of the effect of bullying toward students' confidence in speaking skills was 22,4%. It can be concluded that the first hypothesis (H_1) was accepted, while the second hypothesis (H_2) was not accepted.

Keywords: Bullying, Students' Confidence, Speaking Skill

INTRODUCTION

English is one of the languages in the world considered as an international language. Almost everyone from many different countries in the world uses it to communicate. The English field has always been a field of particular interest. The undeniable role of English as a means of global communication may be the reason why English is used as one of the subjects taught in schools. Diem (2011: 160) said that in order to meet the needs of the era of globalization, English will occupy a strategic position in the world. Therefore, having English skills can be considered beneficial. According to Prasetyo (2014: 93), in Indonesia, English plays an important role in many aspects of

life, especially in the fields of science and technology. As a foreign language, English has always been a required course from elementary school to higher education.

In English, there are four skills namely speaking, listening, writing and reading. One of the most difficult skills for English proficiency is speaking skills. Speaking skill is one of the language skills necessary to support further oral communication, especially English, but it is the most difficult skill to develop. Indonesian environment provides less support or contact opportunities for learners because English is not spoken in the community (Febryanti, 2014:16).

Krashen (2003:112) pointed out that when learning English, psychological factors such as shame, fear of making mistakes, lack of confidence, anxiety and other emotional factors can affect a person's language mastery. As a practical output, speaking has so many barriers such as psychological, physical, systematic and attitudinal. Lack of self-confidence can be thought under the both titles of psychological and attitudinal barriers that makes learner hard to speak in foreign language and even in mother tongue.

Some students admit that even if they are ready to say what they should say. Speaking in front of people is not easy, but when they start speaking in class, their minds will suddenly disappear. In other words, when students have to speak in class, they feel anxious. Anxiety shows that they feel unconfident in speaking. Therefore, there are many problem factors faced by students in speaking, one of which is a lack of confidence. Confidence is the belief to do something to the subject as a personal characteristic in which there is confidence in one's ability, optimistic, objective, responsible, rational, and realistic (Ghufron, 2012:35). Success is impossible without self-confidence. One of the causes of the students' lack of confidence in speaking English is bullying (Al Uqshori, 2005: 6). There are 5 aspects of confidence, namely confidence in self-efficacy, optimism, objective, responsible, reason and reality.

In Indonesia, bullying cases in school is rife now where the education department complains to the Indonesian Child Protection Commission (KPAI) on 2011 to 2014, it has noticed 369 complaints related to bullying issues, handled about 1,480 cases, and increased year by year (Halimah, 2015). According to [Gladden](#) (2014:7) bullying is any unwanted

aggressive behaviors by another youth or group of youths who are not siblings or current dating partners that involves an observed or perceived power imbalance and is repeated multiple times or is highly likely to be repeated. Bullying may inflict harm or distress on the targeted youth including physical, psychological, social, or educational harm. There are three types of bullying namely, verbal bullying, physical bullying and relational bullying. According to research conducted by Amanupunnjo, a Psychology student of Satya Wacana Kristen University, students sometimes feel ashamed of speaking English for fear of mispronunciation, grammar, etc. so that their friends laugh and mocking the student. It can be seen that there is a bullying committed by students to other students, resulting in a lack of confidence in students speaking English.

By those conditions, the researcher indicated that the bullying can affect students' confidence in speaking English. In SMA Negeri 1 Polokarto, English is one of the subjects that must be taught. However, it was found that some students did not have confidence when they wanted to speak English. One of the reasons contributing this was the bullying phenomenon that occurred in SMA Negeri 1 Polokarto. Based on the researcher's observations, when the students tried to speak English, many of the student's friends laughed, mocked, and belittled them. Examples of the phenomenon noted were "*Kamu ngapain ngomong bahasa Inggris, pakai bahasa Indonesia dong*", "*Ah, sok Inggris kamu!*", "*Grammar mu salah itu!*" these resulted in an effect that the students felt ashamed of speaking English because they were afraid of wrong pronunciation, grammar, lack of vocabulary dan afraid of being ridiculed by friends. This situation motivated the researcher to see whether the bullying can affect students' confidence in speaking English at SMA Negeri 1 Polokarto.

RESEARCH METHODOLOGY

This research aimed to investigate whether there is significant influence of bullying toward students' confidence in speaking skill. This research used a descriptive quantitative method. The setting of place this research was conducted at SMA Negeri 1 Polokarto, in XII MIPA 1. The location on Butuh, Godog, Polokarto, Sukoharjo. The researcher conducted this research on March until September 2021. The population in this research was students of class XII MIPA at SMA Negeri 1 Polokarto academic year 2021/2022, totaling 133 students. The sample of this research was XII MIPA 1 class, consist of 34 students. The researcher used probability sampling with simple random sampling technique.

The researcher used 2 data collection techniques, namely questionnaire and test. The questionnaire distributed online using Google Formulir and the test is carried out through the Zoom application, the implementation was directly conveyed by the researcher as a teacher. The test used a speaking test regarding the Recount Text material. This test is useful for knowing students' confidence in speaking English. The researcher used Product Moment Correlation with a significance of 5% to test the validity of the data and used Crounbach Alpha coefficient to test the reliability of the data.

In analyzing data, the researcher tested the initial stage, namely Descriptive Statistical Analysis test and Pre-requisite Analysis test. In descriptive analysis, the researcher analyzes in several stages, namely finding the mean, fiding the standard deviation, determine the categorization and percentage analysis. Pre-requisite analysis consist of normality test and linearity test. The results of students confidence tests were also used by using descriptive statistics analysis, classified based on the regulation of the Minister of Education and Culture No. 81A 2013 concerning attitude assessment

with an evaluation scale of 4. For the hypothesis test, the researcher used Simple Linear Regression to predict how strong the influence of variable X and variable Y.

FINDINGS AND DISCUSSION

Before analyzing the data, the researcher conducted an analysis requirement test, namely validity and reliability. Based on the results of validity test, all Bullying (X) items were valid, while the Students' Confidence (Y) items contain 23 valid items and 1 invalid item. In addition, the Bullying (X) and Students' Confidence (Y) reliability tests were reliable with very high and high category. Based on the results of the normality test, the data was normally distributed with a significance of 0,200. While the results of the linearity test, the data was linear with a significance of 0,351.

1. Significance of the influence of bullying toward students' confidence in speaking skills at SMA Negeri 1 Polokarto

The researcher used Simple Linear Regression to test the significance of the influence of bullying toward students' confidence in speaking skills at SMA Negeri 1 Polokarto. The results of the regression test can be seen below.

Table 1. Regression Test Results

Model	Sig	R Square
1 Bullying	,005	,224

Based on the calculation of simple linear regression analysis with the help of the SPSS program, the result showed that bullying has an effect on self-confidence with a significance of 0,005 which means it is less than 0,05. Then the coefficient of determination (R square) was 0,224, which means that the percentage of the influence of

the Bullying (X) toward the Students' Confidence (Y) was 22,4%.

2. The level of bullying among students in SMA Negeri 1 Polokarto

The level of bullying is described through students' answers to the questionnaire that was divided. The results of the percentage analysis Bullying (X) can be seen below:

Table 2 Percentage Analysis of Bullying (X)

Category	Frequency	Percent
Low	5	14,7
Medium	24	70,6
High	5	14,7
Total	34	100,0

From the table 4.8 above, it can be seen that there were 14,7% (5 students) in low category, 70,6% (24 students) in medium category and 14,7% (5 students) in high category. It showed that most of the students of SMA Negeri 1 Polokarto have a medium level of bullying.

After that, the researcher determined the type of bullying that occurred at SMA Negeri 1 Polokarto.

Table 3 Percentage of Types of Bullying

Category	Types of Bullying	Percentage
Medium	Verbal Bullying	70,6%
	Physical Bullying	61,8%
	Relational Bullying	64,7%

Based on the table above, the percentage of verbal bullying was 70,6%. The percentage of physical bullying is 61,8%. The percentage of relational bullying was 64,7%. It can be concluded that the most common type of bullying that

occurs in SMA Negeri 1 Polokarto was verbal bullying.

According to Hughes (2015:57), bullying in medium level is a student (the initiator) makes inappropriate and derogatory remarks to another student (target) based on students ethnicity. A group of students is watching (bystanders). One or two similar incidents involving the same students have occurred over the past few weeks and the target student has received a few negative text messages. The target student is confident and assertive. The victim (students) has told the initiator that students behaviour is disrespectful and inappropriate and has reported all the incidents to class teacher. At this level the acts of bullying that occur may include cruel teasing, constant ostracism, minor threats or relatively minor physical violence such as pushing, tripping or property theft. Incidents of bullying that occur in SMA Negeri 1 Polokarto such as students mock when their friends speak English, students scold their friends when they speak English, students laugh at their friends when they speak English, students mock their friends "sok pintar" when they speak English, students mock their friends "sok Inggris" when speaking English, etc. In addition, relational bullying also occurs, such as students alienating their friends because of their English skills, students sending ridicule messages via Whatsapp, Email, Line, etc. about their friends' English skills, etc. And sometimes physical bullying occurs such as students nudge their friends when they speak English incorrectly, students glare at their friends when they are wrong in English grammar.

- The level students' confidence in speaking English at SMA Negeri 1 Polokarto

The level of students' confidence is described through students' answers to the questionnaire and test that was divided. The results of the percentage analysis Students' Confidence (Y) can be seen below.

Table 4 Percentage Analysis Students' Confidence (Y)

Category	Frequency	Percent
Low	6	17,6
Medium	22	64,7
High	6	17,6
Total	34	100,0

Based on the table above it can be seen that there were 17,6% (6 students) in low category, 64,7% (22 students) in medium category and 17,6% (6 students) in high category. It showed that most students of SMA Negeri 1 Polokarto have a medium level of confidence in speaking skills.

To support the data on Student Confidence (Y), the results of the students' speaking test have been obtained from a sample of 34 students. Students who get very high criteria were 4 students, high criteria were 12 students, and enough criteria were 18 students with percentage calculation, very high criteria 11,7%, high criteria 35,2%, and enough criteria 52,9%. It can be concluded that the level of student confidence in speaking skills was in medium criteria with a large percentage of 52,9%.

According to Lauster (2012:13), confidence in medium level is within normal limits, tends to be rather strong. Students are sometimes doubtful, worried about the impression it will make on others and

sometimes have low self-esteem. Based on this explanation, students' confidence in speaking skills at SMA Negeri 1 Polokarto is still within normal limits. Students are sometimes still not confident when speaking English in public, students still know what they are saying when speaking English, students are sometimes afraid when speaking English, students are sometimes afraid of being commented on by their friends when speaking English. These events are measured within the normal limits of self-confidence. In general, students still have confidence in speaking skills within normal limits.

CONCLUSIONS

Based on the results of data analysis and discussions that have been carried out, the following conclusions can be drawn:

- The effect of bullying on students' confidence in speaking skills is significant, with a significance of 0,005 which means less than 0,05. It can be concluded that there is an influence of bullying (X) on students' confidence (Y) in speaking skills, which means that the hypothesis (H_1) in this research was accepted and proved. The percentage the influence of bullying toward students' confidence was 22,4%. The second hypothesis H_2 was students do not have high confidence in speaking skills. In H_2 , it was not accepted because the results of the percentage test and speaking test showed that the level of students' confidence in speaking skill was in medium category at a percentage of 64,7% (22 students).
- The level of bullying in SMA Negeri 1 Polokarto students is medium. It can be seen from the percentage results that there were 14,7% (5 students) in low category, 70,6% (24 students) in medium category and 14,7% (5

students) in high category. It can be concluded that most of the students of SMA Negeri 1 Polokarto have a medium level of bullying. According to Hughes (2015:57), in medium level of bullying, the acts of bullying that occur may include cruel teasing, constant ostracism, minor threats or relatively minor physical violence such as pushing, tripping or property theft. Verbal bullying is the most common form of bullying in SMA Negeri 1 Polokarto with the percentage 70,6%. Verbal bullying incidents that occurred were mocking friends when speaking English, laughing when speaking English, commenting when speaking English, mocking "sok Inggris", mocking "sok pintar" and others. Then relational bullying was the second most common form of bullying with a percentage of 64,7%. This behavior rarely occurs in SMA Negeri 1 Polokarto and only a few students have experienced. Lastly, physical bullying is the lowest or least common form of bullying. The percentage of physical bullying is 61,8%. It was very rare for physical bullying to be carried out using one's physical strength with the aim of weakening or frightening the victim, namely by glaring and nudging.

3. The level of students' confidence in speaking skills was medium level. Based on respondents' answers contained in the percentage of respondents showed that there were 17,6% (6 students) in low category, 64,7% (22 students) in medium category and 17,6% (6 students) in high category. It can be concluded that most students of SMA Negeri 1 Polokarto have a medium level of confidence in speaking skills. It happened because many students had the passion to speak English, students were able to fight fear and shame in front of other students. The results of this data were also supported by the speaking test that has been carried out where the data

obtained were high criteria were 4 students, high criteria were 12 students, and enough criteria were 18 students with percentage calculation, very high criteria 11.7%, high criteria 35.2%, and enough criteria 52.9%. It can be concluded that the level of student confidence in speaking skills was in medium criteria with a large percentage of 52.9%. According to Lauster (2012:13), confidence in medium level is within normal limits, tends to be rather strong. Students are sometimes doubtful, worried about the impression it will make on others and sometimes have low self-esteem. This is because students of SMA Negeri 1 Polokarto have sufficient confidence in their own abilities, this is illustrated by an attitude that is always positive towards themselves and truly understands what they are doing. Then the students of SMA Negeri 1 Polokarto feel optimistic that they can be described by the behavior of always looking good towards the hope, always positive in looking at yourself and always optimistic about your own abilities. Furthermore, students have an objective attitude, namely by looking at everything as it should and ignoring personal truth. Students of SMA Negeri 1 Polokarto also have a sense of responsibility, namely by being willing to bear all the things that are at risk and also having a rational and realistic attitude through the use of analysis with reasonable thinking and according to reality.

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CODE SWITCHING BETWEEN ENGLISH AND INDONESIAN LANGUAGES IN THE TEACHING OF PRONOUNS FOR GRADE X OF SMA ON YOUTUBE

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Abstract

Language is an element which is most important to communicate in human life. In that situation, there will be some switching activities take place. This activity is called code switching. Interestingly, code switching is done not only in real classroom teaching. Code switching is also found in videos delivered by teachers when they made online teaching materials, like those in YouTube. So as the teacher in the teaching of pronouns using YouTube, the writer had this interest as there are many types of code switching and its functions and the writer would like to find out the types of code switching that were used most frequently to help students understand the English lesson. This research is using descriptive qualitative research based on Poplack and Gumperz theories. The data in this research are the utterances of teacher in teaching of pronouns for grade X of SMA on YouTube. The result of this research were found (6) inter-sentential switchings, (9) intra-sentential switchings, and (2) tag switchings. Meanwhile, the functions were found (4) addressee specifications, (5) reiterations, and (1) message qualification.

Keywords: Code Switching, Online Teaching and Learning, YouTube

INTRODUCTION

Language is an element which is most important to communicate in human life. In the implementation of language itself, human do not master just one language but they are able to be bilingual or even multilingual to support their communication in social life. The people who understand more than one language, usually master English language as one of the language that they master. It is caused by the fact that English a universal language that is commonly understood by most people in the world.

At schools, students took English subject as a compulsory subject. It aims to introduce one of foreign languages with the intention of familiarize with that, so they can understand what people from different country said. It happens because English is used in every major of life.

In bilingualism, it is realized that two participants will communicate to each other in two languages. In that situation, there will be some switching activities take

place. This activity is called code switching. It happens if the teachers explain in English and somehow she or he may switch some code or terms into Indonesian, so the students may get better understanding in the teaching learning process.

In language classroom, code switching is employed to facilitate students' comprehension at various educational levels; kindergarten (Huerta-Macias and Quintero, 1992), secondary (Flyman-Mattsson and Burenhult, 1999), and university (Greggio and Gil, 2007). Alternatively, code switching is a strategy for teachers to adapt to students' English proficiency, teaching goals, and a teacher role in a university setting in China (Yang, 2004). These findings, however, are based on teachers' reports of their reasons of using code switching.

Code switching can be found effective in teaching and learning in a classroom context. In the classroom, the teacher often switches his or her language

during teaching and learning process in conveying his or her messages in the classroom.

Interestingly, code switching is done not only in real classroom teaching. Code switching is also found in videos delivered by teachers when they made online teaching materials, like those in YouTube. YouTube, founded in 2005, is a video sharing site which is considered to be a new relatively phenomenon, and teachers together with writers have started to pay close attention to its possibilities within the educational setting (Mullen and Wedwick, 2008). In addition, it was suggested by Mullen and Wedwick (2008) that videos have the potential to enhance almost any classroom lesson and these are available on YouTube and other video sharing web sites such as TeacherTube, SchoolTube, United Streaming, OneWorldTV, Yahoo! Video, Google Video, and MSN Soapbox. YouTube provides free access to substantial amount of educational videos (Buzzetto-More, 2014) making it a viable option for students to receive useful material for learning purposes.

However, there is a significant number of online materials that can be integrated into traditional English lessons, such as the YouTube website. YouTube is considered a source of online material that can play a key role in the teaching and learning fields. As many writers have observed, learners can gain positive indicators when they watch authentic and real-life clips (Maness, 2004). In addition, it is likely to make the learning process more fun and meaningful. Furthermore, it gives students the opportunity to memorize their lesson more easily.

The writer was interested to study the use of code switching in the video delivered by teacher in teaching English. The writer had this interest as there are many types of code switching and its functions and the writer would like to find out the types of code switching that were used most frequently to help students

understand the English lesson. Besides, the writer wanted to discover the functions of the code switching used by the teacher.

RESEARCH METHOD

According to Glesne (2011) as cited in Babchuck and Badiee, qualitative research is a type of research which focuses on qualities such as words or observations that are not easy to quantify and lend themselves to interpretation and deconstruction. Similar with Glesne, Flick et al. (2004) states that qualitative research tends to describe life worlds from the point of view of the participant. Therefore, relates to the research suggested by Glesne, the writer used qualitative study because the writer analyzed the data and then described the finding to answer the research questions.

The data of this research is the result of the documentation. A data source was a person, something or place that provided information for a piece of research. Arikunto (2006) stated that source of the data was subject who gave the data or information or where the data was gotten from. In this research, the data source was the utterances of the teacher who is teaching pronouns for grade X of SMA on YouTube taken from video at <https://youtu.be/VHxy3gsqEPE>.

In collecting the data, some steps were applied:

1. Watching and downloading the video of teaching of pronouns for grade X of SMA on YouTube.
2. Listening to the audio for transcribing the data.
3. Taking a note to the utterances which contain the type code switching.
4. Grouping the data that has identified, then classified based on the form, the types and the functions of code switching.

Meanwhile, In this research descriptive qualitative technique was applied to analyze the data, and the data was analyzed through some steps as follows:

1. Identifying the types of code switching in the teaching of pronouns for grade X of SMA on YouTube
2. Classifying the types of code switching based on the video
3. Determining the most dominant types of code switching
4. Describing the functions of code switching in the teaching of pronouns for grade X of SMA on YouTube

FINDINGS AND DISCUSSION

The writer analyzed the data that has been collected. The writer described and discussed the data found from the video. This study described the code switching utterances made by the teacher in teaching pronouns for grade X of SMA on YouTube.

Based on the analysis, the writer found 17 code switching used by the teacher in her video. They are

No.	Utterance	Inter-sentential switching	Intra-sentential switching	Tag switching
1	What will we discuss in this meeting, <i>ya</i> ?			✓
2	<i>Apa, ya?</i> Anybody want to answer?			✓
3	Dalam pengertian tadi ada kata substitute. <i>Now find the meaning of substitute on your dictionary</i>	✓		
4	Yup, substitute means <i>menggantikan</i>		✓	
5	Masih ingat yang saya		✓	

	sampaikan di <i>general review</i> ?		
6	<i>Ada empat, kan</i> , the first one is subjective pronoun, the second one is objective pronoun, the third one is possessive adjective, and the last one is possessive pronoun		✓
7	Subjective pronoun is used as the subject of a sentence. <i>Jadi, subjective pronoun itu digunakan sebagai subject dalam kalimat</i>	✓	
8	Kalian tahu apa itu <i>subject</i> , kan?		✓
9	Subjective pronoun are I, you, we, they, he, she, <i>dan</i> it		✓
10	How many? <i>Ada berapa?</i>		✓
11	Dalam kalimat ini terdapat dua orang sebagai <i>subject</i> yaitu <i>she</i> dan <i>i</i>		✓
12	Sementara <i>last night</i> artinya kemarin malam		✓
13	Jadi apa saja possessive adjective itu? <i>Possessive</i>	✓	

	<i>adjective are my, four, our, their, his, her, and its</i>	
14	However possessive pronoun are not followed by noun. <i>Jadi bedanya dengan possessive adjective di sini penggunaan pronoun tidak disertai dengan noun alias kata benda</i>	✓
15	Fill the blank. <i>Berikut kalimatnya</i>	✓
16	For number one <i>apakah you, your atau yours?</i>	✓
17	Now, it is for number two. <i>Apakah jawabannya?</i>	✓

According to the types of code switching above, the writer classified them into the functions of code switching

No.	Utterance	Function
1	What will we discuss in this meeting, <i>ya?</i>	—
2	<i>Apa, ya?</i> Anybody want to answer?	Addressee Spesification
3	Dalam pengertian tadi ada kata substitute. <i>Now find the meaning of substitute on your dictionary</i>	Addressee Spesification
4	Yup, substitute means	Reiteration

	<i>menggantikan</i>	
5	Masih ingat yang saya sampaikan di <i>general review?</i>	—
6	<i>Ada empat, kan</i> , the first one is subjective pronoun, the second one is objective pronoun, the third one is possessive adjective, and the last one is possessive pronoun	Reiteration
7	Subjective pronoun is used as the subject of a sentence. <i>Jadi, subjective pronoun itu digunakan sebagai subject dalam kalimat</i>	Reiteration
8	Kalian tahu apa itu <i>subject, kan?</i>	—
9	Subjective pronoun are I, you, we, they, he, she, <i>dan it</i>	—
10	How many? <i>Ada berapa?</i>	Reiteration
11	Dalam kalimat ini terdapat dua orang sebagai <i>subject</i> yaitu <i>she</i> dan <i>i</i>	—
12	Sementara <i>last night</i> artinya kemarin malam	Reiteration
13	Jadi apa saja possessive adjective itu? <i>Possessive adjective are my, four, our, their, his, her, and its</i>	—
14	However possessive pronoun are not followed by noun. <i>Jadi bedanya dengan possessive adjective di sini penggunaan pronoun tidak disertai dengan noun alias kata benda</i>	Message Qualification
15	Fill the blank. <i>Berikut kalimatnya</i>	—
16	For number one <i>apakah you, your atau yours?</i>	Addressee Spesification

17 Now, it is for Addressee number two. *Apakah Spesifikasi jawabannya?*

For more detailed of the finding, the writer presented the following discussion:

1. Inter-sentential switching

Inter-sentential switching happens when the speaker completed a sentence in one language, switches to another language in the next sentence. The writer found 6 utterances in this research:

- a. Dalam pengertian tadi ada kata substitute. Now find the meaning of substitute on your dictionary.

The code switching occurred in the sentence "Now find the meaning of substitute on your dictionary." It has the meaning "Sekarang temukan arti substitute di kamus kalian." It happened when the teacher started explaining about pronoun.

- b. Subjective pronoun is used as the subject of a sentence. Jadi, subjective pronoun itu digunakan sebagai subject dalam kalimat.

The code switching occurred in the sentence "Jadi, subjective pronoun itu digunakan sebagai subject dalam kalimat." The teacher switched to Indonesian so the student can easier to understand.

- c. Jadi apa saja possessive adjective itu? Possessive adjective are my, four, our, their, his, her, and its.

The teacher used code switching in the sentence "Possessive adjective are my, four, our, their, his, her, and its." it happened when the teacher gave explanation to the student.

- d. However possessive pronoun are not followed by noun. Jadi bedanya dengan possessive adjective di sini penggunaan pronoun tidak disertai dengan noun alias kata benda.

The code switching occurred in the sentence "Jadi bedanya dengan possessive adjective di sini

penggunaan pronoun tidak disertai dengan noun alias kata benda." as the utterance of teacher to compare in using noun between possessive pronoun and possessive adjective. It happened when the teacher informed the student about the material.

- e. Fill the blank. Berikut kalimatnya. The teacher used code switching in the sentence "Berikut kalimatnya." it happened when the teacher gave the practice to the student at the end of explaining the material.
- f. Now, it is for number two. Apakah jawabannya?

The code switching occurred in the sentence "Apakah jawabannya?" it has the meaning in English "What is the answer." as the teacher's utterance in checking the student comprehension. It happened when the teacher asked the student about the answer of the practice that the teacher gave today.

2. Intra-sentential switching

Intra-sentential switching occurs when a word, a phrase, or a clause from another language within the same sentence. From the analysis, there are 9 utterances of this type:

- a. Yup, substitute means menggantikan.

The code switching occurred when the teacher clarified the student that the meaning of substitute in Indonesia is "menggunakan".

- b. Masih ingat yang saya sampaikan di general review?

The code switching occurred when the teacher reminded the student about what she taught in previous lesson.

- c. Ada empat, kan, the first one is subjective pronoun, the second one is objective pronoun, the third one is possessive adjective, and the last one is possessive pronoun.

The code switching occurred in the phrase “Ada empat, kan” it has the meaning “There are four types”. It happened when the teacher mentioned types of pronoun.

- d. Kalian tahu apa itu subject, kan?

The code switching occurred when the teacher asked the student about subject to check the student’s comprehension.

- e. Subjective pronoun are I, you, we, they, he, she, dan it.

The teacher used code switching “dan” it has the meaning in English “and” as the conjunction.

- f. How many? Ada berapa?

The code switching occurred when the teacher asked the student and to give better understanding of the teacher’s question.

- g. Dalam kalimat ini terdapat dua orang sebagai subject yaitu she dan i.

The code switching occurred when the teacher explained the example to the student.

- h. Sementara last night artinya kemarin malam.

The code switching occurred when the teacher explained the student the example then informed the student about the meaning of “last night” so the student can understand.

- i. For number one apakah you, your atau yours?

The teacher used code switching “apakah you, your atau yours?” it happened when the teacher asked the students about the answer of the exercise that the teacher gave.

3. Tag switching

This type of code switching means inserting a tag in one language to an utterance that is otherwise in another language. Here the writer found 2 utterances of tag switching:

- a. What will we discuss in this meeting, ya?

The tag switching happened when the teacher started the learning process to asked the student about what the material they going to discuss by adding “ya”.

- b. Apa, ya? Anybody want to answer?

The tag switching occurred when the teacher asked the student who was going to answer the question.

4. Quotation

The switching occurs when the speaker quotes other people speech. The main function of quotation is to quote other people’s speech, usually famous one, and people like to use the same code so the message of it will be delivered well. But in this research, there is no code swiching which be identified as a quotation.

5. Addressee specification

The switch can be used to direct message to one or several possible addressees. This function of code switching is to draw someone’s attention so that he or she in a particular conversation or topic discussed. Here, the writer found 4 examples of addressee specification:

- a. Apa, ya? Anybody want to answer?

Firstly, the teacher spoke in Indonesian and switched her question in English in order to direct the message to the student. The message showed about the relationship between the teacher and the students.

- b. Dalam pengertian tadi ada kata substitute. Now find the meaning of substitute on your dictionary.

The teacher used Indonesian and switched to English when asked the student to open their dictionary and find the meaning of substitute in directing the message. The teacher used English to showed that she gave instruction to the students.

- c. For number one apakah you, your atau yours?

The teacher switched from English to Indonesian in order to direct the message to the students using Indonesian. The teacher asked in Indonesian to mention three options then the students who are Indonesian speaker were able to choose the answer. By doing this, the teacher's message could show caring and empathy.

- d. Now, it is for number two. Apakah jawabannya?

The teacher switched from English to Indonesian. First, the teacher talked in English but when she asked the students about the answer then she changed into Indonesian "Apakah jawabannya?". The teacher did that to direct her utterance, the message to show attention and caring.

6. Interjection

The switch serves to mark an interjection or sentence filler in order to get the attention to show strong emotion or expressing surprise. From this research, there is no code switching which could be analyzed as interjection.

7. Reiteration

Reiteration or call as repetition. The function of this switching is to repeat the message from one language to another language. The purposes of the repetition are to amplify, emphasize, or clarify the message. The repetition is not usually in the form of literally repeated but it also can be in the modified one. In this research, reiteration consists of 5 examples:

- a. Yup, substitute means menggantikan.

The teacher tended to switch the word "substitute" to "menggantikan". It is called reiteration.

- b. Ada empat, kan, the first one is subjective pronoun, the second one is objective pronoun, the third one is possessive adjective, and the last one is possessive pronoun.

The repetition is in the form modified one as what the teacher said "...the first one is subjective pronoun, the second one is objective pronoun, the third one is possessive adjective, and the last one is possessive pronoun" which is the repetition of the sentence " Ada empat, kan". The teacher repeated by mentioning to make it clear that there are four points.

- c. Subjective pronoun is used as the subject of a sentence. Jadi, subjective pronoun itu digunakan sebagai subject dalam kalimat.

The teacher tended to switch English to Indonesian in order to repeat a message delivered in English. The teacher used Indonesian to emphasize the meaning of the message they said in English "Subjective pronoun is used as the subject of a sentence". The message has been delivered in English and repeated literally in Indonesian.

- d. How many? Ada berapa?

The teacher tended to switch English to Indonesian in order to repeat a message delivered in English. The teacher used Indonesian to emphasize the meaning of the message they said in English "How many?". The message has been delivered in English and repeated literally in Indonesian.

- e. Sementara last night artinya kemarin malam.

The teacher repeated the phrase last night to be kemarin malam to emphasize the meaning so the student can understand what the teacher said.

8. Message qualification

This function of code switching means that the switching in one code is employed as qualifying message to the main message conveyed in another code. The writer found 1 example of message qualification:

However possessive pronoun are not followed by noun. Jadi bedanya dengan possessive adjective di sini penggunaan pronoun tidak disertai dengan noun alias kata benda.

From the analysis above, it showed that the message was delivered in English, then the teacher switched into Indonesian to qualify the message about the difference between possessive pronoun and possessive adjective in the using noun. It became an explanation of pronoun to the students.

9. Personalization versus objectification

This function is related to the distinction between the talk about action and talks as the action. It shows the speaker's involvement in a conversation, and how it reflects her or his personal opinion or refers to specific topic. But there was no code switching which could be analysed as objectification in this research because the teacher explained based on the material and not conveyed her opinion at all.

CONCLUSION

Based on the finding of the research and discussion, the writer summarized the result of this research.

The findings of the study show that there were 17 code switching done by the teacher in the teaching of pronouns for grade X of SMA on YouTube. There were three types of code switching used namely inter-sentential, intra-sentential, and tag switching. First, the inter-sentential switching was 6 done times (35.29%). The second, intra-sentential switching was done 9 times (52.94%). The last type, tag switching was done twice (11.76%). Next,

based on the functions of code switching there were six functions of code switching; the first was quotation but there was no this function which could be found in this research (0%). The second was addressee qualification which was done 4 times (23.52%). The third function was interjection and it was not done by the teacher (0%). The fourth function of code switching was repetition (29.41%) which was done 5 times. Next was message qualification which had been done 1 time (5.88%). The last was personalization versus objectification but there was no code switching which could be categorized as this function in this research (0%).

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LOKUSI DAN PERLOKUSI DALAM FILM “YOWIS BEN” KARYA FAJAR NUGROS DAN BAYU SKAK DAN IMPIKASINYA DALAM PEMBELAJARAN TEKS DRAMA KELAS XI SMK

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Abstrak

Penelitian ini membahas tentang lokusi dan perlokusi pada film “Yowis Ben” karya Fajar Nugros dan Bayu Skak. Tujuan dari penelitian ini yaitu untuk mendeskripsikan tindak tutur lokusi dan perlokusi yang terdapat pada film “Yowis Ben” karya Fajar Nugros dan Bayu Skak. Penelitian ini menggunakan metode deskriptif kualitatif. Teknik pengumpulan data yang digunakan yaitu teknik baca dan catat. Teknik analisis data yang digunakan dalam penelitian ini menggunakan model interaktif teori dari Miles dan Hubberman untuk menganalisis data dari hasil penelitian. Hasil penelitian ini ditemukan 1 jenis lokusi dan 6 jenis perlokusi, sebagai berikut : (1) lokusi informasi, (2) perlokusi verba membujuk , (3) perlokusi verba membuat jengkel, (4) perlokusi verba menganjurkan, (5) perlokusi verba mempermalukan, (6) perlokusi verba menyenangkan, dan (7) perlokusi verba menakut-nakuti. Keterkaitan pembelajaran di sekolah mengenai materi pragmatik dapat diterapkan di SMK kelas XI melalui pembelajaran teks drama. Hasil penelitian ini diharapkan peserta didik dapat mengetahui lebih luas tentang pragmatik. Selain itu dapat dimanfaatkan sebagai alternatif bahan ajar pada pembelajaran teks drama di kelas XI SMK.

Keywords: Film, lokusi, perlokusi, Pragmatik

PENDAHULUAN

Manusia merupakan makhluk yang tidak pernah lepas dari lingkungan sosial. Manusia selalu mengalami hubungan dengan manusia lainnya di dalam kehidupan sehari-hari. Pada dasarnya manusia tidak dapat berinteraksi dengan orang lain agar dapat bertahan hidup. Sendilatta (2008: 383) mengemukakan bahwa ketika berinteraksi dengan orang lain, manusia memerlukan suatu alat yaitu bahasa yang digunakan untuk menjalin komunikasi yang baik dan benar. Suatu kenyataan bahwa manusia mempergunakan bahasa sebagai sarana, komunikasi sesama manusia. Salah satunya pragmatik merupakan salah satu cabang ilmu bahasa yang berhubungan dengan bahasa dan konteks sering juga digunakan dalam kehidupan sehari-hari.

Rustono (1999:2) mengungkapkan bahwa pragmatik adalah kajian mengenai penggunaan bahasa. Pragmatik berkaitan erat dengan tindak ujar atau *speech act*. Pada kajiannya, pragmatik menelaah

ucapan-ucapan khusus dalam situasi khusus dan memusatkan perhatian pada aneka ragam cara yang merupakan wadah aneka konteks sosial. Tarigan (2009:31) juga berpendapat pragmatik merupakan tuturan yang dilakukan oleh setiap manusia dengan menggunakan bahasa yang baik penutur dan lawan tuturan akan membentuk konteks pada manusia sedang berbicara atau bertuturan secara tidak langsung manusia bertutur dengan menggunakan bahasa pragmatik dalam tindak tutur.

Salah satu kajian dalam ilmu pragmatik adalah tindak tutur. Menurut Rustono (1999: 31) tindak tutur merupakan hal penting di dalam kajian pragmatik. Kegiatan melakukan tindakan mengujarkan tuturan itulah yang merupakan tindak tutur atau tindak ujar. Alasan ditampilkannya istilah tindak tutur adalah bahwa di dalam mengucapkan suatu ekspresi, pembicara tidak semata-mata mengatakan sesuatu dengan mengucapkan ekspresi dalam pragmatik ada beberapa

tindak tutur salah satunya tindak tutur lokusi.

Tindak tutur lokusi menurut Chaer (2004:53) merupakan tindak tutur melakukan sesuatu dengan kata dan makna kalimat sesuai kaidah sintaksisnya. Tindak tutur lokusi biasanya berkenaan dengan pemberian izin, terima kasih, menyuruh, menawarkan, dan menjanjikan. Dengan kata lain lokusi merupakan tindak tutur melakukan tindakan dalam mengatakan sesuatu salah satunya dalam percakapan film.

Film merupakan media komunikasi yang sering digunakan untuk menyampaikan pesan. Hal ini di kemukakan oleh Papera (2004:223) mengemukakan bahwa film bisa berperan sebagai komunikasi bahasa. Film merupakan multi fungsi, selain bentuk hiburan, sekaligus merupakan media komunikasi untuk menyampaikan pesan pengarang kepada penonton baik secara tersirat maupun tersurat.

film “Yowis Ben” yang didalamnya memuat jenis tindak tutur dapat tindak tutur pada film tersebut dapat meningkatkan pengetahuan berbahasa peserta didik serta dapat menambah wawasan peserta didik mengenai jenis tindak tutur yang dapat diterapkan peserta didik dalam proses pembelajaran teks drama. Dalam isi film tersebut banyak norma-norma yang bisa diambil dan nasihat serta saran, amanat yang bisa kita praktekan pada kehidupan sehari-hari.

Penelitian ini akan memfokuskan pada tuturan lokusi dan perlokusi dalam film “Yowis Ben” karya Fajar Nugros dan Bayu Skak. Berdasarkan penjabaran diatas maka tujuan dari penelitian ini yaitu mendeskripsikan tentang tuturan lokusi dan perlokusi dalam film “Yowis Ben” karya Fajar Nugros dan Bayu Skak.

Penelitian ini relevan dengan penelitian yang dilakukan oleh Sasmita (2016) dengan judul “Tindak Tutur Dalam Iklan Layanan Masyarakat di Kabupaten Banyuwangi”. Pada penelitian Sasmita (2016) membahas tentang tindak

tutur langsung, tindak tutur tidak langsung, dan tindak tutur literal. Selain itu, menjelaskan fungsi dari tindak tutur iklan layanan masyarakat di Kabupaten Banyuwangi yaitu deklaratif, representatif, ekspresif, diektif dan komisif.

Oktaviani (2015) melakukan penelitian dengan judul “Tindak tutur lokusi dan perlokusi dalam dialog film 5 CM karya Rizal Mantovani. yang relevan dengan penelitian ini. Metode yang digunakan oleh Oktaviani dalam penelitiannya yaitu metode deskriptif kualitatif. Sumber data berupa film 5 CM karya Rizal Mantovani.

Penelitian lain yang relevan dengan penelitian ini yaitu penelitian yang dilakukan oleh Nirwanti (2017) melakukan penelitiannya dengan judul “Analisis tindak tutur representatif dan direktif pada iklan layanan masyarakat pada radio fortuna Kutoarjo periode 2012-2016 dan skenario pembejalarajannya dikelas XII SMA”. relevansi penelitian ini dengan penelitian yang dilakukan oleh Sasmita, Oktaviani, Nirwati yaitu mengkaji tentang tuturan lokusi dan perlokusi.

Hasil dari penelitian ini nantinya dapat digunakan sebagai referensi dan tambahan bahan ajar yang berkaitan dengan teks drama kelas XI SMK karena dapat membantu peserta didik dalam pembelajaran teks drama dengan memperhatikan pragmatikya. Adapun tindak lanjut terkaitan penelitian ini, akan memberikan kontribusi positif teori pragmatik.

METODE PENELITIAN

Jenis penelitian ini adalah deskripsi kualitatif. Penelitian deskriptif kualitatif ini bertujuan untuk mendeskripsikan gambaran yang akurat terkait suatu informasi dan fenomena yang diselidiki. Subjek data yang digunakan dalam penelitian ini adalah “Yowis Ben” karya Fajar Nugros dan Bayu Skak.

Data dalam penelitian ini adalah penggalan percakapan dalam film “Yowis Ben” karya Fajar Nugros dan Bayu Skak yang diduga mengandung tindak tutur lokusi dan perlokusi. Metode pengumpulan data yang digunakan adalah metode simak, yaitu dengan menyimak percakapan dalam film “Yowis Ben”. Penggunaan metode simak dalam penelitian ini memiliki teknik lanjutan yaitu teknik catat. Adapun analisis data yang digunakan yaitu model interaktif teori Miles dan Huberman.

HASIL DAN PEMBAHASAN

Peneliti menemukan 30 data analisis pada film “Yowis Ben” karya Fajar Nugros dan Bayu Skak Data tersebut meliputi lokusi informasi 5 analisis, perlokusi verba membujuk 5 analisis, perlokusi verba membuat jengkel 8 analisis, perlokusi verba menganjurkan 4 analisis, perlokusi verba mempermalukan 2 analisis, perlokusi verba menyenangkan, 4 dan perlokusi verba menakutkan 2 analisis. Berikut tuturan lokusi dan perlokusi yang ditemukan dalam film “Yowis Ben” karya Fajar Nugros dan Bayu Skak.

1. Lokusi Informasi

Lokusi informasi merupakan semata mata tindak tutur atau tindak bertutur yaitu tindak dengan melakukan sesuatu dengan kata dan makna sesuai dengan makna dan “berkata” berupa informasi yang nyata. Dalam film “Yowis Ben” karya Fajar Nugros dan Bayu Skak sebanyak 5 analisis. Berikut salah satu contohnya.

Konteks : Cak Jhon sedang menyiarkan Radio

Jhon : Di pasar belimbing tomat jepang harganya 8.000/kg.

Bayu : Cak, Cak Jhon!

Jhon : Aku lagi siaran . Di pasar gadong harga kentang sedang....

Bayu : Aku minta saran sebentar.

(Data 12)

Berdasarkan penggalan kalimat pada data (12) terdapat analisis tindak tutur lokusi informasi “*Di pasar belimbing tomat jepang harganya 8.000/kg*” bahwa tuturan tersebut menjelaskan harga sayur dan buah-buahan sedang naik dipasar.

2. Perlokusi Verba Membujuk

Perlokusi sendiri mempunyai arti pengaruh atau efek bagi yang mendengarkan. Bujuk artinya untuk meyakinkan seseorang dengan kata kata manis dan sebagainya bahwa yang dikatakan benar (merayu). Perlokusi membujuk berarti pengaruh / efek membujuk bagi yang mendengarkan. Dalam film “Yowis Ben” karya Fajar Nugros dan Bayu Skak sebanyak 5 analisis. Berikut salah satu contohnya.

Konteks: Bayu dan Nando sedang merencanakan perekrutan anggota baru untuk Yowis Ben

Doni : Ayo buruan! Nando mau keluar. Laahh kok malah saya yang kena sembur Yan!

Nando : Lepas, Lepas!

Bayu : Maaf ya. Ini ssemua emang rencananya Yayan. Aku Cuma mau memberikan kertas / Pamflat pendaftar Band kita yang akan kita buat.

Nando : Apa ini?

Bayu : Itu Pamflat.dan tulisanya di cari personil band untuk keyboardish

Nando : Ini beneran?

Bayu : Yan, rencana kamu berhasil.

(Data 20)

Berdasarkan penggalan kalimat pada data (20) terdapat analisis perlokusi membujuk “*aku Cuma mau memberikan kertas/pamflat*”

pendaftaran band. Tutaran perlokusi membujuk karena didalam pengalan tersebut seseorang memberikan kertas pendaftaran band yang bertujuan untuk membujuk untuk bergabung band mereka.

3. Perlokusi Verba Membuat jengkel

Perlokusi verba membuat jengkel bisa diartikan bahwa seseorang sedang berkomunikasi tetapi salah satu dari mereka ada ucapan yang membuat jengkel bagi yang mendengarkan. Dalam film “Yowis Ben” karya Fajar Nugros dan Bayu Skak sebanyak 8 analisis. Berikut salah satu contohnya.

Konteks : Bayu dan Kamidi sedang bertengar mengenai montor dan becak

Kamidi : Kamu, kenapa nendang becak ku?

Bayu : Cak Kamu kenapa nendang montor aku?

Kamidi : Mas Bayu kan.

Bayu : Iya Kenapa?

Kamidi : Kammidi Mas.

Bayu : Kamidi siapa? Apa,apaan sih ini, udah nendang montor mogok ketemu sama orang gila! Ayoo rebut !!

Kamidi : Engak enggak, nanti dulu !

Bayu : Ayo Berantem!

(Data 2)

Berdasarkan penggalan kalimat pada data (2) terdapat analisis perlokusi membuat jengkel “ *kamu kenapa nendang montor aku dan kenapa kamu juga nendang becak aku juga*. Penggalan kalimat tersebut termasuk perlokusi verba membuat jengkel karena dalam tuturan kalimat tersebut bisa menimbulkan efek perkelahian yang diakibatkan dari

salah satu mereka ada ucapan kalimat yang membuat jengkel.

4. Perlokusi Verba Menganjurkan

Perlokusi verba menganjurkan bisa diartikan mengemukakan sesuatu supaya diturut (dilakukan,dilaksanakan, dan sebagaimanaya) supaya menjalankan suatu usaha atau melakukan suatu perbuatan. Dalam film “Yowis Ben” karya Fajar Nugros dan Bayu Skak sebanyak 4 analisis. Berikut salah satu contohnya.

Kontes : Yowis Ben sedang merencanakan pembuatan judul lagu.

Nando : Apa itu keren , Gokil juga.

Bayu : Ayo kita coba.

Doni : Mau video lagu apa?

Yayan : Mumpung bahas lagu, aku ingat pesan guru ngajiku, gimana kalau kita bikin lagu yang ada pesan moralnya?

Doni : Kok pesan moral, mau jadi motivator apa? Kayaknya tidak bisa syuting di Sekolah ini, harus keluar ini.kalau ngak camera kita isiny Susan doing.

Nando : Harus cari lokasi, diluar Sekolah!

(Data 29)

Berdasarkan penggalan kalimat (pada data (29) terdapat analisis perlokusi verba menganjurkan “ *mumpung bahas lagu, aku ingat pesan guru ngajiku, gimana kalau kita bikin lagu yang ada pesan moralnya*”penggalan kalimat tersebut jelas mempunyai efek bahwa yayan menganjurkan kepada teman-temannya untuk membuat lirik lagu yang terdapat pesan moral sehingga lebih

bagus dan lebih diterima bagi masyarakat yang mendengarkan lagunya.

5. Perlokusi Verba Mempermalukan

Perlokusi verba mempermalukan ialah dimana seseorang sedang dibuat malu didepan umum dan salah satu dari mereka jadi bahan sorotan untuk ejekan bagi yang melihatnya. Dalam film “Yowis Ben” karya Fajar Nugros dan Bayu Skak sebanyak 2 analisis. Berikut salah satu contohnya.

Konteks : Tevia dan teman-teman di kelas sedang mempermalukan bayu.

Tevia : Bayu kemarin ngirimin aku puisi.

(teman satu kelas bersorak “cie cie cie hmmm)

Tevia : udah aku screen shoot dan udah aku print! Nah itu orang nya datang.

Bayu : apa ya? (bingung).

Tevia : Jadi, puisinya di baca ngak?

(teman satu kelas di bacadong biar rame sambil ketawa keras).

Rizal : Kopi itu hitam, pisang goreng itu coklat, tevia kamu itu cantik akupun jatuh cinta.(soral sorak dalam kelas).

Bayu : Ya udah, Tevia aku di terima ngak?

Tevia : hmmmmm tidak !.

(Data 31)

Berdasarkan penggalan kalimat (pada data (31) terdapat analisis perlokusi verba mempermalukan “*udah aku screen shoot dan udah aku print*” penggalan kalimat tersebut jelas

mempunyai efek mempermalukan bahwa Tevia sudah mencetak pesan singkat dari bayu melalui pesan singkat yang akan disebarluaskan disekolah. Tindak tutur tersebut mempermalukan karena orang yang mengirim pesan bayu sendiri.

6. Perlokusi Verba Menyenangkan

Perlokusi verba menyenangkan adalah suatu tuturan yang memberikan dampak atau efek menyenangkan. Dalam film “Yowis Ben” karya Fajar Nugros dan Bayu Skak sebanyak 4 analisis. Berikut salah satu contohnya.

Konteks : Bayu mendapatkan Uang secara tiba-tiba

Bayu : Alhamdulillah , 800 Rb 900 Rb Pas satu juta.

Cak Jhon: Cak,ada apa sih?

Bayu : Kamu yang gisi ya?

Cak Jhon: Kamu Ngledek, kalau aku punya uang segitu..Mending aku tabung buat nikah.

Bayu : Jadi bukan cak ya?

Cak Jhon : Lah menurutmu.

Ibu Bayu : Ada apa Bay.

Bayu : Terima kasih ya Ibu.

(Data 28)

Berdasarkan penggalan kalimat (pada data (28) terdapat analisis perlokusi verba menyenangkan “*Alhadulillah dapat 800 Rb,900 Rb*” penggalan kalimat tersebut jelas mempunyai efek menyenangkan karena bayu mendapatkan uang secara tiba-tiba dengan nominal yang lumayan besar.

7. Perlokusi Verba Menakut -nakuti

Perlokusi verba menakut nakuti adalah tuturan yang memberi dampak atau efek yang berusaha menjadikan takut akan sesuatu dengan berbagai cara. Dalam film “Yowis Ben” karya Fajar Nugros dan Bayu Skak sebanyak 4 analisis. Berikut salah satu contohnya.

Konteks : Ibu Bayu sedang bertanya kepada Bayu

Ibu Bayu : Yaudah lah, Ibu mau Tanya sama kamu?

Bayu : Tanya apa Ibu?

Ibu Bayu : Kamu tiap malam nongkrong di atas, ngapain sih ? apa kamu ngak takut!

Bayu : Takut apa Bu? Ada apa di atas.

Ibu Bayu : Tidak, Cuma perasaan Ibu saja sering mendengarkan suara suara aneh dari atas rumah.

Bayu : ohhh tidak apa-apa, Ibu yaudah bayu mau shalat isya, terus tidur.

(Data 27)

Berdasarkan penggalan kalimat (pada data 27) terdapat analisis perlokusi verba menakut nakuti “*kamu nongrong diatas ngapain sih? Apa kamu ngak takut!*” penggalan kalimat tersebut jelas mempunyai efek menakut nakuti karena Ibunya mengatakan kepada bayu agar tidak sering sering nongrong diatas rumah karena diatas rumah biasanya terdapat banyak makhluk halus.

SIMPULAN

Berdasarkan hasil penelitian terhadap analisis tindak tutur lokusi dan perlokusi pada film “Yowis Ben” karya Fajar Nugros

dan Bayu Skak, terdapat tuturan lokusi dan perlokusi. Analisis ini menemukan satu jenis lokusi dan enam jenis perlokusi, diantaranya: pertama, tindak tutur lokusi ditemukan lima analisis lokusi informasi yang bertujuan untuk semata mata melakukan sesuatu dengan kata yang sesuai dengan makna dan “berkata” berupa informasi yang nyata. Kedua, tindak tutur perlokusi ditemukan enam jenis analisis, diantaranya: (1) ditemukan lima analisis perlokusi verba membujuk yang bertujuan menyakinkan seseorang untuk melakukan sesuatu yang diinginkan, (2) ditemukan delapan analisis perlokusi verba membuat jengkel yang bertujuan membuat marah kepada mitra tutur yang megakibatkan salah satu dari mereka tersinggung dan bisa saja berkelahi, (3) ditemukan empat analisis perlokusi verba menganjurkan yang bertujuan mengemukakan sesuatu agar diturut (dilakukan, dilaksanakan, dan sebagaimanaya) supaya menjalankan suatu usaha atau melakukan suatu perbuatan, (4) ditemukan dua analisis perlokusi verba mempermalukan yang bertujuan mempermalukan seseorang didepan umum yang semata mata untuk dijadikan bahan candaan atau membuat orang menjadi malu sehingga orang tersebut menjadi kurang percaya diri, (5) ditemukan empat analisis perlokusi verba menyenangkan yang bertujuan membuat seseorang bahagia atau senang seperti halnya memberi hadiah atau kejutan sehingga menjadikan orang tersebut merasa senang, dan (6) ditemukan dua analisis perlokusi verba menakut-nakuti yang bertujuan menakut nakuti kepada lawan bicara atau penutur sehingga orang merasa takut dan parno akan hal yang dia dengar seperti membicarakan hal-hal horror dan berbicara mengenai sifat dari seseorang.

Keterkaitan pembelajaran di sekolah mengenai materi pragmatik dapat diterapkan di SMK kelas XI melalui pembelajaran teks drama. Hasil penelitian ini diharapkan peserta didik dapat mengetahui lebih luas tentang pragmatik. Selain itu dapat dimanfaatkan sebagai

alternatif bahan ajar pada pembelajaran teks drama di kelas XI SMK. Hasil dari penelitian ini nantinya dapat digunakan sebagai referensi dan tambahan bahan ajar yang berkaitan dengan teks drama kelas XI SMK karena dapat membantu peserta didik dalam pembelajaran teks drama dengan memperhatikan pragmatikya. Adapun tindak lanjut terkait penelitian ini, akan memberikan kontribusi positif teori pragmatik.

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CAMPUR KODE DALAM NOVEL KEMBARA RINDU KARYA HABIBURRAHMAN EL SHIRAZY DAN IMPLIKASINYA PADA PEMBELAJARAN ANALISIS NOVEL KELAS XII SMA

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Abstrak

Campur kode dalam novel *Kembara Rindu* karya Habiburrahman El Shirazy dilatarbelakangi oleh penggunaan multibahasa pada dialog tokohnya. Mulai dari bahasa Jawa, Indonesia, Inggris hingga Arab. Dengan beragamnya bahasa yang digunakan dalam novel *Kembara Rindu*, maka dilakukanlah penelitian campur kode yang sesuai teori kebahasaan. Tujuan dari penelitian yang berjudul Campur Kode dalam Novel *Kembara Rindu* Karya Habiburrahman El Shirazy dan Implikasinya pada Pembelajaran Analisis Novel kelas XII SMA yaitu mendeskripsikan bentuk campur kode yang ada dalam novel *Kembara Rindu* karya Habiburrahman El Shirazy, dan mendeskripsikan implikasi hasil penelitian terhadap pembelajaran bahasa Indonesia kelas XII dengan KD 3.9 menganalisis isi dan kebahasaan novel. Metode penelitian yang digunakan dalam penelitian ini yaitu metode deskriptif kualitatif, bertujuan untuk mendeskripsikan secara rinci mengenai campur kode yang ada pada novel tersebut. Hasil analisis terdapat 41 data analisis, terdiri dari penyisipan campur kode berwujud kata 26 analisis data, penyisipan campur kode berwujud frasa ada 12 hasil analisis data, penyisipan campur kode berwujud baster ada 2 data analisis, dan penyisipan campur kode berwujud ungkapan idiom terdapat 1 analisis data. Terdapat adanya implikasi pada pembelajaran analisis isi dan kebahasaan novel kelas XII SMA.

Kata kunci : Campur Kode, Novel *Kembara Rindu*, Implikasi Pembelajaran.

PENDAHULUAN

Kebahasaan terdiri dua aspek yaitu struktur kebahasaan dan kewacanaan. Dalam penelitian ini membahas struktur Sociolinguistik. Menurut Nababan (dalam Amaliani 2020:8) istilah sociolinguistik berasal dari kata “sosio” dan “*linguistik*”. Linguistik merupakan ilmu yang mempelajari mengenai bahasa seperti fonem, morfem, kata, kalimat, sedangkan “sosio” adalah sosial. Sosial dapat diartikan bahwa sesuatu yang berhubungan dengan masyarakat, kelompok masyarakat, dan fungsi masyarakat. Sedangkan Verhaar (2001:9) mendefinisikan sociolinguistik sebagai cabang linguistik yang meneliti bahasa yang tercermin dalam aspek sosial menurut penutur tertentu. Tindakan pertuturan sociolinguistik memiliki bermacam jenis, salah satunya campur kode. Aslinda dan Syahfyahya (dalam Hermaji 2011:81) berpendapat bahwa

campur kode terjadi apabila penutur bahasa memasukkan unsur bahasa lain ke dalam bahasa sasaran (bahasa yang digunakan). Thelander (dalam Chaer dan Agustina 2010:115) menjelaskan mengenai perbedaan campur kode dan alih kode. Menurutnya, bila di dalam peristiwa tutur terjadi peralihan dan satu klausa suatu bahasa ke klausa bahasa lain, maka peristiwa yang terjadi adalah alih kode. Tapi apabila di dalam suatu peristiwa tutur, klausa-klausa maupun frase-frase yang digunakan terdiri dari klausa dan frase campuran (*hybrid clauses, hbrid phrases*), dan masing-masing klausa atau frase itu tidak lagi mendukung fungsi-fungsi sendiri, maka peristiwa itu disebut campur kode.

Berdasarkan unsur-unsur kebahasaan yang terlibat di dalam campur kode, maka Suwito (dalam Tkesnai 2020:83) telah menyebutkan ada beberapa macam campur kode,

yaitu penyisipan campur kode yang berwujud kata, penyisipan campur kode yang berwujud frasa, penyisipan campur kode yang berwujud baster, penyisipan campur kode yang berwujud ungkapan idiom, dan penyisipan campur kode dengan perulangan kata. Penelitian ini berfokus pada wujud campur dan implikasi yang digunakan pada analisis novel kelas XII SMA.

Sebagian besar pemakai bahasa Indonesia tidak memahami bahasa campur kode, tidak terkecuali pada kalangan pelajar. Pembaca kesulitan memahami campur kode karena ada bahasa lain didalam bahasa pokok. Biasanya pembaca atau penutur hanya tahu bahwa campur kode adalah dua bahasa yang berbeda. Bentuk campur kode terdapat pada berbagai karya sastra, contohnya dari novel. Menurut Siswanto (2008:141) Novel merupakan bentuk prosa rekaan yang lebih pendek daripada roman. Biasanya novel menceritakan peristiwa pada masa-masa tertentu, dan bahasa yang digunakan lebih mirip bahasa sehari-hari. Novel yang akan digunakan dalam penelitian ini yaitu novel *Kembara Rindu* karya Habiburrahman El Shirazy.

Novel *Kembara Rindu* karya Habiburrahman El Shirazy merupakan novel yang memiliki banyak nilai moral, nilai pendidikan, nilai agama dan budaya yang berguna untuk para generasi muda. Novel tersebut memiliki berbagai jenis bahasa, sehingga dapat dijadikan sebagai penelitian campur kode pada pembelajaran analisis novel.

Novel *Kembara Rindu* ditulis oleh Habiburrahman El Shirazy yang lahir dan besar di Semarang, 30 September 1976. Nama penanya terkenal dengan sebutan Kang Abik. Mengawali karir pada tahun 1994 dimana Habiburrahman masih duduk di bangku SLTA, dan sudah memenangkan lomba teater hingga lomba pidato tingkat Jawa Tengah. Beberapa penghargaan yang diraih salah satunya adalah *Pena Award 2005*, *The Most*

Favorite Book and Writer 2005 dan *IBF Award 2006*. Salah satu novel yang ditulisnya yaitu novel *Kembara Rindu*, novel yang dapat dijadikan sebagai objek analisis campur kode.

Keterkaitan antara campur kode dan novel *Kembara Rindu* karya Habiburrahman El Shirazy yaitu di dalam novel tersebut mengandung campur kode dan diimplikasikan pada pembelajaran menganalisis isi dan kebahasaan novel di SMA dalam silabus kurikulum 2013 SMA kelas XII semester genap dengan KD 3.9 Menganalisis isi dan kebahasaan novel. Menjadi seorang guru yang akan menerapkan pembelajaran analisis novel yang menggunakan berbagai macam bahasa bukan hal yang mudah. Butuh pemahaman khusus dalam mempelajarinya, agar tidak terjadi kesalahpahaman dalam mengartikannya.

Tujuan penelitian ini adalah (1) Mendeskripsikan bentuk campur kode yang ada dalam novel *Kembara Rindu* karya Habiburrahman El Shirazy; (2) Mendeskripsikan implikasi hasil penelitian terhadap pembelajaran bahasa Indonesia kelas XII dengan KD 3.9 menganalisis isi dan kebahasaan novel. Pada penelitian ini terdapat dua manfaat, yaitu manfaat teoritis yaitu penelitian ini diharapkan dapat menambah khazanah dalam bidang sociolinguistik dan manfaat praktis yaitu Penelitian ini diharapkan dapat mempermudah Peserta Didik untuk menganalisis campur kode dan mempermudah dalam pembelajaran menganalisis isi dan kebahasaan novel.

METODE PENELITIAN

Penelitian ini merupakan jenis penelitian deskriptif dengan pendekatan kualitatif. Menurut Afrizal (2016: 13) penelitian kualitatif adalah metode penelitian ilmu-ilmu sosial yang mengumpulkan dan menganalisis data berupa kata-kata (lisan maupun tulisan).

Penelitian deskriptif kualitatif ini bertujuan mendeskripsikan secara rinci tentang campur kode. Penelitian ini membahas mengenai novel yaitu novel *Kembara Rindu* karya Habiburrahman El Shirazy. Objek dalam penelitian ini campur kode dengan menggunakan pendekatan sosiolinguistik. Data penelitian ini berupa penggalan kalimat dalam novel *Kembara Rindu* karya Habiburrahman El Shirazy yang di dalamnya terdapat campur kode. Sumber data penelitian ini *Kembara Rindu* karya Habiburrahman El Shirazy. Novel ini diterbitkan oleh Republika Penerbit, cetakan ke-1: September 2019, 266 halaman. Teknik pengumpulan data yang digunakan dalam penelitian ini adalah teknik baca dan catat. Analisis data dalam penelitian kualitatif ke dalam tiga tahap, yaitu kodifikasi data, penyajian data, dan penarikan.

HASIL PENELITIAN

Hasil penelitian ini terdapat 41 hasil analisis, terdiri dari penyisipan campur kode berwujud kata 26 analisis data, penyisipan campur kode berwujud frasa ada 12 hasil analisis data, penyisipan campur kode berwujud baster ada 2 data analisis, dan penyisipan campur kode berwujud ungkapan idiom terdapat 1 analisis data dan terdapat adanya implikasi pada pembelajaran analisis isi dan kebahasaan novel kelas XII SMA. Penjelasannya sebagai berikut.

Bentuk campur kode pada novel *Kembara Rindu* karya Habiburrahman El Shirazy memiliki berbagai jenis, yang pertama yaitu (1) Penyisipan Campur Kode Berwujud Kata. Hasil bentuk campur kode berwujud kata pada novel *Kembara Rindu* karya Habiburrahman El Shirazy ada 26 data, berikut contoh penggalan percakapan pada novel *Kembara Rindu* karya Habiburrahman El Shirazy yang mempunyai bentuk campur kode berwujud kata:

SUB JUDUL : SENJA DI SIDAWANGI

“ Dia juga mau pinjam HP untuk menelepon *sampean*, tapi tidak Dina kasih.”

(Data 2)

Penggalan percakapan diatas adalah peristiwa campur kode dalam bentuk kata, ditandai dengan masuknya unsur bahasa Jawa yaitu *sampean* yang mempunyai arti *Anda* (menurut KBBI) kedalam teks Bahasa Indonesia. Dikategorikan dalam bentuk campur kode kata karena penyisipan dalam konteks data tersebut terdapat morfem tunggal dan dapat berdiri sendiri tanpa keterkaitan dengan morfem lain.

Kemudian terdapat (2) Penyisipan campur kode berwujud frasa. Hasil analisis campur kode berwujud frasa ada 12 data analisis, berikut adalah penggalan kalimat dengan adanya bentuk campur kode berwujud frasa dalam novel *Kembara Rindu* karya Habiburrahman El Shirazy:

SUB JUDUL : TANGIS HARU

“*Masya Allah*, itu si Ridho, Bah. Dia tertidur pulas sendirian. Kok ya temannya tega tega tidak membangunkan? Dia pasti kelelahan gara-gara mengawal Diana sampai ke Banjar tadi malam. Biar saya bangunkan!”

(Data 3)

Penggalan percakapan di atas termasuk dalam campur kode berwujud frasa karena adanya unsur bahasa Arab yaitu kata *Masya Allah* ke dalam teks bahasa Indonesia yang bermakna *apa yang dikehendaki Allah* menurut KBBI. Tergolong dalam bentuk frasa karena adanya dua kata yang mempunyai makna dan dapat berubah sesuai makna penggunaannya.

Selanjutnya terdapat (3) Penyisipan campur kode berwujud baster. Hasil analisis campur kode berwujud baster ada 2 data analisis, berikut adalah penggalan kalimat dengan adanya bentuk campur kode

berwujud baster dalam novel *Kembara Rindu* karya Habiburrahman El Shirazy:

SUB JUDUL : PERJUANGAN
DI KAMPUNG HALAMAN

“ Baik. Terima kasih, Pak Mufid. Untuk, Maaf *bisjarah*-nya bagaimana ?”

(Data 7) Penggalan percakapan tersebut termasuk dalam jenis campur kode berwujud baster karena terdapat unsur bahasa Arab dalam teks bahasa Indonesia, yaitu dengan penggunaan kata *bisjarah* yang mempunyai arti *biaya*. Digolongkan dalam jenis campur kode berwujud baster karena adanya penggunaan kata *bisjarah* yaitu bahasa Arab yang diimbahi unsur -nya di dalamnya.

Yang terakhir terdapat (4) Penyisipan campur kode berwujud ungkapan idiom. Hasil analisis campur kode berwujud idiom ada 1 data analisis, berikut adalah penggalan kalimat dengan adanya bentuk campur kode berwujud idiom dalam novel *Kembara Rindu* karya Habiburrahman El Shirazy:

SUB JUDUL : JIWA
YANG GERIMIS

“Nanti akan saya lamarkan.” Sahut Bu Nyai tanpa *tedeng aling-aling*.
(Data 13)

Konteks di atas termasuk dalam jenis campur kode berwujud ungkapan idiom. Ditandai dengan adanya bentuk bahasa Jawa yang masuk dalam teks Bahasa Indonesia. Digolongkan dalam *tedeng aling-aling* karena itu sebuah kata kiasan yang memiliki arti menutupi rahasia menurut KBBI.

Implikasi dari hasil analisis campur kode pada Novel *Kembara Rindu* karya Habiburrahman El Shirazy dengan pembelajaran menganalisis novel kelas XII di SMA. Pembelajaran analisis novel membutuhkan pemahaman, guru juga membutuhkan sebuah bahan ajar, teknik pembelajaran, model pembelajaran dan metode pembelajaran novel. Bahan ajar

yang tepat dan sesuai akan membantu peserta didik dalam proses pembelajaran. Salah satu sumber belajar yang dikembangkan menjadi bahan ajar adalah novel, karena novel memiliki dialog antar tokoh dan alur cerita didalamnya yang kemungkinan memiliki berbagai bahasa yang digunakan, tergantung dari ciri khas masing-masing penulis. Kemampuan mengetahui berbagai bahasa dalam novel yang dapat digolongkan dalam jenis campur kode dapat menambah wawasan pengetahuan peserta didik.

Novel *Kembara Rindu* karya Habiburrahman El Shirazy bisa dijadikan sebagai alternatif bahan ajar peserta didik kelas XII SMA dalam pembelajaran menganalisis isi dan kebahasaan novel. Novel *Kembara Rindu* karya Habiburrahman El Shirazy memiliki nilai-nilai positif dan bisa memberikan motivasi juga untuk peserta didik SMA mengenai ketaatan yang diceritakan dalam novel tersebut. Kemudian juga dapat dijadikan pembelajaran yang mudah dipahami sehingga sesuai dengan tingkat pemahaman siswa SMA.

Pemilihan bahan ajar yang sesuai dapat dipadukan dengan penggunaan teknik dan model pembelajaran yang sesuai. Teknik pembelajaran novel menggunakan teknik baca dan catat, teknik ini perlu pemahaman yang tinggi bagi guru terlebih dahulu terhadap isi yang ada pada novel *Kembara Rindu* karya Habiburrahman El Shirazy yang nantinya akan digunakan sehingga ditemukan strategi bagaimana menjelaskan bentuk beberapa bahasa daerah yang ada dalam novel tersebut. Hasil penelitian ini dapat memberikan pengetahuan secara praktis, selain itu peserta didik juga dapat berpikir lebih kritis dalam menyikap persoalan dengan adanya penjelasan mengenai campur kode, peserta didik juga mampu mengetahui berbagai macam bahasa sehingga memiliki wawasan

yang cukup luas. Hal demikian bisa dijadikan sebagai bahan pembelajaran dalam menganalisis isi dan kebahasaan novel.

PENUTUP

Campur kode yang digunakan pada novel *Kembara Rindu* karya Habiburrahman El Shirazy terdapat 41 data analisis, terdiri dari penyisipan campur kode berwujud kata 26 analisis data, penyisipan campur kode berwujud frasa ada 12 hasil analisis data, penyisipan campur kode berwujud baster ada 2 data analisis, dan penyisipan campur kode berwujud ungkapan idiom terdapat 1 analisis data. Terdapat adanya implikasi pada pembelajaran analisis isi dan kebahasaan novel kelas XII SMA. Implikasi campur kode pada novel *Kembara Rindu* karya Habiburrahman El Shirazy dengan pembelajaran analisis isi dan kebahasaan novel kelas XII bertujuan untuk mempermudah pemahaman dalam pembelajaran analisis novel, karena pada suatu karya sastra atau novel biasanya terdapat beberapa macam penggunaan campuran bahasa lain, baik bahasa daerah maupun bahasa Asing. Hal tersebut yang sering membuat beberapa siswa kesulitan dalam pembelajaran, maka dari itu dijabarkan mengenai materi campur kode agar siswa mudah memahami penggunaan campuran bahasa pada pembelajaran novel.

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LINGUISTIC STUDY: MEANING FIELD AND SEMANTIC MEANING COMPONENTS OF PRESIDENT JOKO WIDODO'S SPEECH TEXT AT THE G20 CLIMATE CHANGE SUMMIT COP26 GLASGOW

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Abstract

The research in this semantic study explains the meaning field and components of word meaning contained in the text of President Joko Widodo's speech with the theme of climate change at the G20 Glasgow Scotland Summit. The purpose of research in this semantic study is to contribute to all Indonesian people, especially the vocabulary contained in the Big Indonesian Dictionary so that the definition of meaningful words can be more detailed and can understand the message of the information conveyed through speeches at international conferences and with the analysis of the meaning of words according to semantic theory. The method used in this study uses a qualitative descriptive method through the stages of assessment. The data analysis stage uses semantic techniques which refer to techniques for direct elements in order to detail the group of meaning fields and the components of meaning as effectively as possible. At the end of the study, there are differentiating fields and components in several meaningful word analysis choices, namely collocations and sets and loci (locations), the number of actors (quantitative), as well as existence and information (the existence of intent and purpose) which are objects for improving the meaning of words in speech text.

Keywords: meaning field, meaning component, semantic study, speech text, linguistic study.

INTRODUCTION

Language is a tool for interacting or communicating that humans use to communicate convey thoughts, ideas, concepts or feelings, language is also a means of communication which is used to convey messages to others in the hope of what has been conveyed can be understood and understood by the person (Chaer, 2011: 1). Semantics is called as a field of linguistics that studies the relationship between linguistic signs and things which he marked. In other words, semantics is a field of study in linguistics that study the meanings contained in language units. Therefore, semantics can clearly be said to be a science that studies mmeaning Chaer emphasizes that semantics has the same position as phonology, grammar, and syntax in a linguistic study (Chaer, 2002).

According to the theory developed from the view of Ferdinand de Saussure, meaning is 'understanding' or 'concept' which is owned or contained in a linguistic

sign. Field of meaning is part of the semantic system of language that describes parts of life realized by word elements whose meanings are related (Kridalaksana, 2008: 151). While the notion of the meaning component or semantic component teaches that each words or lexical elements consist of one or more elements that together form a word the meaning of the word or the meaning of the lexical element (Chaer, 2009:114). Meaning component analysis can be done on words by describing the meaning component to the component the smallest meaning. These words are commonly called words that are in one word the meaning field/lexical field. To find the difference between one word and another different in one group is called the meaning component analysis/characteristic analysis meaning/analysis of lexical characteristics. Based on the semantic relationship, the words that grouped in one field of meaning

divided into groups of collocation fields and set fields.

According to Emha Abdurrahman, a speech is a delivery of a description or opinion which is done verbally about something (problem), by expressing a description problems with sentences that are as clear in front of the masses or the crowd at a certain time. On the occasion of President Joko Widodo attending a series of summit events G20 UN Climate Change Conference UK COP26 in Glasgow Scotland which was held since November 1-2, 2021. President Joko Widodo was greeted by British Prime Minister Boris Johnson and the Secretary General of the United Nations, Antonio Guterres. More than 120 countries will discuss change climate. The heads of state and government will describe the efforts of their respective countries to reduce greenhouse gas emissions, reduce emissions by 2030, and address the impacts of change climate. COP26 will bear heavy burden after G20 failure in climate change agreement between countries. In his opening speech at COP26 Glasgow, in the content of the speech President Joko Widodo asked for more contributions from rich countries to Indonesia in on climate change mitigation (CNN Indonesia).

Based on the variables from the description of the activities above, the researchers formulated the focus problems and research objects with sources from the field theory of meaning and meaning components in the speech text. The purpose of this research is to find out how the relationship and the relationship between the meaning of words in the content of speech texts with semantic theory. Researchers choose sources data on CNN Indonesia article media as speech text readings and YouTube platform as observation of video recordings of speeches, due to the application of digital media and platforms YouTube is a popular social media that is widely used by people who understand technology advances. The researcher's interest in conducting this

research is that there is no object yet the same research before, in this case the text of President Joko Widodo's speech at the summit the recent G20 and COP26.

RESEARCH METHOD

This research is a qualitative research using descriptive-analytical method. Based on the opinion of Sugiyono (2014: 21) descriptive analysis method is a statistic that used to analyze data by describing or describing data that have been collected as is without intending to draw conclusions that apply to general or generalization. And according to I Made Winartha (2006:155), descriptive analysis method Qualitative research is analyzing, describing, and summarizing various conditions, situations from various data collected in the form of the results of interviews or observations about the problem investigated what happened in the field.

The method used in this research has three stages, namely 1) methods and techniques data collection; 2) data analysis methods and techniques; 3) methods and techniques for presenting results data analysis. Sources of data collected to analyze based on the meaning field and meaning component, in the form of speech text content on article pages and speech video recordings. In analyzing the data, the writer considers not only what is read, heard, and seen on the text of speech articles and videotape data, but also consider the context of speech and the right theory. In this case, the writer analyzes the data by using semantic theory.

FINDING AND DISCUSSION

The results of this study were adjusted to the sub-focus of the study which was then linked with the semantic theory of the meaning field and the components of meaning in speech texts. Serving method results and discussion of data analysis with descriptions of word patterns that have been found in the text speech on its meaning is then presented

using the context of the sentence in the data analysis chapter. The presentation of the results of the analysis uses an informal method, namely using the usual language or easy-to-understand language. In addition, the presentation of the results of the analysis also uses formal method whose formulation is in the form of signs and symbols.

1. Meaning Field

In the field of meaning of words or lexemes classified in one fields of meaning based on the nature of the semantic relationship can be divided into groups of fields collocation and field set. The collocation field indicates a syntagmatic relationship that found between words or lexemes or their lexical elements. Meanwhile, field sets show a paradigmatic relationship because of words or lexemes which are in a set field group can be substituted with each other. A group of words that is a set usually has the same word class, and is a unity (Chaer, 1994: 315-316).

1.1 Collocation Group

Collocation (derived from the Latin *colloco* which means being in the same place as) refers to the sigtagmatic relationship that occurs between words or lexical elements that (Chaer 2013:111). The results of the analysis of some of the data findings in the speech text according to semantic theory and in the sense of the Big Indonesian Dictionary on the field of meaning collocation as follows.

Data 1

In the energy sector, we are also moving forward. With ecosystem development electric car, construction of the largest solar power plant in Southeast Asia, utilization of new and renewable energy, including bio fuel, as well as industrial development based on clean energy, including the construction of the world's largest green industrial area located in North Kalimantan.

Based on the delivery of information in the content of speech text talks about development and energy sector that is

moving forward or progressive in this case the location is in the same region, namely Indonesia. The type of meaning of the intended collocation here is the meaning of the word that is concerned with the attachment of the word to other words that is the collocation. In the excerpt of the speech text, examples of the words development, generator, development, and utilization, both have denotative meanings of sustainability or progress and collocation refers to a syntagmatic relationship because it is linear.

Data 2

In addition, the carbon market and carbon price must be part of the handling of the issue climate change. Transparent, inclusive, and fair carbon economic ecosystem must be created.

Based on the expressions contained in the speech text regarding the aspects that included in the scope of the carbon market and carbon price which is considered an important part as a response to climate change. The type of meaning of collocation referred to here is the meaning of a word that is related to the attachment of the word to other words that is the collocation. Quotes in the text of the speech include carbon market, carbon price, collocation and handling, change, both carbon have denotative meaning, namely costs that have been set for carbon pollution with the aim of encouraging polluters to reduce the number of house effects gases, while the words handling and change have a denotative meaning, namely a process of action or a way of dealing towards the desired direction in pointing collocations on the syntagmatic relationship because of its linear nature.

Data 3

However, it is not enough. We, especially as a country that has a large area of land green and the potential to be greened, as well as a country that has a large potential sea contributing to carbon requires international support and contributions, from countries developed.

Based on the delivery of information in the speech text related to the expression state the advantages that Indonesia has in the environmental sector and its important role from the world. The type of collocation meaning referred to here is the meaning of the word that is related to the attachment of the word to another word which is its collocation. In text word quotes speeches including support and contribution are both denotative of encouragement and support contribution in collocation refers to a syntagmatic relationship because it is linear. The word support is defined as an effort given to someone, whether it's moral as well as material to motivate others in carrying out an activity and contribution interpreted as energy given to other parties to achieve something better and efficient.

Data 4

The provision of climate finance with developed country partners is a game changer in climate change mitigation and adaptation actions in developing countries.

Based on one sentence in the speech text expresses the importance of building cooperation of developed countries in financing to overcome climate change to countries develop. The type of meaning of collocation referred to here is the meaning of the word that is pleasing with the attachment of the word to another word which is its collocation. Quotes funding and changes in speech text can be identified as the same word

Data 5

Climate change is a major threat to global prosperity and development. Solidarity, partnership, cooperation, global collaboration are the keys.

Based on the information contained in the two sentences in the speech text conveying urgency if global climate change has become a danger to various important world sectors things that can form a foundation for treatment. The type of meaning of the intended collocation here is the meaning of the word that is concerned with the attachment of the word to other words that is the collocation. Quotes of

partnership and collaboration as the same word denotative meaning of building cooperation between other parties by mutual agreement advantageous in collocation refers to a syntagmatic relationship because of its linear nature.

1.2 Group Set

Set refers to a paradigmatic relationship because the words or elements are present in a set can replace each other. A set is usually a group of lexical elements of the same class which appears to be a single entity. Each lexical element in a set is limited by its place in relation to the members in that set (Chaer 2013:113). The results of the analysis of the set groups in the speech text are as shown in table 1.

Based on the results of the analysis of the set group in the speech text, there are several words: with a paradigmatic relationship because the elements are in a set such as the word example ecosystem, and climate. The word ecosystem is defined as an ecological system formed by inseparable reciprocal relationship between living things and their environment. Which means shows the similarity between several meanings of words that have interrelated elements replaces and appears to be the process of a single entity. While the definition of the word climate is habits and character of the weather that occurs in a place or area can be understood understanding from the paradigmatic relationship, namely the relationship between the language elements contained in the speech and is vertical. The paradigmatic relationship occurs by comparing the elements of language that have the same position. From the analysis of set groups in the word ecosystem and the word climate both have a paradigmatic relationship because the elements in a set can interact with each other replace and relate.

Table 1. The results of the analysis of the meaning field group of the paradigmatic set

SET (paradigmatic)	
Ecosystems	Aquatic ecosystems, terrestrial ecosystems, artificial ecosystems.
Climate	Polar latitude, temperate, subtropical, tropical, equatorial.
Collaboration	Cooperation, interaction, compromise, partnership, relationship.
Rehabilitation	Healing, recovery, treatment, care, therapy.
Industry	Company, joint venture, airline, company, factory, production.

2. Component Meaning

Component analysis of meaning can be carried out on words by describing the elements meaning-forming elements so that the overall meaning of a lexeme can be known. Analysis meaning component is an analysis used to describe the meaning of words based on distinguishing meanings so that the meaning components and semantic features of these words can be seen. The word-forming components contained in the speech text can be classified in table 2.

Based on the results of the analysis of the components of the meaning contained in the speech text can be defined thoroughly, because each component of the meaning of the word the former has the difference of a lexeme.

2.1 The word 'energy' is something that can be used for various purposes and the needs of human life to live more prosperously with various types of energy natural. So, the component of the word 'energy' has characteristics (+general, +concrete, -human, -life).

2.2 The word 'economics' can be interpreted as the study of business people to achieve prosperity. So, the component of the word 'economy' has the characteristic (+general, +concrete, -human, -life).

2.3 The word 'technology' is a variety of purposes and facilities in the form of various kinds of equipment or a system that serves to provide comfort and convenience for humans. So, the components of the word 'technology' have characteristics (+general, +concrete, -human, -life).

2.4 The word 'mangrove' is a type of dicotyledonous plant that lives in brackish and seawater habitats and mangroves are plants resulting from cultivation activities or taken from nature. So, the component of the word 'mangrove' has characteristics (-general, +concrete, -human, +life).

2.5 The word 'prosperity' is a condition that develops, progresses, has good luck and/or have a successful social status. So, the word component 'prosperity' has characteristics (+general, +concrete, -human, -life).

Table 2. Components of meaning forming

Component	General	Concrete	Life	Human
Energy	+	+	-	-
Economic	+	+	-	-
Technology	+	+	-	-
Mangrove	-	+	-	+
Prosperity	+	+	-	-

In table 1 above, the writer analyzes the meaning field in the speech text using analysis of descriptive word patterns with informal language so that it is easy to understand aims to distinguish between collocations and sets. While in table 2 above the five words have characteristics, different definitions and

uses. The writer analyzes the meaning component in the speech text by using binary analysis that is giving a sign (+) if the word has a component meaning and put a (-) sign if the word does not have a meaning component.

According to Nyoman Kutha Ratna (2010: 276), it has three distinct meanings: different. Literature review is all reading material that may have been read and analyzed either already published or as a private collection. Based on the variable in semantic study, researchers can focus on the results of the literature review as follows.

1. Semantics

The word semantics comes from the Greek *sema* which means sign or symbol. The verbal form of semantics is *semaino* which means to mark or symbolize. Which what is meant by a sign or symbol in semantics is a linguistic sign. According to Saussure, the linguistic sign consists of a sign component in the form of a sound, and a signified component in the form of a concept or meaning (Chaer, 2002). The word semantic was first used by a French philologist named Breal in 1883.

Moreover, semantics is not only studying the meaning of language, but also relationships meaning to one another, and its influence on humans and society. Therefore, semantics includes the meanings of words, their development, and changes (Tarigan, 1995). Based on this statement, semantics does not only study meaning, but also development and change in meaning over time.

1. Meaning Field and Meaning Components

2.1 Field of Meaning

Harimurti (stated that the field of meaning (semantic field, semantic domain) is part of the semantic system of language that describes part of the cultural field or reality in a particular universe and which is realized by a set of lexical elements that the meaning is related. For example, the names

of colors form a certain field of meaning. So also with the names of household furniture, shipping terms, kinship terms, tool term carpentry, and so on (Kridalaksana, 2008).

The field of meaning is a group or a number of semantically related lexemes which covered or under the umbrella of the lexeme which is the superordinate (Lehrer, 1974). Nida (1979) using the term semantic domain in mentioning the field of meaning. Cruse (2004) uses the term worlds field in his book *Meaning in Language; An Introduction to Semantics and Pragmatics*. Cruse (2004:175) says that "the vocabulary" of a language is not just a collection of words scattered at random throughout the mental in mind randomly, but vocabulary is also organized into various groups or levels of terms (Cruse, 2004).

2.2 Meaning Component

The meaning component or semantic component (semantic feature, semantic property, or semantic marker) teaches that each word or lexical element consists of one or several elements that together form the meaning of the word or the meaning of the lexical element. This analysis presupposes that each lexical element has or does not have a characteristic that distinguishes it with other elements (Chaer, 2009).

Looking for differences in meaning components, you can use the plus sign (+) which means has a meaning component and a minus sign (-) which means it has no meaning component. For example, the word father contains components of meaning: +human, +adult, +manly, and +married; and the word mother contains components of meaning: +human, +adult, -manly, and +married (Chaer, 2009:114). The difference in meaning between father and mother is only in the meaning or component of meaning: father has the meaning of 'manly', while the word mother does not have the meaning of 'manly'.

2. Speech Text

Writing a speech text is a person's ability to express ideas, thoughts, and ideas opinion in the form of speech text accompanied by strong reasons, evidence and facts so that it can influence the reader. Writing a speech text is included in the preparation of materials that is, starting to choose or determining the problem to writing a text or speech script intact.

Hadinegoro (2007:32) revealed that writing speech texts is writing texts which has a compositional order, all of which are arranged and follow the usual pattern, so that the contents of the speech text sequence will be seen sequentially, coherently, and clearly. Ideas or ideas can obtained from everyday life. Thompson in Rakhmat (2007:20) says that ideas can obtained from personal experience, hobbies and skills, work or professional experience, school or college lessons, personal opinions, hot events and public talks, problems timeless, biographical glimpses, special events, and audience interest.

CONCLUSION

Based on the results of the analysis and discussion in the research findings, for that it can be the researcher concludes the following things; First, the field of meaning with the nature of its semantic relationship; (a) collocation, in excerpts of speech text examples of words as collocations include: development, handling, changing, donating, funding, developing, and utilizing, together denotative meaning 'sustainability' or 'progress' and collocation refers to the relationship syntagmatic because of its linear nature; (b) set in the speech text there are several words with a paradigmatic relationship because the elements exist in a set such as the word: ecosystem, collaboration, rehabilitation, industry and climate word. Second, the meaning component, there are five words forming among them; energy, economy, technology, mangrove, prosperity, with using binary analysis by giving a sign.

Therefore, it is semantically recognized that the grouping of words or

elements lexical collocation and set only involves one aspect of meaning, namely the basic meaning. Meanwhile, the meaning of each word or lexical element needs to be seen and studied separately in relation to the use of words or lexical elements in speech. Whereas semantically from the meaning component as well as the meaning field, each word, lexeme, or lexical items certainly have meaning. The meaning that each word, lexeme, or has the lexical item consists of a number of components called meaning components form the overall meaning of the word, lexeme, or lexical item. Therefore, the meaning field and the meaning components contained in the speech text of each lexical. Therefore each has its own meaning component, which may have similarities and differences with other lexical elements.

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ENHANCING STUDENTS' ENGLISH ACHIEVEMENT THROUGH INTERACTIVE DIGITAL

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Abstract

The research aimed to discover whether interactive digital media effectively improves students' achievement in learning English. In order to obtain data, a quasi-experimental approach was used. This quantitative study featured third-semester classrooms at Borneo University Tarakan, one designated as the experimental class and the other as the control class. Pre- and post-test instruments were employed. The pre-test was used to determine the participants' initial learning framework, and the pre-test mean scores were used to do so. After conducting the selected lessons that employed interactive digital media in the experimental class and interactive non-digital media in a post-test was administered to the students in the control group. An independent t-test was used to compare the gain scores of the two classes. According to the results, the significant value was less than the significance level, which was $0.000 \leq 0.05$. It means that interactive digital media effectively improves the students' achievement. It is highly appropriate that using interactive digital media in teaching and learning is beneficial, especially in teaching English.

Keywords: Students' Achievement, Interactive Digital Media, Learning English

INTRODUCTION

It is easier for students to internalize their learning when multimedia technology is used in the classroom. In the classroom, multimedia technology allows teachers and students to have a more important conversation, which improves the learning process. The incorporation of multimedia technology applications into the classroom can assist students in gaining a greater grasp of the subject being taught and overcoming space, time, and infrastructural constraints. In mechanical technology, something is available means that it is still in use. Multimedia technology can be employed in various interesting ways, changing formerly monotonous lectures into dynamic two-way information exchanges. According to Mayer (2017), cognitive science has three rules for learning. Humans use two information processing systems: visual and auditory and verbal information. It means that each of these systems can only process a limited amount of information, and active learning

requires a coordinated set of cognitive processes to be used during learning (i.e., active processing assumption).

However, technological advances in multimedia offer new possibilities for developing engaging educational products. Advances in technology make it easier to construct learning material that incorporates real-world occurrences, such as fact films and movies from ordinary life, into the classroom (Vega, 2019). Technology has had a significant impact on education and taught and learning. Computer technology enables the transformation of text and visuals, the manipulation of color and sound, and the utilization of effects from other computers to produce dynamic and animated information presentations (Vega & Eppendi, 2021). Students acquire multimedia knowledge when they create mental representations of the words and visuals (e.g., printed texts and illustrations or narratives and animations). It is not

good when new technology is not used to help students learn. It is not easy to combine technology and media. The study's findings from Francom (2020) illustrate the difficulties that instructors face when they do not have enough time to check out a new digital tool or resource and plan for how it might be used to improve teaching and learning. As long as teachers do not have enough time to find and use digital tools and resources, we will likely see more teacher-centered practices that do not utilize technology's power to help students learn in new ways.

It is possible also happen in the border area in Indonesia, especially North Kalimantan. In North Kalimantan, the largest university is Borneo University Tarakan, in Tarakan. It includes seven faculties and eighteen departments, and it has about 5,000 students. As a higher education institution, Borneo University Tarakan must equip students with a curriculum that leverages the newest digital technological advancements, dubbed the "Industrial 4.0" era. Incorporating information technology into instructional media is becoming more prevalent in today's teaching and learning processes. It could be a feasible option for students who struggle to comprehend course material (Vai et al., 2020). Students at Borneo University Tarakan come from diverse backgrounds and experiences. Moreover, Using multimedia technology applications in the classroom can help students learn the topic more thoroughly while also overcoming space, time, and technology limitations.

Learning English Achievement

For some people, mastering a new skill is a complex undertaking. English is a foreign language to the Indonesian people, as it is not their first tongue. Since the last quarter of the twentieth century, sociolinguists and educators have been concerned about factors affecting school students' language acquisition achievement. Smit et al. (2015) studied children at a small rural school; the same

teacher is in charge. Students in rural schools were shown to have worse communicative abilities than students in urban schools. Furthermore, students in urban schools provided more descriptions and speaking acts. With the dawn of the twenty-first century, the problem has sparked renewed interest.

In line with this, a study conducted by Lee (2015) discovered that learning attainment refers to the change in a student's self after completing a learning process. A response given by students is referred to as a learning result. The learning outcomes discovered include information and a shift in student conduct from negative to good. According to another study by Krick Oborn & Johnson (2015), learning attainment is knowledge mastery or skill development by subject. It is used to demonstrate learning through a teacher's mark or grade. It is possible to say that achievement is one of the parameters used to assess a student's level. If the kids demonstrate high levels of learning achievement, the learning process has been successful.

On the other hand, poor performance by kids indicates that the educational process has failed. The current state of the Covid-19 epidemic has altered the system and the learning process. In most cases, learning is done immediately a normal meeting between the teacher and the students is when they meet face to face. Teachers can more easily regulate the learning results of their students with such a learning system. Teachers can also better assist students struggling with their studies by conducting face-to-face discussions. However, the ongoing covid-19 pandemic necessitates adapting the educational system to a new normal existence (Nashruddin & Tanasy, 2021). In this new normal environment, everyone is responsible for implementing virus prevention policies in all activities, including teaching and learning activities. Face-to-face learning has been turned into distant learning in the classroom, now

used in various schools and colleges. The abrupt change in the system, combined with various hurdles, can significantly lower students' willingness to learn. In general, a loss in motivation for studying impacts student accomplishment. As a result, the researcher is interested in discovering how interactive digital media is affected by the Covid-19 epidemic. In addition, in the current Covid-19 epidemic situation, the researcher looked at the relationship between students' achievement, particularly English learning.

Learning Media

According to Brame (2016), three elements provide the media as an effective educational tool. Cognitive load is a step before storing information in long-term memory, which is almost always full. Due to the local working memory capacity, During the learning process, the learner must be selective about which sensory memory information to focus on, which has significant consequences for the development of instructional materials. Cognitive load theory postulates that all learning experiences consist of three components. The first is intrinsic load, which is the amount of work that the subject under study has to accomplish on its own. It is based partly on how connected the subject is and how much work it has to do. Then, student engagement. It has been shown that using conversational rather than formal language in multimedia instruction can help students learn more. It may be because a conversational style encourages students to form a sense of social partnership with the narrator, which leads to more engagement and effort (Mayer, 2017). One of the advantages of employing interactive educational media for instructors is reusing them for subsequent classes and semesters.

However, while designing or selecting interactive digital media, it is crucial to assess whether they were designed for the

setting in which they will be used. The last element is active learning. Schacter & Szpunar (2015) characterized online learning as self-regulated learning, and they propose a conceptual framework for enhancing learning through the use of educational films as interactive digital media. Students must self-regulate their learning by monitoring their progress, identifying learning obstacles, and responding to these judgments; in other words, they must actively develop and probe mental models while performing metacognition about the learning process.

The first is intrinsic load, which refers to the amount of labor required of the subject under study on its own. Ediyani et al. (2020) suggested that several elements must be examined when selecting learning media to ensure that the educational process works effectively and is inconsistent with the objectives that have been established. The following are some criteria to consider when selecting learning media:

1. In conformity with the goals that must be met, the media are selected according to the instructional goals established in mental, emotional, and psychomotor development.
2. Facts, concepts, principles, and generalizations need adequate media to support them.
3. Media must be useful, adaptable, and durable. It does not have to be forced if there is no opportunity, money, or other resources ways to generate. Expensive and time-consuming media does not always imply that it is the best. As a result, the instructor can select from various readily available media that are easy to obtain and create. The chosen media can be utilized everywhere and anytime using current equipment in the environment, and it is lightweight and portable.
4. Teachers can use the media well and skillfully with the help of these tools. The teacher should be able to use the media in the classroom effectively.

Other high-tech tools are useless if the teacher cannot put them to use in the classroom for instructing and learning. It includes transparency projectors (OHP), overhead projectors, and films.

5. **Technicality:** The creation of visual images and photography must adhere to strict technical standards. Examples: The visuals and information or texts that are important should not be muddled by other things in the background, such as other slides.
6. The material used must be appropriate for the students' cognitive abilities.
7. The media utilized must be capable of assisting and assisting students in comprehending the lesson for the learning process to function smoothly and concerning the learning goals to be accomplished.

Interactive Digital Media

Teachers are expected to use and create interactive learning media in an increasingly sophisticated technology environment. Its purpose is to help students understand the complete material delivered by the teacher. Teachers must be able to produce and use interactive digital media in a variety of formats and variants in order to communicate with their students. According to Gazzaley & Rosen (2016), Media are employed as instructional aids, with the term "instructional aid" referring to anything that can be used to help students learn more successfully and efficiently. In the meantime, Wicaksono (2016), interactive multimedia combines multiple media, such as video, audio, photographs, graphics, and text, packaged in an integrated and interactive manner. It can make multimedia more attractive, which could be very useful for learning. To summarize, interactive learning media is a collection of text, animation, images, sound, video, and graphics that incorporate interactive features to foster effective communication and engagement between teachers and students.

It is easier for students to get more helpful information and connect with learning groups and other educational systems when they use digital media in school. Due to digital media trappings, students and institutions have various options to build new knowledge approaches. Modern education relies heavily on digital media to help students acquire helpful information. Digital media is becoming a more and more vital aspect of our lives daily. As a result, it is quickly becoming a critical component of education. Teachers think that the growth of digital media offers tremendous opportunities to revolutionize education. In the educational system, digital learning has caused a revolution. Modern classrooms, which are infused with cutting-edge technology, provide endless entertainment. Even in smaller places across the country, access to digital media has become a reality. These cities inform even the most humble scholars and establish new educational practices. The entire educational ecosystem has not only changed students' attitudes toward learning but has also greatly aided teachers in improving their delivery (Cannon, 2018).

As a result, the media are inextricably linked to the process of teaching and learning. It was shown that students learned more effectively when they were exposed to multimedia presentations that included animated videos with text, audio, and games on interactive master slides as part of a tutorial approach. When using this interactive learning technology, teachers are expected to observe more than simply verbal forms in descriptive words provided by the teacher or writing in books. The study recommends that subject matter be delivered via interactive learning tools to assist the teacher in being more engaged in the teaching and learning process.

RESEARCH METHOD

This study employed a quasi-experimental design. Because of the nature of a quasi-experimental study, which allows the researcher to vary the conditions in the teaching and learning process, the researcher offered treatments to the experimental group and then compared the students' achievement changes to the control group. Furthermore, the control group was the one that was taught without receiving the treatment. In this case, a quasi-experiment is utilized since the experimenter cannot create an artificial group because it is prohibited in the study setting. The researcher does not have complete control over the scheduling of experimental stimuli (including when and to whom they have been exposed and the ability to randomize exposures). The researcher can incorporate elements of experimental design into his data collection procedures (for example, the when and to whom he measures) even though he does not have complete control over the scheduling of data collection procedures (for example, the when and to whom he measures). As a whole, these conditions can be classified as quasi-experimental designs. Borneo University Tarakan was the site of this quasi-experimental study. Because the researcher cannot control all possible variables in this experiment, volunteers can be randomly assigned to groups. Two classes will serve as the experimental group in this study, while one will be the control group. There were forty-two students in each class. The variables in this study are classified into two categories: independent and dependent variables. The independent variable is where the dependent variable does not influence it. The dependent variable is the variable that is influenced by the independent variable. This study examined the effect of interactive digital media (Borneo e-learning, word wall, vocaroo, edpuzzle, voicethread, padlet, flipgrid, i-spring) and interactive non-

digital media such as posters, pop-up books, pictures, layers, lapbook, task cards, snake and ladder, puzzle, tenses dice etc. Students' proficiency in English language acquisition is the dependent variable, with interactive digital media serving as the independent variable. Pre – and post-testing were used in this study.

Because the study's sample was not chosen at random, the pre-test was created to guarantee that the control and experimental groups were equivalent. Before the students in this quasi-experiment received the experimental treatment, the pre-test measured some traits or qualities that the researcher assessed for them (Creswell, 2014). The researcher then devised reading exams as a post-test to assess the students' progress in learning English. The post-test provided researcher with information on a measure of an attribute or characteristic tested for student participants following the experimental treatment (Weskamp, 2019). Achievement exams are used to assess students' progress and the success of a plan. Multiple-choice questions were used in both the pre-test and post-test. The researcher established a consistent scoring and grading process using multiple-choice test items.

FINDING(S) AND DISCUSSION

The pre-test results revealed the level of English proficiency among the students. Following the pre-test results, the researcher treated the students by providing interactive digital material in the experimental class and Interactive Non-Digital Media in the control class. Students were interested in joining the session when it began and remained engaged throughout the lecture. The study's investigators conducted post-treatment testing. Experiment class is a group of students who were given an English test treatment using interactive digital media. Before administering the treatment, the researcher provided an English pre-test to the control class. Forty-

two students in the class took the pre-test and post-test. Maximum and minimum scores ranged from 75 to 40. The mean score of students in the pre-test was 63.21, according to the SPSS 26.0 version. A post-test in English was administered to the experimental class to see whether or not students' achievement improved due to the learning activity employing interactive non-digital media.

Most students got a score of 95, and the least students got a score of 65. The post-test means a score of students was previously known to be 82.98. The Control Class is a group of students who received an interactive non-digital media treatment during the English test. The researcher conducted the teaching and learning activities conventionally or using non-digital media. The researcher provided a pre-test to the control class before administering the treatment. In the control class, 42 students took the pre-test. The most significant possible score was 85, while the lowest was 40. It was reported that the average pre-test score of 42 students was 65.48. The highest score for the post-test of the control class was 90, the lowest score was 60, and the mean score was 73.21.

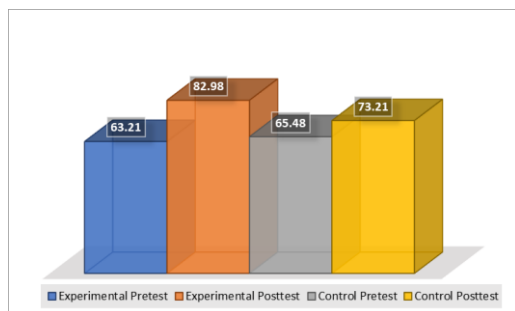


Figure 1: Mean Score

The result, as mentioned earlier, indicated that the experimental class was more proficient in English than the control class taught using interactive non-digital media. It was shown that students taught using interactive digital media performed significantly better on an English test than those taught using interactive non-digital media.

Table 1: Independent Sample Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Students' Achievement	Equal variances assumed	.158	.692	5.490	82	.000	9.762	1.778	6.225	13.299
	Equal variances not assumed			5.490	81.811	.000	9.762	1.778	6.225	13.299

Table 1 shows the differences between the control and experimental groups based on the data analysis, it means $p > 0.05$ on the pre-test acquired value significance, did not differ significantly or are regarded as equal ($p = 0.692$ or value of 0.05). A p -value of 0.000 or a p -value of 0.05 indicates differences between the experimental and control groups that are statistically significant. The significance value of the t -test and the value of the t -test can be used to interpret the data (Sig). To examine the data and test the hypothesis, the researcher employs both. The t -test is compared to the t -table in situation, and if the t -test is greater than the t -table, null hypothesis (H_0) is rejected. Furthermore, if the significance value is greater than or equal to 0.05 ($\text{Sig} > 0.05$), H_0 is accepted. However, if it is less than or equal to 0.05 ($\text{Sig} \leq 0.05$), H_0 is rejected. The output independent sample t -test results are shown in Table 1. The total number of t -tests is 5.490 , while the total t -tables is 1.682 . The computed value is $5.490 \geq 1.682$, and the significance level is 0.05 ($0.000 \leq 0.05$), indicating that H_0 is rejected and H_a is accepted. It indicates that H_a shows a substantial difference in students' English achievement in the third semester at Borneo University Tarakan, who were taught utilizing interactive digital media, is acknowledged. Whereas H_0 , which asserts that there is no substantial difference in accomplishment between students taught using interactive non-digital media and those who are not, is rejected.

Based on the results of the post-test control, the mean score for the students is 73.21 points on average. The post-test experiment class's mean score is 82.98 .

The t-test result (5.490) is also greater than the t-table result (1.682). It implies that after receiving treatment utilizing interactive digital media, students obtain higher levels of accomplishment, and the researcher has seen that after receiving treatment, students' attention is focused on learning, and they understand the lesson more easily. According to Gazzaley & Rosen (2016) and Wicaksono (2016), interactive digital media helps teachers and students communicate and connect more effectively. As a result of the previous explanation, it is highly appropriate that using interactive digital media in the teaching and learning process is beneficial, especially in teaching English. According to the findings of this study, there were substantial disparities in student achievement before and after employing interactive digital media to teach. As a result, it can be inferred that the use of interactive digital media to improve students' accomplishment is effective in the teaching-learning process at Borneo University Tarakan's third semester.

CONCLUSION

Students can better understand the topic being taught by utilizing multimedia technology apps in the classroom. Technology advances have made it easier to create learning materials that incorporate real-world events into the classroom, such as fact videos and movies. Education, teaching, and learning have all been impacted by technology. When students make mental representations of words and images, they develop multimodal knowledge. When new technology is not employed to assist students in learning, it is not positive. Teaching and learning processes are increasingly incorporating information technology into instructional material. Borneo University Tarakan must provide students with a curriculum that uses recent technological breakthroughs in digital technology. The present Covid-19

outbreak has changed the system and the learning process.

In most cases, learning takes place face-to-face between the teacher and the students in normal conditions. The abrupt system change and various obstacles can dramatically reduce students' willingness to study. According to cognitive load theory, every learning experience has three components. Surprisingly, employing conversational rather than formal language in multimedia training can help students learn more. Teachers are expected to use and create interactive learning media in an increasingly complex technological world. Expensive and time-consuming media does not always equal superiority. High-tech tools are meaningless if the teacher cannot instruct and learn in the classroom. Modern education increasingly relies on digital media to assist students in obtaining useful information. Teachers believe that the rise of digital media presents an enormous opportunity to transform education. The use of digital media is intrinsically tied to the teaching and learning process. When students use digital media in school, it is easier to obtain more useful information.

The researcher used a quasi-experimental method, which allows him to change the teaching and learning process settings. The experimental group was given treatments, and the results were compared to the control group's achievement changes. Volunteers are randomly randomized into groups since the researcher cannot control all possible variables in this experiment. The impact of using interactive digital media on students' English language acquisition was investigated in this study. Word wall, vocaroo, edpuzzle, voicethread, padlet, flipgrid, and i-spring were among the interactive media used. This study used pre-and post-testing to confirm that the control and experimental groups were equal. Based on the results of the post-test control, the students' average score is 73.21 points. The mean score for the post-

test experiment class is 82.98. The result of the t-test (5.490) is also higher than the result of the t-table (1.682). It means that students achieve higher levels of achievement after receiving treatment using interactive digital media, and the researcher has observed that after receiving treatment, students' attention is focused on learning, and they understand the lesson more easily. According to the findings of this study, there were significant differences in student achievement before and after using interactive digital media to teach. As a result, it can be concluded that the employment of interactive digital media to promote student achievement is beneficial in Borneo University Tarakan's third-semester teaching-learning process.

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STUDENT'S PERCEPTION USING GOOGLE CLASSROOM IN ONLINE LEARNING IN THE MIDST OF COVID-19 PANDEMIC

(A Survey at the Fifth Semester Students of English Education Department of Universitas Pekalongan)

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Abstract

The spread of the Coronavirus disease (COVID-19) pandemic in many countries around the world has changed the learning teaching process in hisgher education sectors from face-to-face learning to online learning. Online learning platforms are solution to sustain the learning process such as Google Classroom. This study aims to describe how students' perceptions of Google Classroom and find out the benefits and challenges of using Google Classroom in online learning. The researcher involved 31 participant consist of students in fifth semester of english education of Universitas Pekalongan. This research study used a descriptive qualitative method and the data were collected through questionnaires and interviews. Five students were also interviewed to seek more information about their experiences during using Google Classroom. The result of the study showed that students' perception of Google Classroom share positive perception. Google Classroom was beneficial for students because very economical and affordable. Although this application not effective for discussion online, Google Classroom helped them in oline learning.

Keywords: Students' Perception, Google Classroom, Online learning

INTRODUCTION

In early 2020, the world experienced a mass pandemic. The pandemic is caused by a virus. Several countries in the world, including Indonesia, have been affected by a virus called Coronavirus. The pandemic has an impact on social activities and also impact on various aspects of life. The existence of this virus causes the entire world to experience a long-term pandemic. All daily activities are limited in order to prevent the transmission of the virus. The Covid-19 pandemic caused many workplaces to experience an economic downturn, where places of worship have closed. All activities whether working or worshipping are done from home. Instead of implementing a national lockdown, the government has focused on limiting social activities. Not only impact on several sectors, but the spread of this virus also has a major impact on the education system in Indonesia. This situation makes

the learning system change where every student still has to study even though it is limited by distance and time by applying online learning methods. To facilitate the teaching and learning process in the online learning, the teachers often use Learning Management System (LMS), a software application that can be used for administration, documentation, tracking, reporting and even delivering educational materials (Sibuea, 2018). With the development of technology in the 21st century, there are many choices of LMS that have been developed around the world, like Moodle, Schoology and many others. One of the LMS that is commonly used to facilitate online learning is Google classroom. One of the universities that have implemented an online learning system using Google Classroom as an online learning medium is Pekalongan University, especially in Semester 5 English Language Education program.

Google Classroom is a blended learning platform with interesting and simple features for schools. Google Classroom allows the teacher to create the classes, to provide students distribute the assignment, to send feedback easily and to see everything in one place instantly and paperless. Google Classroom also provides space to the students in the form of active and interactive learning which is packed in the collaborative learning. The choice of using Google Classroom is due to several advantages offered by the platform itself. On the other side, Google Classroom have many challenges. According to Pappas (2015) Google Classroom are limited integration option, too googlish, no automated updates, difficult learner sharing and editing problems. It is difficult for teacher to manage teaching materials and to set deadline for assignments because Google Classroom is not synchronized with Google Calendar or any other calendar. That is why Pappas define Google Classroom as too “googlish”. There is no auto-update feature in Google Classroom; it makes learners miss an important announcement because they should refresh it regularly. The existence of such obstacles will inevitably lead to a variety of perceptions from students, especially the major of English Education Department Universitas Pekalongan. Thus, the perception will arise because the learning system that usually uses the face to face method turns into total online learning. Student’s perceptions of this learning process will vary such as the pros and cons of changing this system from English Education Department student’s while using online learning application in their learning process during pandemic. So it’s important to identify the best platform to teach student. It could be shown by knowing the students’ perceptions toward using the platform that has been used as long as the online learning activity. It has inspired the researcher to focus on exploring more about the students’ perception of their learning process using

Google Classroom. In addition, this research also aims to reveal the benefits and challenges regarding the use of Google Classroom in their learning process.

1. Perception

Perception is preceded by sensing of human thinking about certain phenomenon, stated by Walgito (2003:87). Perception is started from the sense of organ. This process is related to the acceptance of message or information by human brain. In this process, a person interact with his/her environments using five senses. Those are vision, hearing, taste, smell, and touch. People interact with the environment using these sense, then the stimuli will be registered by brain and send them to nervous system. It is a kind of neurological activity that deals with associative learning. Humans percept something through their sense and interpret their perception through their action and ideas.

2. Google Classroom

Google Classroom is a tool that facilitates students and teachers collaboration; also teachers can create and distribute assignments for students in an online classroom for free (Beal 2017). Google Classroom provides several advantages for the users especially in teaching and learning process. Google Classroom does not need any cost. It is free for anyone because it can be installed for any types of smartphone. Lecturer can give some feedback related to the student’s assignment individually. The students can revise their assignment when it is needed. They also can get their mark after it has been checked by the lecturer. In spite of various benefits, Google Classroom also has some limitations. Students often get late notification whenever there is an update information from teacher especially when there is an online discussion. Students have to keep refresh the comment coloumn to get notification. In spite of some drawbacks, we can conclude that Google Classroom is a good thing for

students and teachers. With Google Classroom, learning process can be effective and efficient.

3. Online Learning

According to Mohammadi (2010), online learning is commonly referred to as the intentional use of networked information and communications technology in teaching and learning. Online learning makes it easy for users to access learning materials anywhere by using the internet. Online learning is emerging as the paradigm of modern education because it can be done in a very easy way without having to meet face to face in a classroom and just by relying on an application based on an internet connection, the learning process can take place. Online learning makes learning process easier, such as, sharing material or file, and submit tasks. E-learning also has been applied in many institutions (e.g. school and university). Through e-learning, both teacher and students can easily to communicate.

RESEARCH METHOD

This study used qualitative research. This tried to explore the phenomenon related to student's perception using Google Classroom. the researcher used descriptive qualitative as a research design. The deeper and more detailed the data obtained, the better the quality of this qualitative research. The research involved 31 participants consists of students in fifth semester of English department in Universitas Pekalongan. The use of descriptive qualitative was appropriate for the research purpose because the researcher wanted to report the result. Furthermore, the participants of the interviewers were 5 students. The researcher had made sure that interview gave the detailed information about students' perceptions. In collecting the data needed for this research, two instruments were used; questionnaire and interview. They were asked to fill the

questionnaires using google form, all of them asked to share their perceptions of using Google Classroom. The interview was conducted to clarify some information from the questionnaire. In analyzing the data, researchers will use the Miles' theory, Huberman & Saldana (2014), suggesting that the activity in data analysis consists of three procedures. First is data reduction, researchers will collect the data about students' perceptions and find out the benefits and challenges faced by students of online English learning in the Covid-19 pandemic at Universitas Pekalongan. Second is data display the researcher will present the data in the form of narrative text. Third is drawing conclusion Researchers will conclude the main points from all the data that has been collected, so that it will become clearly. The conclusion will be an answer the information of problem in the beginning.

FINDING(S) AND DISCUSSION

This chapter is divided into three part, which is a student's perception using Google Classroom, the benefits, and the challenges faced by students.

Table 1. Students' Perception using Google Classroom

N	Statement	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
1	It help comprehend material better	6,5%	67,7%	19,4%	0%	6,5%
2	It has many useful features	12,9%	58,1%	29%	0%	0%
3	It made student more	0%	35,5%	41,9%	0%	22,6%

	active					
4	Always use this application during pandemic	35,5 %	51,6 %	9,7 %	0%	3,2%

From the table above, it can be seen that 67.7% of participants agreed that Google Classroom help them to comprehend material from lecturer better. Google Classroom has many useful features it can be seen that 58.1% of participant agree that Google Classroom support them in online learning process such as for submitting assignment, providing a material from leacturer and also can make a group discussion. By using Google Classroom, students become more active in online learning it can be seen that 41.9% of participants choose neutral because Google Classroom didn't make their communication and interaction comfortable for students. This statement result means there are students in the middle between agreeing and disagreeing with the statement. Google Classroom is the most used application during pandemic it can be seen that 51.6% of participants agreed with the statement. Because it has benefits and support those during online learning process. Based on the result from the interview about their perceptions while using Google Classroom, some students feel that Google Classroom really helped them a lot during online learning process. Because is helpful to supporting students online learning process. Google Classroom can be used for submitting assignment, receiving assignment, receiving material from lecturer, doing a discussion with group of friend and lecturer also it's very economical to use because doesnt require large mobile data.

Table 2. Students' Perception about the benefits using Google Classroom

N	Statement	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
1	Easily to access	35,5 %	51,6 %	9,7 %	0%	3,2%
2	give assignment due date	29%	58,1 %	12,9 %	0%	0%
3	very economical	38,7 %	48,4 %	12,9 %	0%	0%
4	immediate feedback	3,2%	54,8 %	38,7 %	0%	3,2%

Based on the results of the questionnaire, majority of participant agreed that 51.6% students can easily access the material and submit or receiving assignment from leacturer without any obstacles. Because students already familiar with those features. Google Classroom give students running record of their assignment due date it can be seen that 58.1% students agreed with the statement. It made students didn't miss any assignment or information about assignment due date so students can submit their assignemnt on time. Google Classroom very economical and affordable in internet consumption, it can be seen that 48.4% of participant chose agree with the statement. Google Classroom is benefical to use in outside classroom because students can access it whenever they are. Google Classroom give students immediate feedback from lecturer, it can be seen that 54.8% of participants chose agree with the statement. for example

when students submitting their assignment or when they are in a group discussion, but mostly for their submitted assignment. Based on the result from the interview about their perceptions about the benefits using Google Classroom, students felt that Google Classroom can help students to support their learning process. For example, unsubmit assignment features. Students have a benefit to unsubmit their assignment when there is an error while doing the assignment. Google Classroom was quite helpful because with just one email only can connected to all Google accounts and Google Classroom itself was very economical and efficient to use. So the majority of interviewers agreed that Google Classroom is beneficial to use in online learning.

Table 3. Students' Perception about the challenges using Google Classroom

N	Statement	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
1	requires long time to master its use	3,2%	19,4%	32,3%	6,5%	38,7%
2	lack of access to any device at home	3,2%	25,8%	32,3%	16,1%	22,6%
3	Google Classroom has a less attractive design look	9,7%	35,5%	35,5%	3,2%	16,1%

4 needs a large data selular to access it 3,2% 16,1% 22,6% 6,5% 51,6%

From the table above, it can be concluded that 38.7% of participants chose strongly disagree that requires long time to master its use. Because students get familiar with the features so they can easily access Google Classroom without any obstacles. Students have lack of access to any device at home, it can be seen that 32.3% of participants chose neutral with the statement which means some students have an access to any device such as mobile phone or computer and some students faced difficulties with the device. Google Classroom has a less attractive design look it can be seen that 35.5% chose neutral and agree with the statement. So it can be concluded that for agree statement student agree that Google Classroom has a less attractive design look so can make students get bored easily while using Google Classroom for their online learning medium and for neutral statement students in the middle between agreeing and disagreeing with the statement. Based on the result from the interview about their perceptions about the challenges using Google Classroom. Students faced problems when it comes to discussion online because students have to keep refreshed the comments column to get an information update.

CONCLUSION

Based on the data analysis about students' perception on the use Google Classroom, students gave a positive perception. According to the data result that Google Classroom make it easy to support students in online learning because it has features that can help students such as for collecting task, discussions between students and teacher and receiving a

material from teachers. Some students felt that Google Classroom make it easier for students to understand the material better and make students be active in learning process. So, the use of Google Classroom as a learning medium is very helpful for students during the pandemic. Beside, the use of Google Classroom has other benefits that can facilitate students in online learning. Based on result of the data showed that Google Classroom facilitates students to interact with teachers for discussion or online assessment. The benefits that students get from using Google Classroom is reduce learning cost because Google Classroom is very economical and affordable learning platform which enable the students to learn anywhere and anytime with teachers and friends without needing large cost data consumption. Another reason why students find using Google Classroom is affordable because they can doing an assessment via online which is it can save their time, it means they can do the online task anytime without having to go to school. On the other hand, students also experienced obstacles when learning through Google Classroom. Students felt that Google Classroom is less effective, especially when conducted online discussion. The obstacles in discussions using Google Classroom make students have to refresh comment column to get notification. The late notification made some students missed the information from teacher or when conduct a online discussion. Beside, Google Classroom appearance looks monotonous that made students feel bored when using Google Classroom in learning process. This research is expected can help teachers to choose online learning applications that suit student's need that can support them in digital or online-based learning so the distance learning can be carried out properly.

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IMPROVING READING AND WRITING LITERACY IN ENGLISH TEXT-BASED TECHNOLOGY

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Abstract

The research focused on the effects of using technology such as e-books and Google Docs on EFL students. It looked at how beginning readers approach reading e-books, examining the speed of reading in particular, comprehension, and writing text. The information for this exemplary classroom action research was gathered through initial observations, reading tests, and student writings. The findings show that employing an online library, gadgets for reading and writing English text, and involving literacy competitions based on technology have positive benefits for socio-cognitive development and pedagogical-cognitive literacy.

Keywords: reading, writing, literacy, technology

INTRODUCTION

Literacy is a broad term that refers to a set of abilities and skills in reading, writing, speaking, calculating, and problem-solving that are necessary for everyday life. Reading and language skills are, as a result, intricately intertwined. Literacy also refers to a person's capacity to read, write, communicate, and compute. According to the National Institute for Literacy, academic competence, national context, institutions, and cultural values all influence a person's sense of literacy, according to UNESCO. In line with the literacy definition, some scholars have investigated various students' developing literacy in English texts, written and orally, in particular.

In the last few decades, information and literacy skills have developed into various skills, such as science, math, data, technology, and digital, whereas reading and writing are categorized as basic literacy (Artelt, C., et al., Frankel, K. K., 2016, Hemmerichs, K., Agirdag, O., and Kavadias, D., 2019). They all agreed that having fluent basic literacy skills is required as a 21st-century skill. Besides, having great literacy competencies indicates that a country has mutual readiness to change globally. As a result, every citizen should be able to demonstrate fluent literacy skills and competencies

(Van Staden, S., and Zimmerman, L. 2017, Graham, S., et al., 2018, Rowsell, J., 2018, Yan, J., and Cai, Y., 2021). In light of developing reading digital literacy, applying parental care to build auto student learning awareness (Chen, S. F. 2017), a study on practical vocabulary instruction to support reading literacy. For further understanding, advanced reading literacy also influences strategies, pre-cognitive and metacognitive (Wright, K.L., et al., 2016, Muijselaar, M. M., 2017).

In line with the relationship between literacy and technology (Alwan et al., 2007), they assert that it can help teachers provide online assessment and feedback for literacy development. Due to the development of modern technology, many students' books have changed to present digital books. And it is a crucial component of educational advance or to succeed, it is critical to enhancement literacy. The ability to read is a critical skill that allows young children to learn. According to various research, fluency is strongly linked to reading comprehension ability (Lin, P. H., et al., 2019).

Unfortunately, the students in the remote area, likely participants in the study, did not feel the fortune mentioned above. Their literacy is not sufficient and

they are still classified at a poor level (PIRL benchmark). It means that the improvement of literacy skills at school must be urgently conducted as soon as possible. The inability to read and write English is a study shortcoming at junior high school in Wasur Kampung, District of Merauke, Indonesia. On the other hand, the study applies technology-mediated to build students' overall understanding, writing, and reading literacy skills. These three things lead to students' character development and higher-order thinking skills. Simplicity, for building and knowing participants' literacy development. The study is designed to answer the following research questions: (1) What is the impact of technology-mediated on students' reading literacy? (2) What is the technology-mediated impact on students' writing English texts?

RESEARCH METHOD

About the students' achievement in reading and writing English texts, the data was collected with a classroom action research approach during the pandemic COVID-19. This work was conducted to do an action and to observe any students' changing characteristics due to presenting technology based on reading e-books and writing text by using Google Docs. context. As for beginner literacy level, the work involved 30 students from junior high school in a remote area, Kampung Wasur, District of Merauke, Province of Papua, Indonesia. There were 18 boys and 12 girls who were aged from twelve to fifteen years old. Noted, their demography came from poor socio-economic status, and in this case, they do not have additional students' books used for drilling at home. For further initial characteristics, most students did not have a personal computer or technological learning device, and that is why they were categorized as having low literacy in reading and writing English text.

RESEARCH INSTRUMENT

During gathering data, the work applies three types of instruments. For instance, initial test pre-action, doing the action, and test post-action. In light of this, students were given one printed text entitled "AT THE ZOO." The text given was taken from a student's handout, which was an area of their interest. Every student recorded the reading duration using a stopwatch provided by the researcher. Whereas, in pre-writing tests, students have to rewrite texts they have finished reading.

RESEARCH PROCEDURES

The teacher or researcher of the work gave action deliberately to help participants be literate in reading and writing the English text. Also, practices and activities in the classroom are expected to change students' literacy characteristics. To do so, the action was taken, as in the following: week 1: pre-action; all students reprinted text and measured the time consumed during reading, week 2-4: in actions; technology-based reading literacy used technology based on some e-books to help students to improve their reading literacy. Technology-based writing literacy used technology based on Google Docs to help students improve their writing literacy. And week 5 (post-action); Given a test to students, they refer to e-books chosen and then asked for them to rewrite them on Google Docs. All recorded and saved text is scored, evaluated, and provided feedback by the teacher or researcher. Students have to build three questions from e-the books chosen. And then, observational questions.

DATA ANALYSIS

To make literacy more meaningful and to significantly differentiate between initial and post-action classroom activities, the work was analyzed by using the reading speed category, which was adopted from Jackson, M. D., & McClelland, J. L., 1975, Rajchert, J. M., et al., 2014. The number of words read per minute is used to determine a student's reading speed (wpm). The following is a general classification for reading speed:

Level	Count of words (wpm)	Reading comprehension	Category
1	0 - 150	0 -50	Low
2	151 - 300	51 - 65	Moderate
3	301 - 500	66 -85	Good
4	501 - 750	86 -100	Excellent
5	Above 751		Unbelievable

(Source adapted from Jackson, M. D., & McClelland, J. L., 1975, Rajchert, J. M., et al., 2014)

Regarding students' reading level, afterward, tasks are given to students to ensure their literacy improvement towards answering reading text questions. Additionally, reading literacy progress was measured by their comprehension of answering reading tests correctly, as Nation, P. (2009) suggested. For this case, student reading comprehension was interpreted as, "0-50 points as poor", 2) 51 - 65 points as average", 3) "66 - 85 points as good", and 4) 86 - 100 as excellent". Whereas, writing improves literacy categorized based on writing performance components to optimize written performance. Making a rubric is a simple technique to assess student writing. A rubric is a grading tool that teachers use to evaluate both student performance and student products or projects.

RESULT

In light of research questions (1) and (2), researchers note students' reading and writing literacy improvement which reached upon reading a few e-books and then rewriting them on Google Docs. Their performances changed after they got some more actions during learning cycles. The reading literacy progress revealed whether there has been a gain in reading speed and reading comprehension scores over time. Writing literacy, on the other hand, is measured by growing scores. The following tables summarize each result in detail:

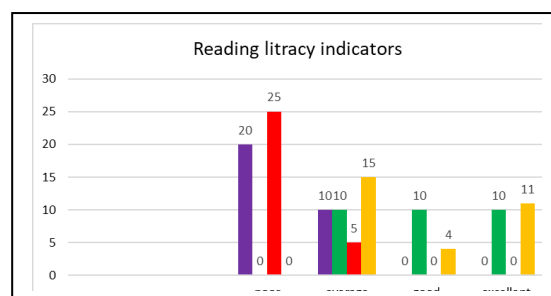


Chart 1. Reading literacy indicators

Chart 1 above illustrates that students' reading literacy indicates both reading comprehension (RC) and speed reading (SR). Indeed, their initial capability consisted of 20 students (67%) classified as poor level, and as for the average level, there were 10 students (23%). Afterward, students showed good progress after getting involved in some more activities and performances using e-books. Their reading comprehension (RC) was at a good level as 10 students (13%), average as 10 students (13%, and they had an excellent level as 10 students (23%). It means using e-books to increase their literacy would be better than printed books. Besides, students' changing performances were emphasized by 15 students (50an %) at average level, 4 students (13%) at good level, and 11 students (27%) at an excellent level. Those numbers in chart 1 imply that there is a significantly increased use of technology in the reading class as a whole. Also, supplying information for

research questions (RQ1). Reading literacy improvement was described in table 1 and

below:

Table 1. Reading Statistics of samples test

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	PRE-TEST	47.10	30	6.687	1.221
	POST-TEST	76.77	30	4.636	.846

		Paired Differences					t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	PRE-TEST – POST-TEST	-29.667	9.721	1.775	-33.297	-26.037	-16.715	29	.000

As seen in Table 1 above, there were students' scores improved between initial and post-use of advanced technology during the class performance. As Nation, P. (2009) assert readers' skills can be developed in two ways, intertwined technology in reading text and naturally repeating whole texts. Meanwhile, table 3

illustrates that there is a significant correlation of 0.05 (.000) between enhancing technology and reading literacy. In light of the research question, the information in table 4 below illustrates the impact technology e-books and Google Docs have on student writing literacy improvement.

Table 2. Reading Statistics of samples test

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	pretest	50.69	29	4.001	.743
	posttest	83.59	29	6.587	1.223

		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	-32.897	8.222	1.527	-36.024	-29.769	-21.547	28	.000

The increasing mean scores in table 2 show changing students' performance in writing activities well. The Google Docs features provide teachers' direct feedback, so that increased by 32.897 points from pre-test to post-test. Besides, it has the potential to develop students' critical thinking to produce better-written texts while being proofread by their peers. It was crucially used for developing paragraphs

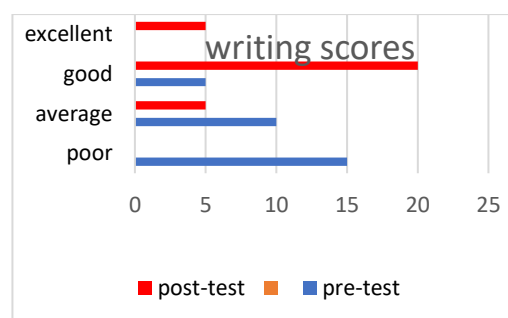


Chart 2. Writing scores after using technology

DISCUSSION

Regarding the results in table (1), (2) & charts (1), (2), illustrated reading and writing literacy set in the good category. It implied presenting technology for students who were more attracted to reading and writing with digital devices rather than conventionally printed-based textbooks. For the last few decades, some enormous scholars have proven that learning-based digital technology attracts and draws students' attention (Otterborn, A., et al., 2019, Falloon, G., 2020, Lenkaitis, C. A., 2020, Shatri, Z. G., 2020, Nikou, S., & Aavakare, M., 2020), However, there has been very little research into the use of e-books to help students become more literate in reading and Google

In line with some activities and effective practices to increase writing performance, students have already done in this work not just write simple letters, words, or phrases, but more. Google Docs is easy to use and is familiar to students at junior high school, which is close to digital devices. For this reason, the use of this application is very effective in empowering students' cognitive performance in producing higher quality writing. Because at the same time, students can provide opportunities for some classmates and teachers to give constructive suggestions so that the text they write is by good writing standards. Thus, online editing features were essential to boost the brain's ability to produce new information and retrieve long-term memory. Cognitive science and linguistic theory have both aided in the development of empirical studies into the writing process and composition teaching. There is substantial discussion among composition theories about whether it is appropriate to merge these two schools of thought into a single composition theory. Their empirical research foundation and links to process theory and self-efficacy building. In line with this, while students were applying the features revision, the students themselves felt more confident

with the previous text, so they could be active in the features. Strobl, C., et al., 2019, Alobaid, A. (2021). Kim, S. L., & Kim, D. (2021). Mitchell, K. M., et al., 2021.

By literacy development, integrating e-books and Google Docs simultaneously strongly influenced the pedagogical writing process. In the case of Strobl, C., et al., 2019 have declared that using digital technology can help students both micro-level and macro-level the in academic writing process. Students at the junior high school are given empowerment various technologies refer to interests and capabilities. Great available online e-books were had significantly influenced way of student reading speed. The work notes count of words that student can be read almost 300 per minute. Besides, the availability of reading references regarding students' interests. Reach advance in reading and writing and vice versa. Teachers in the classroom should consider adapting writing and reading instructional, assessment devices, providing simple feedback, and even stimuli a reward (Paul, J., & Criado, A. R., 2020, Tonks, S. M., et al., 2021).

Regarding reading and writing literacy-based technology, teachers should beware of students' pedagogy and technological content knowledge (Lachner, A.,2021). To achieve this, different kinds of strategy and competencies are needed by the teacher, such as students' writing and reading levels, student cognitive and pedagogy development, availability of own utilities, Li, L., 2020), as well as the learning environment (Müller, F. A., and T. Wulf, 2021; Müller, C., and Mildenerger, T.2021). They suggest that accommodating class activities in a flexible learning environment is a worthwhile requirement for successful learning performance. The work implies e-books and Google Docs are effective tools for students who are familiar with visual learning styles (Kim, T. Y., & Kim, Y. K., 2014), (Butarbutar 2019), (Butarbutar et

al., 2020) (Butarbutar et al., 2021a) (Butarbutar, 2021b) and (Leba et al., 2021).

CONCLUSION

In sum, the presence of technology in the world of literacy has played an unpredictable role, digital devices in particular. The development of basic literacy-based technology simply notes three sub-labels. For instance, (1) socio-cognitive development, indicates online editing has also opened up the possibility of collaboration and adding the Google emails of 50 people to the Google Docs document permissions. Besides, its features can manage sharing and privacy. This will be very useful when dealing with teachers, lecturers, principals, and stakeholders. They can comment directly on the document. The position of the comment can also be right on the desired word. (2) pedagogical-cognitive literacy, which incorporates the psycholinguistic process, memory, and prior knowledge. Reading ability, having the better reading ability and writing ability at the same time, and (3) linguistic competence are all directly influenced. All Google Docs feature the potential to teach the linguistic process and literacy development. Implications for pedagogical language education such as: (1) Reading motivation, it is the foundation of literacy, therefore urge young students to engage in it frequently and thoroughly. This should include reading newspapers, novels, comic books, periodicals, films, reference materials, and websites, among other genres. (2) discuss the book as a group; actively discussing what has been read encourages students to make connections and think deeply about the ideas contained in the text. Follow up reading or viewing the text with a discussion of what makes the learner think and feel. (3) Engage in literacy-enhancing games and activities. (4) Use the library; immersing early students in a big volume of text motivates them. Last but not least, the works were examined quantitatively, so an online

survey and supporting deep interviews are recommended for future works. Also, the large number of participants with various literacy characteristics requires considerable further investigation.

ACKNOWLEDGEMENT

The Greatest that goes to the Rector University of Musamus funds the research. And everyone who helped to make better this research.

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THE USE OF WHATSAPP AS TEACHING MEDIUM IN DISTANCE LEARNING (A Case of Students' Responses in Narrative Text Teaching)

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Abstract

This research aims to find out the impact and influence of Whatsapp media during learning English narrative text while distance learning at N 1 Doro High School. This data is obtained from a google form that contains questions about students' experience learn narrative text using Whatsapp Group media during distance learning and is supported by english teacher interviews. Researchers use qualitative descriptive methods. The respondents used in the study were students of XI IPS from SMA 1 Doro. Based on the results, Learning English using Whatsapp media helps in distance learning because on the positive side of its use such as easy to use, supporting other media, easy to communicate, and all students have Whatsapp on their mobile phones. Although more obstacles such as poor networking, students' understanding of each other is different, continuous assignments, according to students the use of whatsapp group does not improve their skills and instead makes students' learning outcomes for one semester drop.

Keywords : Teaching media, Whatsapp Group media, Narrative text

INTRODUCTION

One of the media that we can use is technology media or Information and Communication Technology (ICT) that is growing today is almost in every aspect of our lives including in the field of education. In the online learning process, various platforms can be used in online learning such as the learning management system (LMS) likes WhatsApp, Google Class, the Zoom application, YouTube, etc. According Arsyad (2017: 195) Internet media is where people communicate with each other in real time without knowing the distance. Where the concept of distance learning between teachers and students can still be carried out outside of school. In line with As Zaideh (2012) points out, "social networking has become very popular during the past few years, and it plays a significant role in people's lifestyles nowadays". In fact, it is beneficial and used in various sectors such as politic, economic, socio-cultural field and education field. Moreover, there is currently an outbreak of covid-19 disease

that requires all sectors to be limited in activities including in the education sector. Therefore the government has taken action to minimize the spread of the virus by issuing the "*Belajar dari rumah*" (Learning from Home or distance learning) rule contained in circular letter of the Indonesian Ministry of Education and Culture Number 701/LL7/AK/2020 to prevent the spread and spread of Covid-19.

This paper will focus on to find out the extent to which whatsapp group media helps in distance learning and What obstacles do students face in learning narrative text materials using Whatsapp Group during distance learning. Why the researcher chose the topic because researcher had internship at SMA 1 Doro and one of the schools affected by the regulations for students to learn from home, so there are limitations in education such as students are required to study at home as a form of minimizing the spread of the virus. During the two-month internship, the researcher saw and felt how

the teaching and learning process applied by English teachers to convey narrative text material using Whatsapp media. at SMA 1 Doro actually established distance learning using Google Classroom media, but the principal also gave every teacher the freedom to use any medium they mastered to support learning. Therefore English teachers choose google classroom for attendance and give materials, practice questions, and assignments, while Whatsapp Group media to explain the material that has been given. another reason why using Whatsapp Group media is because all grade XI IPS students have such applications, network access limitations because the Doro area includes areas that have difficulty in signal, there are some students who help parents at home, so they have difficulty in using other media besides Whatsapp Group. This research will also point to deeper problems when distance learning uses Whatsaap Groups. This research teachers can take the right decision when choosing what media is good to use.

A. Teaching Media

According to Arsyad, A (2014: 3) media comes from the Latin, *medius* which literally means middle, intermediate or introduction. In Arabic, the media is an intermediary or an introductory message from the sender to the recipient of the message, So the message sent can be delivered. The development of media over time is very rapid, from whiteboards, images, graphics, cassette tapes, radio develops into learning management system (LMS) likes WhatsApp, Google Class, the Zoom application, YouTube, etc. Ristyani N. A, Nurhayati, and Husnussalam (2019) stated that the media is a tool used by teachers in learning and makes teaching and learning process effective.

B. WhastApp

Whatsapp is software designed to share easy-to-use text, voice notes, and

images (Suryani, 2017). Whatsapp as one of the social media currently widely used for the importance of socializing remotely as well as delivery of messages by both individuals and group. According Miladiyah (2017:37) whatsapp has features likes photos, video, audio, share location, group chat (whatsapp group), call, video call, block, make status, etc. So, Whatsapp can help communication systems both remotely and closely with low cost and easy use, not just in social life only but also in learning activities using feature WharsApp Group. even though Whatsapp has some drawbacks, but Whatsapp remains a the most widely used applications today.

C. Narrative Text

According to Anderson (1997: 8), narrative is a piece of text, tells a story and, in doing so, entertains or informs the reader or listener. Narrative text it can e a fairy story, fabel, science fiction story, romantic story, folktale story, or personal experience.

- a. The Generic Structure: Orientation, Complication, Sequence of events/ climax, Resolution, Re-orientation.
- b. The Language Feature:
 - 1.) Nouns that identify the spesific characters and places in the story.
 - 2.) Adjectives that provide accurate descriptions of the characters and settings Resolution Re-orientation.
 - 3.) Verbs that show the actions that occur in the story.
 - 4.) Time words that connect events to tell when they occur; the use of simple past tense and past continuous tense.

RESEARCH METHOD

This study used qualitative research. According to Banister (1994) qualitative research is a method of discovering and given explained from the observed phenomena. This type of research that the researchers will use is a descriptive qualitative method. This research was conducted in SMA 1 Doro. The researcher

only focused on the eleventh grades in SMA 1 Doro in academic years of 2019/2020. The school is located on Sawangan Street, Sawangan Wetan, Dororejo, Doro, Pekalongan Regency. SMA 1 Doro consists of three classes; tenth grade, eleventh grade, and twelve grades. The researchers focused only on the eleventh class. Researcher chose SMA 1 Doro to be used as a place to research because it had been an internship for 2 months and happened to be placed in the eleventh grade of IPS. Therefore, researcher looked at various obstacles faced by students during distance learning. The objective of research is student's responses while using whatsapp group media to learn narrative text. Arikunto (2002, p. 127) mentions some techniques of collecting data, They are test, questionnaire, interview, observation, rating scale, and documentation. Data collection used is a Open questionnaire instrument using google form, then a link that has been created and sent to english teachers to help give to eleventh grade students. As for teachers using interview instruments conducted through personal chat due to time constraints. this study, the technique of data analysis, which is the writer use descriptive qualitative. According to John W. Creswell (2007) he states that data analysis in qualitative research consist of preparing and organizing the data (i.e., text data as in transcripts, or image data as in photographs) for analysis, then reducing the data into themes through a process of coding and condensing the codes, and finally represents the data in an image, table, or discussion. The author tried to analyze all the information from the data that would be collected to answer the object of the study. 1.) The author will examine the results of the questionnaire and interview. 2.)The author took the results of the student questionnaire, interview with English teacher and then analyze their answers by describing the

data. 3.)The author made conclusions based on data analysis.

FINDING AND DISCUSSION

This chapter is divided into two part, which is a personal experience and the face of the problem.

A. Personal Experience

a. The Teacher's experience in teaching learning using Whatsapp Group

1. Easy to access

The firts reason that teaching using Whatsapp Group media is different with google classroom. Especially to convey narrative text material through features available in Whatsapp Group.

“Karena sekolah tetap mewajibkan memakai classroom, materi tetap diupload disana. Ada power point yang dilengkapi voice note. Tapi itu formalitas aja, karena anak-anak banyak yng kesulitan mengakses. Jadi, tetap saya share di grup Whatsapp materinya, ditambah penjelasan dengan voice note, termasuk penjelasan tentang bagaimana pengerjaan tugas-tugas menggunakan voice note”. (from the English teacher instrument #1)

From the above statement, teaching English using Whatsapp Group can be accessed anywhere and anytime without complicated, it makes it very easy for teachers and students in the learning process and also minimizes the spread of the Covid-19 virus.

2. Support other media

In addition, Whatsapp Group can also be used to support other media that do not have features that provide material for teaching remotely.

“Materinya menggunakan slide power point dan juga video. Voice note untuk memperjelas.”(from the English teacher instrument #3)

As per the statement above, in the process of teaching and learning must be needed media profit supporting the learning process, because sma 1 Doro media early yng used googleclssrom, but teachers are free to choose the media they master. Be selected by an English teacher to use whatsapp group to support. In addition, Whatsapp Group is also assisted by media slide power points and voice notes to clarify the material delivered by teachers.

b. The Student's experience in teaching learning using Whatsapp Group.

Knowing the student learning experience is very important in measuring teacher success to better know how the next step that a teacher must take so that students are comfortable during the learning process, whether it is from the atmosphere of the forum, or the media used when learning.

1. Easy to communicate

In the current pandemic season, it is a tool or medium that can be used as a liaison between teachers and students and vice versa, therefore, according to students Whatsapp Group is very helpful for them to communicate. As the statement below:

"Itu lebih baik, karena aplikasi yang sering di buka oleh kalangan pelajar adalah Whatsapp Group". (From Student's Questionnaire #1)

"Menurut saya itu adalah ide yang bagus, dikarenakan jika melalui WA lebih mudah untuk bertanya atau mudah untuk memahami karena langsung dibalas oleh pembina atau guru" (From Student's Questionnaire #1)

"Menurut saya termasuk ide bagus karena dengan menggunakan grup wa dapat dengan mudah memberi dan mendapatkan informasi mengenai

pembelajaran" (From Student's Questionnaire #1)

From the above statement it can be seen that WhatsApp helps students to communicate using whatsapp groups to teachers if they experience difficulties during learning.

2. All students have a whatsapp

As a whatsapp social media that is trending for several years until now, making everyone want to download the application, especially during the covid-19 pandemic, Whatsapp helps the teaching and learning process with the features owned by it, namely Whatsapp Group. In addition to making it easier to communicate, Whatsapp Group is also one of the most widely owned media or social media by eleventh graders in High School 1 Doro. As the statement below:

"Ya, karena dengan menggunakan grup WA lebih mudah dan terbuka juga semua siswa pasti punya WA." (From Student's Questionnaire #1)

"Iya, karena sebagian besar sisawa lebih memantau wa dri pada classroom." (From Student's Questionnaire #1)

"iya, karena kita lebih sering membuka wa dan jika pjg di lakukan di grup wa akan lebih terpantau." (From Student's Questionnaire #1)

B. Constraints of using Whatsapp Group for narrative text material.

1. Different Treatments and Evaluations

Treatment here is how the teacher to be able to help students in understanding the material delivered later after the treatment is done the next stage is an evaluation to find out where the "value" obtained after treatment. As the statement below:

“Saat tatap muka, saya bisa tahu siapa yang belum paham dan menemui kesulitan dan bisa langsung mengatasi, kalau belajar jarak jauh wallohu'alam, tugas juga mungkin satu kerjaan disalin ramai-ramai. jadi bedanya pada treatmentnya. Kalau diberikan materi aslinya sama semua. Tapi pada evaluasi dan treatmentnya beda banget. Kalau tatap muka akan kelihatan yang benar-benar paham dan mengerjakan sendiri. Kalau pembelajaran jarak jauh tidak bisa.”
(From English Teacher Interview #1)

“Pastilah, kembali ke poin tadi, tidak bisa evaluasi maksimal kalau tidak tatap muka. Nilai dan hasil kerja mereka tidak bisa jadi patokan.”
(From English Teacher Interview #8)

2. Unable to use large capacity media

The use of other media that have a large memory capacity is greatly avoided by teachers, because it eats too much memory and makes the phone slow.

*“....ingin menggunakan zoom dan sejenisnya kasihan anak-anak.”***(from interview with english teacher #3)**

As stated above, Teachers avoid using media that have a large capacity because most students do not want to and students do not have much storage space. It's very burden some for students.

3. Less speaking skills

According to english teachers it is very difficult to fulfill the skills of speaking to students for narrative text material.

“...Kalo naratif text tidak ada praktek yang real praktek melibatkan speaking.”

However, teachers can still involve

writing skills, listening skills, and reading skills. Like:

“Tapi dengan nonton video, mereka praktek keterampilan listening. Kemudian diwujudkan dalam bentuk analisa dan membuat kesimpulan. jadi ada sedikit mengulang kembali teori tentang narrative text (generic structure dan moral value) sekaligus praktek listening dan writing. Dan juga analisa.”

Although there are skills that can not be fulfilled for narrative text material, at least teachers have tried so that other skills can be obtained so that children can still think critically in the form of analysis despite distance learning.

4. Difference of understanding

In the process of teaching and learning it is expected that students can understand the material provided by the teacher, so that the message obtained is met, but during distance learning students and teachers agree that they experience the following obstacles:

“Tidak bisa kalau enggak tatap muka, walaupun saya hafal antara Eva dan Andika itu lebih pandai Eva, tapi hasil tugasnya sama gimana. Itu level kognitif ya. Kalau level praktik speaking masih agak bisa. Bisa dilihat dan didengarkan mana yang pintar dan mana yang kurang. belajar jarak jauh sama sekali susah mengukur level kognitif anak. Walaupun ada UTS dan PAT/ujian. tanpa pengawasan, omong kosong.” **(Interview with teacher #9)**

It can be seen that, English teachers have difficulty teaching narrative texts during distance learning, because teachers cannot clearly know students who understand who do not, if only seen from a cognitive level in the form of assignment results only. There must be a difference of understanding between students with each

other. Therefore, treatment and evaluation are needed to find out.

According to the students, they stated:

“Terkadang masih bingung dengan materi yang diberikan oleh guru” (questionnaire with student’s #5)

“Iya karena penjelasan di wa grup tidak sedetail saat bertatap muka jadi agak kesulitan memahaminya.” (questionnaire with student’s #5)

“Penggunaan kata kata dalam materinya membingungkan” (questionnaire with student’s #5)

“Pada saat pemahaman materi karena harus memahami sendiri materi” (questionnaire with student’s #5)

From the above statement, students have difficulty understanding narrative text material using Whatsapp Group during distance learning, because the material described by teachers is less detailed than when face-to-face, especially for students who do not have a lot of English vocabulary will be difficult to understand in just one meeting.

5. Difficult signal

An internet connection or a smooth signal is very important for distance learning today, because if the internet connection is disrupted it will affect the student's learning process. As experienced by the eleventh graders in Doro 1st High School.

“Kesulitan saya ketika tidak ada sinyal atau tidak punya kuota.” (questionnaire with student’s #5)

“Kesulitan pada sinyal saat bertanya ke guru/mencari tau lewat google” (questionnaire with student’s #5)

“Gangguan sinyal yg menghalangi kegiatan pembelajaran jarak jauh” (questionnaire with student’s #5)

From the statement above, that many students complain when distance learning has difficulty signaling so they have to find a place that has a signal to stay in the lesson

6. Assignment

Assignment is one of the learning process from teachers by giving assignments to students both individual and group, the goal is to stimulate students to actively learn. However, during distance learning students give a statement:

“Penugasan yang saya sukai ketika diberi tugas terus dijawab dikertas dan dikumpulkan kesekolah dan penugasan yang kurang disukai ketika disuruh membuat vidio” (From Student’s Questionnaire #6)

“Merangkum materi dan yang kurang saya sukai adalah mengerjakan tugas yang harus dibuat video” (From Student’s Questionnaire #6)

“Saya menerima tugas apapun .namun saya kuarnng suka tugas yang berhubungan dengan vidio atau rekaman.” (From Student’s Questionnaire #6)

From the above statement, students prefer assignments in the form of summaries rather than having to make video assignments, due to memory limitations and must use a large quota when sending them.

7. Not Improving Skills

Learning should benefit its students both in knowledge and skills, such as reading skills, speaking skills, writing skills. The skill here is a picture of a person towards the level of ability in various fields. According to Singer quoted by Amung (2000: 61), skill is a consistent degree of success in achieving a goal effectively.

“Oh tentu saja tidak, karena belajar bahasa inggris tentu harus ada pengajar

yg mendampingi.” (From Student’s Questionnaire #8)

“Iya karena banyak istilah yang baru.” (From Student’s Questionnaire #8)

“Tidak, karena kurang mengerti .” (From Student’s Questionnaire #8)

According to students learning narrative text material during distance learning is very ineffective because they feel they do not add to the skill. Remote mentoring does not help them, especially for students who do not understand the terms used.

8. Learning outcomes are declining

According to Hamalik (2007: 30) learning outcomes are as the occurrence of behavioral changes in a person that can be observed and measured forms of knowledge, attitudes and skills. The increase in question is the development over time that is better than before. At the end of each semester there will be a test that becomes the final result during one semester of study there will be shown how the student develops.

“Kurang memuaskan.” (From Student’s Questionnaire #9)

“Kurang maksimal.” (From Student’s Questionnaire #9)

“Alhmdulillah tp masih kurang.” (From Student’s Questionnaire #9)

Learning outcomes indicate the actual ability of students who have undergone the process of transferring knowledge from someone who can be said to be mature or have less knowledge. So with the results of learning, one can find out how far students can capture, understand, have certain subject matter. From the above statement, students state that the learning outcomes they get during distance learning decreased either significantly or not.

CONCLUSION

From the results of the above analysis it can be concluded that the use of whatsapp group media to learn to teach on narrative text material for distance learning, has a positive side and a negative side. The positive side of using whatsapp group for distance learning, among others: easily accessible anywhere and whenever, making it easier to communicate between teachers with students, students with friends if anyone wants to be asked, supporting other media that do not have the feature, then all students have whatsapp application. But more negative side during distance learning using whatsapp group for narrative material, teachers and students experience obstacles that begin to arise in the delivery of students difficult to understand the material provided, because only through social media without face-to-face apalgi if the assignment is given a lot to make students lazy to work like the experience of researchers while interning for 2 months, Students find it very difficult to collect assignments. Signal and quota are very difficult because the Doro area includes flat high and during the researcher's internship at Sma 1 Doro is indeed for signals is very difficult to obtain. From the data, it is expected that teachers can be more maximal to explore in choosing the media to be used according to conditions.

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NEED ANALYSIS ON DEVELOPING INSTAGRAM ACCOUNT TO TEACH WRITING OF TEXT TYPES

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Abstract

The aim of this study was to investigate the need of developing instagram account to teach writing of text types. This design of this research was descriptive qualitative research. The subject of this study was English Department students who took Writing for professional context subject. The instrument used in this research was questionnaire. The result showed that learning writing of text types was enjoyable. It was because the lecturer explained the material clearly. In addition, the lecturer used interesting media to teach text types and. However, the students met difficulties to develop their ideas in writing text types. Meanwhile, the students realized that learning text types is important for English Education Department Students. Based on the students response on the need of developing instagram account to teach writing of text types, there were 58.5 % students who answered agree, 19.5 % answered strongly agree, 9.8 % disagree and 12.2 % strongly disagree. It can be concluded that instagram account for teaching writing of text types need to be developed.

Keywords: Need analysis, instagram, writing, text types.

INTRODUCTION

In this covid-19 pandemic situation, all of the activities need to adapt. Direct interaction is so limited, that is why people need to maximize the use of information technology. People use social media to communicate with others. In fact, social media in not only can be used for daily communication, it is also can be used to facilitate teaching learning process.

One of the social media which is used by university students is instagram. According to Hu (2014), instagram is a relatively new form of communication where users can easily share their updates by taking photos or videos. In addition, Sari (2017) said that Instagram comes from the understanding of the overall function of this application. The word "insta" comes from the word "instant", like a polaroid camera in its era is better known as "instant photo". Instagram can show photos instantly, like a polaroid inside how it looks. Then, the word "gram" comes from the word "telegram" which is how it works to send information to other people quickly. Same as the case with Instagram

which can upload photos using the Internet network, so that information which want to be submitted can be received quickly.

In this research, the writer wanted to investigate whether instagram needs to be developed to teach writing of text types or not. This research needs to be conducted, since in this disruption era, all of the activities involved technology, so that as lecturers, they have to adapt with the implementation of information technology in the teaching learning process. In this case is the use of instagram in teaching text types. Instagram can be used as media to deliver the material and also to publish the students' work.

According to Gerlach and Ely (2016), teaching media are divided into two, the first is in wide meaning and the second one is narrow meaning. Media in wide meaning are people, material or event which can create condition so that students can get knowledge, skill or attitude. It means teacher, book, and environment are included in media. While media in narrow meaning are graphic, photo, picture, mechanic, and electronic tools that are use

to express, process and also convey visual and verbal information.

Writing is an activity for producing and expressing; it is produced the words and sentences then it is expresses with the meaning of ideas, thus writing skill is the activity to transfer the ideas through words and sentences the idea will change to scientific (Lubis, 2014:1). In addition, Nunan (2003:88) stated that writing is the mental work of inventing ideas, thinking about how to express them, and organizing them into statements and paragraphs that will be clear to a reader. Moreover, Hyland (2009) stated that writing is one of language abilities that as process to express idea, feeling and arguments in the form of words in sentences. This skill is used to communication from one to another by writing. Based on those theories, in can be conclude that writing is an activity of producing someone’s ideas into the words, sentences, or text, so that it can be known by the readers.

One of the subject in the English Dapartment curriculum is writing for professional context. By taking this subject, hopefully the students are able to write English Text Types. According to Siahaan (2008: 1), a text is a meaningful linguistic unit in a context. A text is both a spoken text and written text. It means that a text is full of meaning of morpheme, phrase, clause, sentence and discourse or a linguistic unit then text is not only in written text form but also in spoken text. In addition, Wang (2009) stated that text types involve text-internal-elements such as surface linguistic features and textual functions. Moreover, Hyland (2009: 15) stated that every genre has number of features which make it different to other genres, each has a specific purpose, an overall structure, specific linguistic feature, and is shared by members of the culture.

Anderson and Anderson (2003), divided text types into two parts, they are literary and factual.

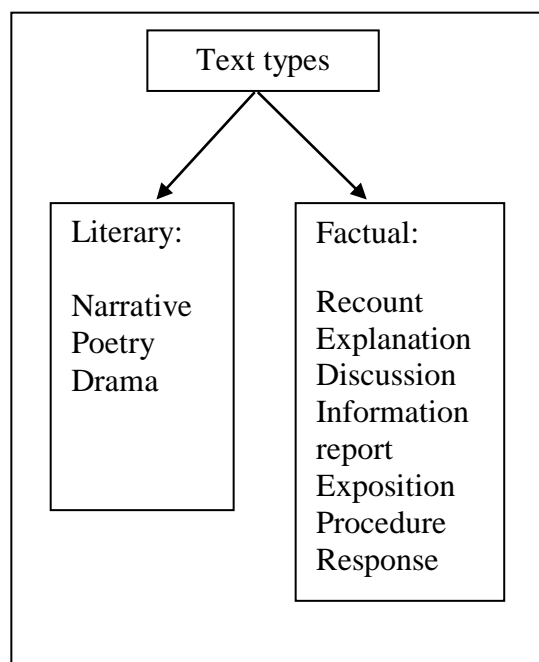


Figure 1. Kinds of Text Types

Text types are classified into two parts, they are literary and factual. Literary consists of narrative, poetry, and drama. Meanwhile, factual consists of recount, explanation, discussion, information report, exposition, procedure, and response. Every text type has its own social function, generic structure, and linguistic feature.

There were some previous studies related to this research, one of them was a research conducted by Soviyah and Etikaningsih, entitled Instagram Use to Enhance Ability in Writing Descriptive Texts. This study investigated the effectiveness of the use of Instagram application on the students’ performance in writing descriptive texts. The main research question was centred on whether there was significant difference in the ability of writing descriptive text between students who were taught using Instagram and those who aren’t. Involving random sampling technique, this study involved 50 students of a private high school in Yogyakarta as the research sample. The empirical data were collected through pre and post tests. The data were analyzed quantitatively applying t-test computation and descriptive analysis. Results of the

study indicate that there is significant difference in students writing score between those taught using Instagram and those who aren't. In conclusion, teaching students writing by using Instagram pictures are more effective than teaching without using Instagram pictures. In other words, the use of Instagram is effective in teaching writing descriptive texts.

The previous study had relevance with this study, that was using instagram on teaching writing. However it had difference, the previous study was focused on descriptive text, meanwhile, this research discussed all of the text types.

Based on the background and the theories that was explained, the theoretical framework was drawn as below:

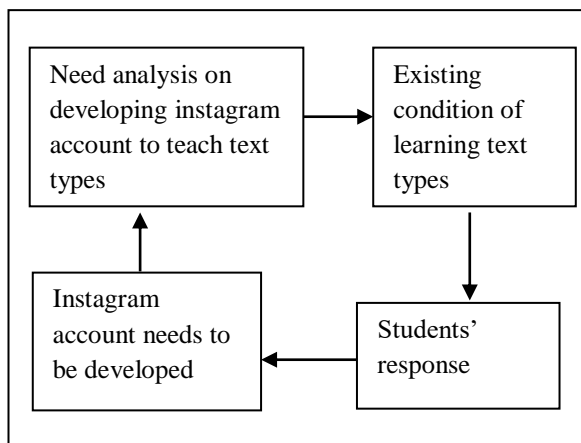


Figure 2. Theoretical Framework

RESEARCH METHOD

This research used descriptive qualitative research design. The subject of the study were English Department students who took Writing for Professional Context subject. There were 41 students become the respondents. The instrument which was used in this research was questionnaire. Since it is in the covid-19 pandemic situation, the questionnaire was distributed through online form. It used google form, this is the link of the questionnaire:

https://docs.google.com/forms/d/e/1FAIpQLSe1Q0KuvA8mhvN7q8PABkwRrGWH-HWV78axBK_tWFuylrZ2iA/viewform.

To measure the questionnaire results obtained, the researcher used a Likert scale. The Likert scale is a measurement scale developed by Likert (1932). The Likert scale has four or more question items that are combined to form a score/value that represents individual characteristics, for example knowledge, attitudes, and behavior. Sugiyono (2014: 93) stated that the Likert scale is used to measure a person's attitudes, opinions, and perceptions about social phenomena. It was as follows.

- 1 : Strongly disagree
- 2 : Disagree
- 3 : Agree
- 4 : Strongly Agree

FINDINGS AND DISCUSSION

The existing condition of learning Text Types

Based on the questionnaire that was distributed to the respondents, it was described as below.

Statement 1: The students enjoyed learning writing, especially text types

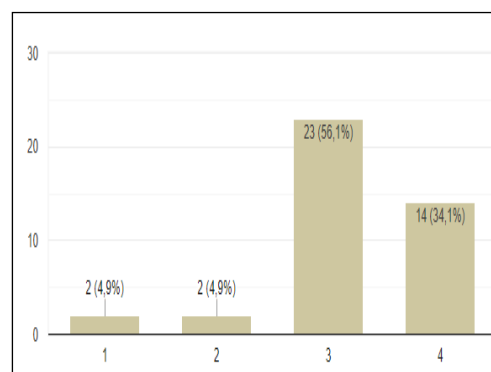


Diagram 1. Statement 1

This diagram showed the students' response on how enjoyable they studied text types. There were 56.1 % students who answered agree, 34.1 % answered strongly agree, 4.9 % disagree and 4.9 % strongly disagree. It can be concluded that learning writing of text types was enjoyable.

Statement 2: The lecturer explained the material clearly

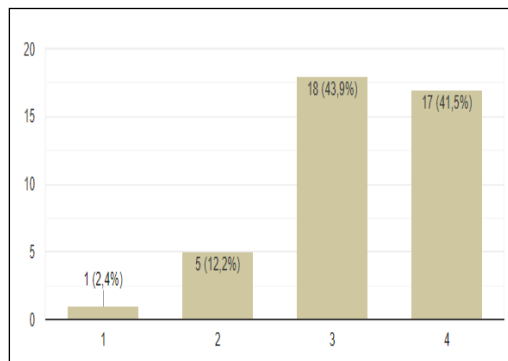


Diagram 2. Statement 2

This diagram showed the students' response on the second statement, it is that the lecturer explained the material clearly. There were 43.9 % students who answered agree, 41.5 % answered strongly agree, 12.2 % disagree and 2.4 % strongly disagree. It can be concluded that the lecturer explained the material clearly.

Statement 3: The lecturer used interesting media to teach text types

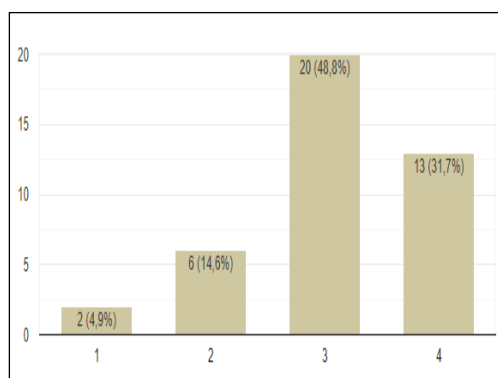


Diagram 3. Statement 3

This diagram showed the students' response on the third statement, it was that the lecturer used interesting media to teach text types. There were 48.8 % students who answered agree, 31.7 % answered strongly agree, 14.6 % disagree and 4.9 % strongly disagree. It can be concluded that the lecturer used interesting media to teach text types.

Statement 4: The students realized that learning text types is important for English Education Department Students

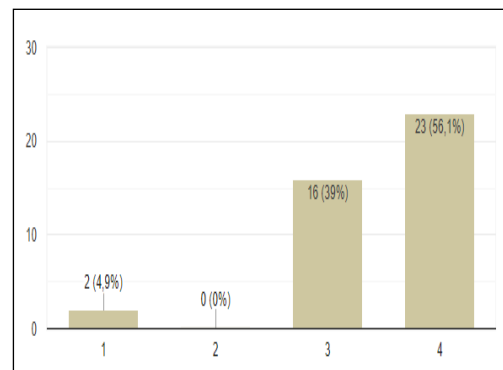


Diagram 4. Statement 4

This diagram showed the students' response on the fourth statement, it was that the students realized that learning text types is important for English Education Department Students. There were 39 % students who answered agree, 56.1 % answered strongly agree, 0 % disagree and 4.9 % strongly disagree. It can be concluded that the students realized that learning text types is important for English Education Department Students.

Statement 5: The students met difficulties to develop their ideas in writing text types.

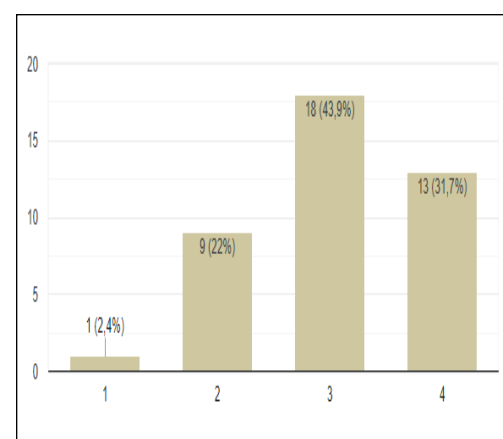


Diagram 5. Statement 5

This diagram showed the students' response on the fifth statement, it was that the students met difficulties to develop their ideas in writing text types. There

were 43.9 % students who answered agree, 31.7 % answered strongly agree, 22 % disagree and 2.4 % strongly disagree. It can be concluded that the students met difficulties to develop their ideas in writing text types.

Based on the students' responses, it can be summarized that in teaching learning process of Writing for professional context, which was taught text types, it was known that learning writing of text types was enjoyable. It was because the lecturer explained the material clearly. In addition, the lecturer used interesting media to teach text types and. However, the students met difficulties to develop their ideas in writing text types. Meanwhile, the students realized that learning text types is important for English Education Department Students. That is why, this the researcher investigated on how the need of developing instagram account to teach writing of text types.

On the next part, it was displayed the diagram which showed the students' response on the statements related to the need of developing instagram account to teach writing of text types.

The students' need of developing writing instagram account

Statement 6: Writing text types can be taught through instagram

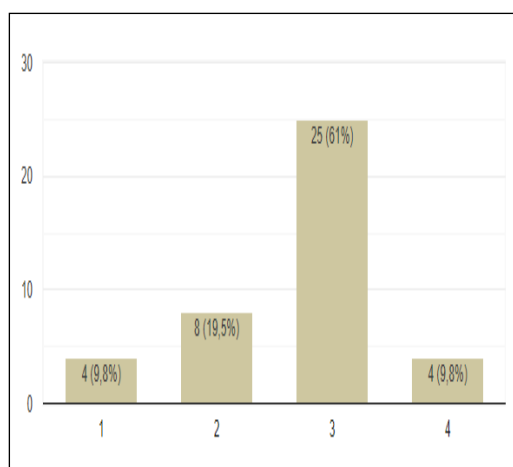


Diagram 6. Statement 6

This diagram showed the students' response on the sixth statement, it was that writing text types can be taught through instagram. There were 61 % students who answered agree, 7.3 % answered strongly agree, 19.5 % disagree and 9.8 % strongly disagree. It can be concluded that writing text types can be taught through instagram.

Statement 7: The features of instagram is proper to be used in doing writing practice

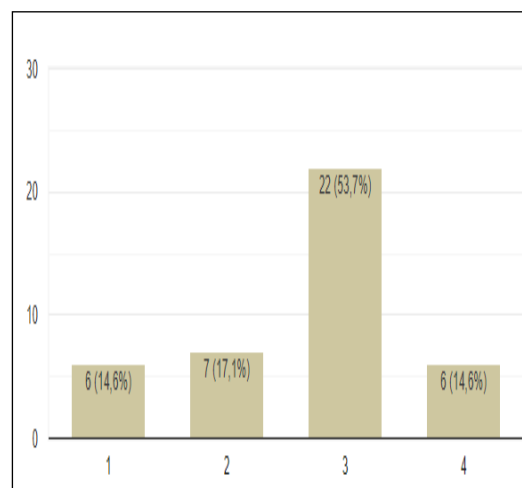


Diagram 7. Statement 7

This diagram showed the students' response on the seventh statement, it was that the features of instagram is proper to be used in doing writing practice. There were 53.7 % students who answered agree, 14.6 % answered strongly agree, 17.1 % disagree and 14.6 % strongly disagree. It can be concluded that the features of instagram is proper to be used in doing writing practice.

Statement 8: The features of instagram will make students more creative in doing writing project

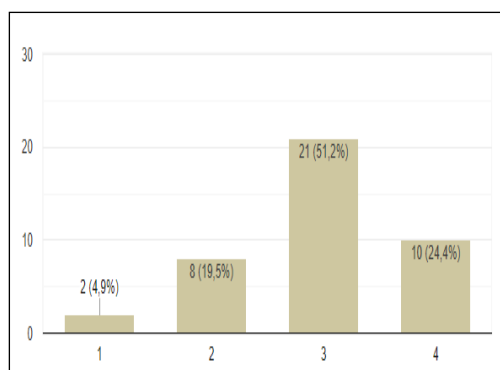


Diagram 8. Statement 8

This diagram showed the students' response on the eighth statement, it was that the features of instagram will make students more creative in doing writing project. There were 51.2 % students who answered agree, 24.4 % answered strongly agree, 19.5 % disagree and 4.9 % strongly disagree. It can be concluded that the features of instagram will make students more creative in doing writing project.

Statement 9: Instagram account for teaching writing of text types need to be developed.

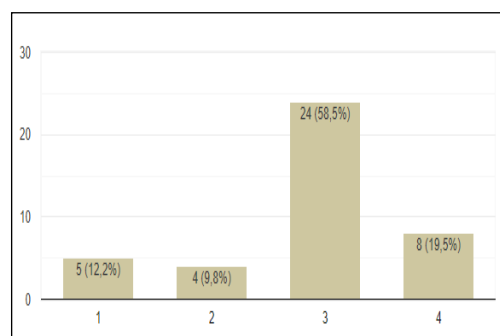


Diagram 9. Statement 9

This diagram showed the students' response on the ninth statement, it was that Instagram account for teaching writing of text types need to be developed. There were 58.5 % students who answered agree, 19.5 % answered strongly agree, 9.8 % disagree and 12.2 % strongly disagree. It can be concluded that Instagram account for teaching writing of text types need to be developed.

Based on the students' responses, it can be summarized that writing text types can be taught through instagram since the features of instagram is proper to be used in doing writing practice and the features of instagram will make students more creative in doing writing project. That is why Instagram account for teaching writing of text types need to be developed.

CONCLUSION

Based on the analysis, it can be summarized that in teaching learning process of Writing for professional context, which was taught text types, it was known that learning writing of text types was enjoyable. It was because the lecturer explained the material clearly. In addition, the lecturer used interesting media to teach text types and. However, the students met difficulties to develop their ideas in writing text types. Meanwhile, the students realized that learning text types is important for English Education Department Students. That is why, this the researcher investigated on how the need of developing instagram account to teach writing of text types.

In addition, it can be summarized that writing text types can be taught through instagram since the features of instagram is proper to be used in doing writing practice and the features of instagram will make students more creative in doing writing project. That is why Instagram account for teaching writing of text types need to be developed.

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DIRECTED READING-THINKING ACTIVITY (DR-TA) TO IMPROVE STUDENTS' READING COMPREHENSION OF SAWERIGADING UNIVERSITY

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Abstract

The goal of this study is to see if using Directed Reading-Thinking Activity helps students improve their reading comprehension (DR-TA). Multiple choice tests are used as the research instrument, and the study is pre-experimental with one group pretest and posttest. The researcher used the cluster random sampling technique in this study, which was conducted at Sawerigading University. Data was collected using a pre- and post-test. Prior to conducting the treatment, the researcher administered the pretest to determine the students' previous reading achievement, and after the treatment, the researcher administered the posttest to determine the students' achievement. The use of DR-TA in teaching reading comprehension is the research's independent variable, while the students' ability to learn reading comprehension is the dependent variable. Reading comprehension has improved between the pretest and posttest results, which have a mean score of 48.40 and 64.87, respectively. Based on the findings, it can be concluded that using the DR-TA helps students improve their reading comprehension.

Keywords : Reading Comprehension, Directed Reading-Thinking Activity (DR-TA)

INTRODUCTION

One of the English skills that should be mastered is reading. Because it contributes to the overall effect, this is the case. Most students, even those who have studied English for ten years or more, are still unsure how to use it properly due to the traditional teaching method. Meanwhile, poor reading skills can obstruct central reading, which is required for learning and improving performance in other areas.

The existence of students with poor reading comprehension despite strong decoding and reading fluency is a key piece of evidence that foundational word-reading and bridging skills alone are insufficient for reading comprehension. For decades, researchers have observed and investigated such cases (e.g., Oakhill, 2020), and research has suggested that they account for a significant portion of students who fail state reading tests (e.g., Koon, Foorman, & Galloway, 2020). Students who have a specific difficulty with reading comprehension can benefit from comprehension-focus interventions (Lee & Tsai, 2017).

In other words, reading strategy is something that readers do while reading. When reading research papers, this is one of the most important issues that arises. Sometimes comprehension strategy instruction is very narrowly focused and only lasts for a short period of time. For example, a number of studies have looked at the impact of only teaching self-questioning (e.g., stopping to wonder why woodchuck burrows differ in the summer and winter). According to a meta-analysis of these studies, instruction lasted an average of 8.4 sessions over 1.6 months. Despite this, the program was "effective for improving reading comprehension performance across a range of diverse learners and across a variety of educational settings" (Joseph, Alber-Morgan, Cullen, & Rouse, 2016, p. 152; for similar findings in inference instruction, see Elleman, 2017).

When it comes to teaching reading, there are numerous strategies that can be used. The Directed Reading Thinking Activity (DRTA) strategy is one of them. The directed reading thinking activity (DRTA) is a framework for teaching reading that emphasizes students' ability to read reflectively and predictably. This strategy encourages students to participate in active learning. Active learning indicates that learning processes are well-functioning and enable students to improve their academic performance (Vercellotti, 2017).

The DRTA strategy requires students to participate in the prediction process. By asking them questions about reading text, the teacher can help them build on their prior knowledge. According to Bos and Vaughn (2012), the teacher's question can provide students with some information related to their prior knowledge. The prediction step, according to Gillet, Hobart, and William (2012), requires students to relate their prior knowledge to the reading task at hand and to form expectations that will be applied to the reading. It means that, depending on their knowledge, the form of expectation in prediction can be correct or incorrect.

In DR-TA, the teacher poses any text-related question to the students, who must then respond. The students will then be expected to make predictions about the text. Students move through the text, and the new information changes and modifies their predictions as needed.

This strategy can be used in groups or individually to help students improve their knowledge. This is an important strategy because it teaches students how to understand information. The teacher's involvement in ensuring that his students understand the text determines the effectiveness of DR-TA. Aside from that, the teacher can monitor the students' comprehension levels through basic discussion. DR-TA is a technique for motivating students to learn. Students enjoy making predictions and then trying

to figure out whether or not they are correct. This can be used for any topic and will meet the needs of any reader.

Reading comprehension issues can be found in many places, but particularly at Sawerigading University. The majority of the students have poor reading skills, according to the researcher's informal observation and pretest. It occurs because they are more focused on a variety of subjects, and the local language has a greater influence on their language than other languages; additionally, one of the causes of the students' lack of reading achievement is the monotone manner in which the teacher instructs the students.

Reading Comprehension

There are some reading comprehension definitions, especially for secondary school students. Reading is considered one of the English skills that necessitates primarily mechanical abilities and thought processes (Melby-Lervag et al., 2012; Sasanguie et al., 2013). Furthermore, Vanbecelaere et al. (2019) assumed that reading entails not only taking written information from printed matter but also associating a meaning-extracting process with the act of reading. It means that reading entails not only passively obtaining information from a text but also actively processing it in order to comprehend its meaning. That assumption is supported by Norlund (2019), who claims that reading is an active process in which readers shift between sources of information, elaborate meaning and strategies, monitor their comprehension, and reflect their response using the social context. In addition, Sari, Drajadi, and Rochsantiningsih (2019) argue that in their attempts to comprehend text, readers construct meaning from the text as they read it by absorbing new information and comparing it to what they already know. As a result, as they read a text, their understanding of the information related to the text's topic improves over time and

occasionally shifts to fit the information presented in the text (Gultom, 2018).

Readers should be reading for a reason. It agrees with Celik (2019), who claims that reading should have goals in order to guide the intelligence of readers. A "teacher should provide questions for students to activate their prior knowledge and use clues such as the title and pictures from the text to stimulate the students to make an accurate prediction" as part of this process (Januarty & Azizah, 2018).

Readers should read for a reason. It agrees with Celik (2019), who claims that reading should have goals in order to guide the intelligence of readers. A "teacher should provide questions for students to activate their prior knowledge and use clues such as the title and pictures from the text to stimulate the students to make an accurate prediction" as part of this process (Januarty & Azizah, 2018).

Reading-Thinking Activity with Directions (DR-TA)

According to Stauffer (1969), a directed reading-thinking activity (DR-TA) is an explicit teaching strategy that directs students' attention to the purpose of reading. This can be used with fiction or nonfiction text in the content area. This strategy encourages the reader to participate in the text by requiring them to go through a three-step process: text example, prediction, and then reading the text to confirm the prediction. When reading, a good reader makes and checks predictions. This activity can assist students in honing their skills in that area.

Another definition of DR-TA is a teaching strategy that encourages students to make predictions about one text and then read another text to confirm or refute their predictions. This strategy encourages students to be active and wise readers, as well as to improve their comprehension.

DR-TA serves a variety of functions. The DRTA, according to Androveda (2015), is a strategy for developing independent readers because

readers are equipped with the abilities to set reading goals, examine reading material based on these goals, and make decisions based on the information in the text. It agrees with Fitriana (2018), who claims that when students try to predict any word during reading activities, they are unsure of its exact meaning. Based on the above explanation, it can be concluded that the goal of DR-TA is to encourage students to use reading strategies, elicit prior knowledge related to the text's topic, set a purpose for reading, and monitor their comprehension while reading. These steps can help students become independent readers in the future. In terms of the DR-TA procedure, Lail (2019) contends that during comprehension activities such as reading, students should be able to make predictions ahead of time and then prove or modify their predictions about story events.

When they are read, a good reader makes a prediction and verifies or proves their mistake. They also make changes based on the text to what they believe will happen next. One strategy that explicitly teaches students good reading habits is the DR-TA strategy.

RESEARCH METHOD

Pre-experimental design was used in this study. The pretest-posttest design was used in this study. The participants in this study were Sawerigading University second-year students in the academic year 2021/2022. This study's sample is class A21, which has a total of 30 students. Cluster random sampling was used in this study because it may be the only feasible method of selecting a sample when the researcher is unable to obtain a list of all population members.

The researcher used a reading test to gather data for this study (narrative text and the questions). This test measured students' reading ability by asking them to make predictions about the text they had just read. There were 14 questions in total, with four different levels of

comprehension. They're resolving the theme plot/episode.

FINDING(S) AND DISCUSSION

Data analysis showed that there is an improvement of students' reading comprehension at Sawerigading University after giving some treatment with used Directed Reading-Thinking Activity (DR-TA). The result of data analysis can be found below:

The mean score and standard deviation of the students' pretest and posttest

Table 1. Mean score and standard deviation of the students' pretest and posttest

Test	Mean Score	Standard Deviation
Pretest	48.40	17.17
Posttest	64.87	10.83

The mean score of the students in the pretest was 48.40; this indicates that they had poor achievement. But after being given the treatment, their achievement in reading test increased to good in which the mean score was 64.87.

The rate percentage of the students' pretest and the posttest

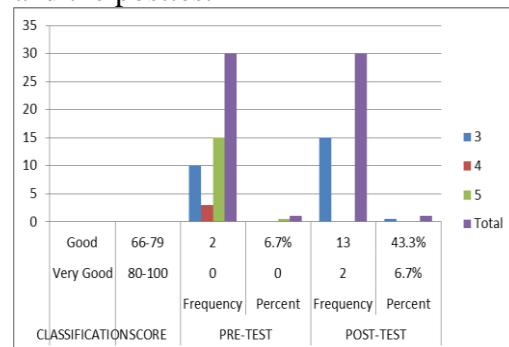


Figure 1. Rate percentage of the pretest and the posttest in reading comprehension

Figure above shows the percentage of the pretest and the posttest scores in which before giving the treatment, their achievement were fair. It was proven by the percentage of the pretest where there were 15 students (50%) got lose scores, 3 students (10%) got poor scores, 10 students (33.3%) got fair score, and 2 students (6.7%) got good. But after

carrying out the treatment, the students' reading comprehension achievement increased. There were 15 students (50%) who got fair scores, 13 students (43.3%) who got good scores, and 2 students (6.7%) who got very good scores. These findings indicate that the percentage rate of the students who got good score in posttest was greater than that of the pretest.

3. The t-test value

The t-test analysis was used to find out the significant difference between the pretest and posttest scores. The t-test value of the students is shown through the following table.

Table 2. T-test value of the students' achievement in reading comprehension

Variable	T-Test Value	T-Table Value
X2-X1	8.673	2.045

The result of the t-test analysis was 8.673, it shows that the t-test value of the students was greater than the t-table value. It can be concluded that there was a significant difference between the pretest and the posttest scores. This means that the use of Directed Reading-Thinking Activity (DR-TA) developed the students' achievement in reading achievement (see appendix D). Thus, the Null Hypothesis (H_0) is rejected while the Alternative Hypothesis (H_1) is accepted.

According to Wijayanti's research (2011) entitled, "The Improvement of Ability in Reading Comprehension through Directed Reading-Thinking Activities (DR-TA) Strategy in Third Class of SDN Sumberbendo I Kabupaten Kediri", some points were found as follows (1) the implementation of Directed Reading-Thinking Activity (DR-TA) strategy in reading class of the third grade students at SDN Sumberbendo I Kabupaten Kediri could make the students easily remember and understand the content of the text, and (2) students' reading comprehension at SDN

Sumberbendo I Kabupaten Kediri through DR-TA strategy got improvement.

In addition, Odwan (2012) informs that the directed reading thinking activity using collaborative learning has a positive effect on learners' reading comprehension. Also, Yazdani and Mehdi (2015) argue that the directed reading thinking activity (DRTA) and guided reading (GR) indicate a positive influence on reading comprehension.

CONCLUSIONS

Based on findings above, the researcher concludes that there is a significant improvement of the reading comprehension by using DRTA. This was proven in the previous chapter that showed the difference of pretest mean score (48.40) and the posttest mean score (64.87).

In line with the result of the data analysis and the conclusion above, the researcher proposes some suggestions both for teacher and students as follows:

1. The teacher should create an interesting learning atmosphere in the classroom to activate students in learning; they may use Directed Reading Thinking Activity (DRTA) to improve the students' reading achievement because it has been proved effective in improving the students' reading achievement.
2. Reading is one of the important skills in learning English, so the teacher must have a strategy to make them enjoy in learning and build their interest in reading learning process.

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STUDENTS' LEARNING PERFORMANCE WITH TRADITIONAL ASSESSMENT AND PORTFOLIO ASSESSMENT IN ENGLISH CLASS

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Abstract

The goals of this study are to describe the student's learning performance using traditional evaluation and portfolio assessment, as well as to determine the difference between the two. Assessment is traditionally held at the end of a unit of study. Multiple-choice questions are used in traditional assessments, and students are asked to respond to the questions with short answers. Portfolio evaluation is a collection of student work that illustrates the story of a student's effort, development, or performance in a specific subject. Daily test results, organized tasks, anecdotal records, and reports of the student's extracurricular activities are all indicative of portfolio assessment. This study was designed after the fact. The population is made up of students from SMPN 35 Makassar's first class. Clustered random sampling is used to pick the sample. The researcher discovers that the mean of the class with traditional evaluation is 60.00 and the mean of the class with portfolio assessment is 70.31 based on the analysis. Using a t-test with a significance level of 0.05, it was discovered that $t_{ratio} > t_{table}$, that is $t_{ratio} = 2.833 > t_{table} = 1.992$, indicating that there is a significant difference between students' learning performance with traditional and portfolio assessments. It can be concluded that portfolio assessment improves student learning performance over traditional assessment.

Keywords: Student's Learning Performance, Traditional Assessment, Portfolio Assessment

INTRODUCTION

Learning a language is crucial to a person's social growth. English holds the key as an international language because it is spoken by more than half of the world's population. English is a language used to communicate between people all over the world in order to achieve trade, social-cultural, scientific, and technological goals. Furthermore, because English proficiency is vital for career advancement, students must learn to understand and apply the language in order to boost their confidence in the face of global competition.

These failures are influenced by many factors. According to Zamroni in Somantri (2003), it happens because of the education system at school just transfer the dead knowledge where the knowledge is separated from the application. Teachers teach materials that will be tested. The goal is that the students get good score in the final test. While Ali in Ant-O2 (2005) argues that the low of the students' quality in teaching and learning English happens because the students are used to memorizing and doing multiple choice assignment. Both of arguments above show that the process of teaching and learning English is not so support the improvement of life skills. Students can get good score in the final test and they can memorize the theory well but they cannot use English in real communication.

Assessment is essentially the methodical collecting of information regarding a student's growth in order to assess his or her ability to learn (Jamaris, 2015: 43). Of course, there are measuring activities in the assessment process, and this necessitates the use of an appropriate evaluation tool, which necessitates the selection of the type of assessment utilized. Assessment is one of important thing that has important role in education. The importance of assessment in education is stated that the proper relationship between teaching and assessment is partnership. By assessment process teacher can discover how far students have achieved the

objectives of a course of study. Teacher also can use the result of assessment to analyze which material that should be explained again and which instruments that should be repaired. Besides, assessment is useful for the students to motivate in teaching learning process.

Based on previous observations, the researcher concludes that the majority of teachers continue to employ traditional assessment methods. The students are given multiple choice exercises, LKS to complete, a textbook dialog to practice, and another activity, all of which render the students as passive subjects. Multiple-choice questions and asking students to respond to questions with brief responses are common forms of traditional assessment. Students are given a variety of tasks in order to react to questions in the final test with accurate answers. The outcome of learning is valued more than the process itself. Only the cognitive part of the student is assessed through quizzes and examinations given by the teacher. This type of evaluation is simply a recall of the student's memorization.

Teachers in traditional assessment procedures pay little attention to students' work and rarely assess it. It causes pupils to lose focus on their mistakes in completing their work, and learning will suffer as a result if students are unaware of the outcome of their work. As a motivation in the learning process, students want to know feedback on their effort in accomplishing the job. Students would be more motivated to learn if they knew the outcome of their work as feedback, according to Dimiyati and Mudjiono (2002:48).

Learning Performance

Slameto (1995:2), psychologically, learning is a changing process as a result of the interaction with the environment to fulfil the needs in life. The changing is not only in increasing knowledge, but also skill, attitudes, the way of thinking, interest, adaptation, and the others. Learning is an

activity done by everyone that can be held anywhere and anytime. From those definitions, apparently, learning is an activity done by human being as an effort to get knowledge (cognitive), to create attitudes (affective), and to raise concept and skills (psychomotor) as a result of the interaction with the environment. In learning process, the dominant activity is the interaction between teacher and the students (Sardiman, 1986:170).

According to Sudjana (in Djamarah, 1995: 45), the same as learning, teaching is a process. There are processes of controlling, organizing, motivating, guiding, facilitating, and giving feedback to the students in process teaching and learning. Teaching process is not only putting premium on product, but also on learning process. So, teacher needs evaluation's instrument that can be used to assess all of students' learning process step by step.

Traditional Assessment

Traditionally, assessment is held at the end of teaching-learning process. Its purpose is to know whether the students have understood the subject that is learned or not. Certain grade is used to decide the understanding degree of the students to the subject. If the students get a good grade at the test, it means that they passed. On the contrary, they didn't pass if they get bad grade. This notion is the traditional notion of assessment. According to Solomon (2004), the traditional purpose of assessment is to summarize student knowledge and progress at the conclusion of a unit of study. Traditional assessment includes multiple-choice questions and asking students to respond the questions with short answers.

Traditionally, teachers used to rely on pencil-and-paper evaluation. However, recent researchers like Colley in Abualrob & Al-Saadi (2019) contradict this practice saying that such assessments do not always reveal what students really know. They argue such usual approach of traditional

assessments does not capture the extent to which learners have acquired the required understanding of a topic nor if they have mastered complex skills like critical thinking or problem solving.

From those definitions of assessment, it is evident that the typical goal of the teaching and learning process is for students to be able to reply to questions correctly. The outcome of learning is valued more than the process itself. Only the cognitive part of the student is assessed through quizzes and examinations given by the teacher. This type of assessment is simply a review of the pupils' memorization. This rarely requires pupils to put what they know and can do into practice in real-world settings. It promotes the teaching of less important skills as well as passive learning.

Portfolio Assessment

According to Hanifah & Irambona (2019) Authentic assessment guarantees that all students have the opportunity to demonstrate their abilities, while teachers have the information they need to create a balanced and fair assessment for each student. In other words, the authentic assessment can help students meet their overall developmental needs, which can be summarized in the portfolio assessment. Portfolio evaluation demonstrates that students have grasped the learning objectives and have broadened their learning horizons.

According to Yasin (2012), in the beginning, portfolio is only collection of task, learning experience, exhibition, and assessment of own work result in art areas. From the collection, teacher assesses painting skill of the students. So that assessment result is not only from final test. Final test sometime is not shows the student's ability because the students' work at the final test can be influenced by the situation and condition at the time, for example the students is in pain or less concentration, so they can't make good work.

In this way a portfolio is a living, growing collection of a student's work. Each addition is carefully selected by the student for a specific reason which he will explain. The overall purpose of the portfolio is to enable the student to demonstrate to others learning and progress. The greatest value of portfolio is that, in building them, students become active participants in the learning process and its assessment

According to Sahronih, Hanim, Rachmadtullah, & Agustiningasih (2019), the whole portfolio evaluation stages are as follows: include students actively, determine the samples of work needed, collect student work, prepare rubrics and timetables, and involve students' parents. Some of the procedures in The name of the type of student collaboration cannot be isolated from the method, because the creation of a scientific work or product necessitates some type of collaboration or research groups. This is consistent with the nature of learning science, which cannot be divorced from the environment. The surrounding environment necessitates some form of cooperation, and this type of cooperation is actually required. It's a great tool to utilize in science classes (Kartikaningtyas, Yulianti, & Pamelasari, 2014)

Portfolios include materials such as: essays and compositions in draft and final forms; reports, project outlines; poetry and creative prose; artwork, photos, newspaper or magazine clippings; audio and/or video recording of representations or demonstrations; journals, diaries, and other personal reflections; test, test scores, and written homework exercises; notes on lectures; and self and peer-assessments (comments, evaluation, and checklists). It can be summarized that portfolio is the collection of student work and documentation about the students learning progress (i.e., the students' task, test, performance, and activity) regularly and continuously. Portfolio can be in form of the students' work, the students' answer to

the teacher's questions, anecdotal record of the students, report of the students' activity, and the students' composition or journal.

In this research there are three formulation of the problems that must be answered there are How is the student's learning performance with traditional assessment in English class, How is the student's learning performance with portfolio assessment in English class, How is the difference between the student's learning performance with traditional assessment and portfolio assessment in English class. To answer the formulation of the research the researcher use significance of the difference between two means formula, if the degrees of freedom is $n_1 + n_2 - 2$ at the level of significance (α) 0.05. It will be said that there is a significant difference between the two classes if $t_{ratio} > t_{table}$.

The result of this research might be significant for education field, in the form of giving information to the teachers and the students about how portfolio is implemented at school especially at SMPN. 35 Makassar. Furthermore, it might be able to help the teachers and the students understand benefits and weakness of using portfolio assessment. It also can be a reference for further research, especially a research about portfolio assessment.

RESEARCH METHOD

This research is conducted in Ex Post Facto design. According to Furchan (1982:50), ex post facto is a systematic empiric research where the researcher can't set up the independent variable directly because it happened, or because of the independent variable can't be manipulated.

Researcher does an observation without any manipulation; just choose the class that still uses traditional assessment and the class that uses portfolio assessment. The observation progresses at SMPN.35 Makassar.

Table Ex Post Facto Design

Group	Independent Variable	Dependent Variable
1 st	(X)	Y ₁
2 nd	-	Y ₂

Gay (1987:102) gives clearer definition of population that is the group of interest to the researcher, the group to which she or he would like the results of the study to be generalizable. Population at this research is the 1st class of students of SMPN.35 Makassar. Sample is a number of individuals for a study in such a way that the individuals represent the larger group from which they were selected (Arikunto, 2002:109). In this research, the sample is selecting by using clustered random sampling.

The steps to select the sample are arranged as bellow:

(1) Choose the class which use portfolio assessment as the first group.

Class 1A is the only one class that uses portfolio assessment. Researcher decides Class 1A as the first group.

(2) Choose other classes, which still use traditional assessment. To step up the credibility of ex post facto design should be used criteria to choose the sample (in Furchan, 1982:393) as the following:

- Have the same English teacher with the first group;
- Given the same material with the first group;
- Given the same process of learning except the process of assessment;
- Find that the classes are normally distributed, have homogeny variances, and have the same class average of English ability.

(To get this data, researcher asked the document of first English daily test score to the teacher then found mean and standard deviation of each class).

(2) The last step is choosing one class that uses traditional assessment by using roll of papers randomly

In this research, researcher would conduct the data analysis through the following steps:

- Doing tabulation to the first English daily test (formative test) score at first semester in 2019/2020 academic years.
- Classifying the sample based on the result of the tabulation.
- Analyzing the final test score. Goal of data analyze is to find whether there is a difference of the students' learning achievement between the two class, by using t-test, there are some conditions must be shared by the data before doing t-test: (1) they must be interval data; (2) they have normal distribution; and (3) they have the same variance.
- Interpreting the data that have been analyzed.

FINDING(S) AND DISCUSSION

Class	L ₀	L _{table}
1 A	0.1145	0.1367
1 B	0.1156	0.1321
1 C	0.1013	0.1401

Table 1.1 L₀ and L_{table} Values of First English Formative Test Score of 1st Classes at First Semester at SMPN 35Makassar

L₀ value is compared with L_{table} value, it shows that all of classes have L₀ < L_{table}, it means that the population are normally distributed.

- Those classes are homogeny. From the calculation (Appendix 5), is gotten $\chi_{ratio}^2 = 0.4969$ while $\chi_{table}^2 = 2.92$ for significance (α) at the 0.05 level. So, $\chi_{ratio}^2 < \chi_{table}^2$ which means that all of the population have the homogeny variance at 95% belief level.
- Those classes have the same ability for English subject. From the calculation (Appendix 6) is gotten $F_{ratio} = 0.000002627$, $F_{table} = 3.0708$ with $\alpha = 0.05$. So, $F_{ratio} < F_{table}$, it means that the English ability of the populations is not difference.

	Class 1A	Class 1B
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	With Portfolio Assessment	With Traditional Assessment
N	42	45
Σx	2953	2700
Σx^2	220109	173970
\bar{X}	70.3095	60
s	17.4503	16.4938
s^2	304.5117	272.0455

Table 1.2 Average and Standard Deviation of Final Test Score of The Class

The differences of student's learning achievement between the class with portfolio assessment and the class with traditional assessment are caused by the difference of assessment process at those classes. At class with traditional assessment, teacher and students do not make documentation of student's score and do not record the student's work. While, at class with portfolio assessment, teacher and students always make documentation of student's score and record the student's work, so both teacher and students know the student's learning progress time to time.

Portfolio is usable for teacher, students, and parent. Teacher can use portfolio to analyze which material that should be explained again and which instruments that should be repaired. Teacher can send portfolio to parents to show the students' learning progress, so parents know how to help the students to learn at home. Besides, portfolio is very important for student itself. Students can see their score time to time. Students can find feedback of their effort in learning. Dimiyati and Mudjiono (2002:48) stated that students would be more motivated in learning if the students know the result of their work as a feedback.

Besides, at the class with traditional assessment teacher never asks the students to make revision of their work. Students never do self or peer-assessment so they do not realize what their weakness in learning English is. While at the class with portfolio, teacher asks the students to make revision of their work, so the students are accustomed to make a best work. Because

of the students' work are documented, the students can see their work time to time, so they know what their weakness is, and it will motivates them to study hard and better. Self and peer-assessment in portfolio assessment process also give important role in motivating the students, because this is one of a good way to convince them about what they can do or what they cannot do in learning English. Then, it will be a tool for teacher and parents to help the students in learning English when the students meet a difficulty.

At class with portfolio, students were asked to make creativity and join in some positive activities. It will have certain score. After check-out the students work, teacher ask the students at class with portfolio assessment to make revision of their work and put the revision work on "Majalah Dinding".

Teacher also asks the students at class with portfolio assessment to do self and peer-assessment. The result of self and peer-assessment shows what they can do and what they cannot do in learning English. From this kind of assessment teacher can know what the students' difficulty is.

These findings are in lines with the opinion from Gronlund (in Rusoni, 2001) that portfolio have some advantages.

Based on the explanation above, researcher come to the conclusion that the students at class with portfolio will be prompted to have intrinsic motivation to learn English hard and better because they get enough feedback from the works that are documented in a file, so their learning achievement are better than the students' learning achievement at class with traditional assessment.

Although there are some strength of portfolio assessment have been extolled in a number of sources, but it also has weakness, they are:

- (1) Students need more time in doing the work;

Teacher gives many kinds of task in order the students become more

creative in using English in real life. Besides, students should correct the errors in their work and make revision of the work. It needs more time consuming for the students to do all the work.

- (2) Teacher needs more time in completing portfolio of the students;

In portfolio assessment process, students' work should be given feedback as a motivation for the students. Therefore, teacher needs more time to check over the students' work and give feedback to each work. Teacher also should assess students' attitude in class. What should be done by the teacher is out of proportion to the number of the students in class and the salary of the teacher.

- (3) School' parties need more cost to give portfolio to each student.

To record the student's work needs a kind of folder for each student.

Portfolios can fail if objectives are not clear, if guidelines are not given to students, or if systematic periodic review and feedback are not present.

CONCLUSIONS

In this research, researcher will be find Theoretical benefits, as a process of developing and teaching method for the teacher especially in the field of English teaching, Methodological benefits, as a reference for researchers who are interested in continuing to explore this research problem in the future., Practical benefits, as input for the teachers.

Traditional assessment and portofolio assessment have a difference to use in English teaching but both of them have a benefits. That's way the teacher must be selective to use both of assessment as a method in their class.

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Students' Perceptions of The Use of Zoom Applications on The Final Exam in English Language Education Departments

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Abstract

The change in the implementation system of Mobile Instant Messaging-based academic activities has the most significant impact on students in the learning process, especially during the COVID-19 pandemic. Therefore, the purpose of this study was to determine students' perceptions of the use of the Zoom application in the final examination at the UHO English Education Department. The design of this research is true experiments. True experiments were chosen, because these types of experiments can control external variables that affect the course of the experiment. So that the quality of the implementation of the research design (internal validity) is high. The sample used as many as 44 respondents. The data obtained through the collected questionnaires were then analyzed. The results reveal that virtual classes during the final exam for students in the form of Zoom are considered to have a positive impact on students. There is an increase in student knowledge in using information and communication technology. The Zoom app is very easy to use, and very useful for virtual exams. Overall, students like this application during the final exam.

Keywords: Students' Perception, Zoom Application, Final Exam

INTRODUCTION

The emergence of COVID 19 in Indonesia has had a tremendous impact on the world of education without exception in colleges and universities. As a precaution against the spread of COVID 19 in Kendari, all academic activities; lectures, mentoring, and exams are carried out online by utilizing technology and internet network connections. The process of studying and learning at universities online has been widely applied in various universities even before the COVID pandemic.

During this pandemic, the lecture process and final examination assessment for college and university students underwent very significant changes. All

academic activities that are usually carried out on campus must now be carried out at home. Not only students, lecturers and education staff are forced to carry out all activities from their respective homes. Therefore, the lecture and assessment process are carried out online or based on a network as a precaution against the spread of COVID 19 based on government regulations. The online learning system (on the network) is a learning system and exam without face to face directly between lecturers and students, but is enforced with online procedures that utilize the internet network. Khatimi (2006) defines e-learning as learning that is supported by digital electronic media and tools. According to

Kumar Basak, Wotto, & Bélanger (2018), there are several types of E-Learning, namely online learning, distance learning, mixed learning, and M-Learning.

Online lecture is a form of internet use that can increase the role of students in the learning process (Saifuddin, 2016). Computer-based tests have been widely applied in several universities as a form of the development of the lecture process in the digital era, namely exam assessment activities through computer devices and connected to an internet connection. In general, the implementation of network-based exams is a process that utilizes electronic devices such as computers, laptops, and even smart cellular phones (smartphones).

Sadiman (2009) explains that the media is an intermediary or messenger from the sender to the recipient. While Rohani (1997) explains that in essence teaching and learning activities are a communication process. The communication process must be realized through the delivery and exchange of messages or information by each teacher and student. It is through this communication process that messages or information can be absorbed and internalized by other people. In the communication process, there can be differences in perception so that a means is needed to assist the communication process, which is called the media.

In mobile learning, media in the teaching and learning process can be interpreted as a tool used to convey messages from the message maker to the recipient. This tool is a computer program that is used to present the material. The use of mobile technology in education increases the possibilities for learners to engage with more diverse digital resources, as well as interact with each other across places and times (Koszalka & Ntloedibe-

Kuswani, 2010). The general characteristics of media according to Arsyad (2002: 6-7): (1) Educational media has a physical understanding (hardware) of an object that can be seen, heard or touched with the five senses. (2) Definition of non-physical (software) the message content contained on the hardware is the content to be conveyed. (3) The emphasis of educational media is on visual and audio emphasis. (4) Educational media has the meaning of learning program aids both inside and outside the classroom. (5) Educational media is used in the context of communication and interaction between teachers and students in the learning process. (6) Learning media can be used in large groups.

Learning media is a liaison between teachers and students, thanks to the media students are no longer limited by the boundaries of the classroom. Students can study in various places such as through the internet or their mobile phones. This is in accordance with what was conveyed by Sharon E. Smaldino and James D. Russell (2005:9). Besides, Richards (2015) which states that learning through mobile devices is one of the fastest growing technologies that is widely used by many individuals, companies, and educational institutions.

In other terms, Conole & Warbuton (2005) explain that the assessment process through computer devices is a student performance assessment process that was developed to make it easier for teachers to monitor and assess learning outcomes. The English study program at Halu Oleo University has implemented an online exam system that utilizes the Zoom Cloud Meeting software, which is a video chat application that can be run on all electronic devices, both computers and smart cellular phones.

This application makes it possible for students and lecturers to meet face-to-

face online through video conversations. The Zoom Cloud Meeting application can also bring together many people in one application room, as well as simplify and shorten meeting times. So, with this application, we can be more helpful in communicating even though we are far away, all explanations and messages can be conveyed directly without having to meet physically.

This network-based exam implementation system certainly involves students as implementers. Increasing the role and activity of students in the use of various media and technology for the success of online lectures is strongly influenced by perceptions (Nugroho, 2012). Perception is the process of interpreting the stimulus received by the five senses into an understanding. This perception will then move students to be able to organize and manage themselves in online lecture activities.

Students' perceptions of this system are needed to find out the advantages and disadvantages of implementing the new system in the implementation of online exams. Chaplin (2006) perception has a number of definitions, namely as a process of knowing and recognizing objects and events based on the senses, the process of realizing, sensing or adding meaning from past experiences, and intuitive awareness of direct truths or special beliefs about something (in Hendra. F, 2016). With the lecture system and network-based exams running using the Zoom Cloud Meeting application, this research was conducted to determine the final student's perception of the system.

RESEARCH METHOD

The research method is a method used in research to collect data which is then processed to produce data that can overcome research problems. This

research uses descriptive analysis method, namely the type of research used to observe and describe an event or events based on the data obtained to produce an analysis and research conclusions. The instrument used to obtain data in this research is the application of network-based questionnaires and interviews. Distribution of online questionnaires using google forms. The available questionnaires were distributed to students who took the final exam online to find out their perception of the online exam system that has been implemented by the English study program. Then, interviews were also conducted using WhatsApp social media to all research subjects.

Data analysis in this study used a quantitative descriptive technique that describes the application of learning media. The data obtained through the instrument were analyzed using quantitative descriptive statistics. This analysis is used to describe the characteristics of the data in each variable item. This method is used to make it easier to understand the data in each process. The results of the analysis are used as a reference for revising the application of learning media that will be developed for future research. The data obtained through the collected questionnaires were then analyzed with quantitative statistics. The results of the questionnaire were analyzed using the following criteria:

Table 1. Likert Scale Category

Score	Interpretation
4	Strongly Agree
3	Agree
2	Disagree
1	Strongly Disagree

FINDING(S) AND DISCUSSION

In this study, the research team collaborated with the department. The Department is very helpful in carrying out this research. Every time there are students who have finished their final exams, the department helps researchers to provide a link to the questionnaire using the Zoom application. The total respondents who filled out the questionnaire were 44 people. After distributing the questionnaires, the research team also interviewed students through the WhatsApp application.

The results of the questionnaire are described in 4 stages as follows:

1. Uses

In item no.1. 57% of students strongly agree that the zoom application is easy to learn to operate directly. Besides that, the results of an interview with one of the students, he thought that the zoom application was very good to use during online exams during this pandemic.

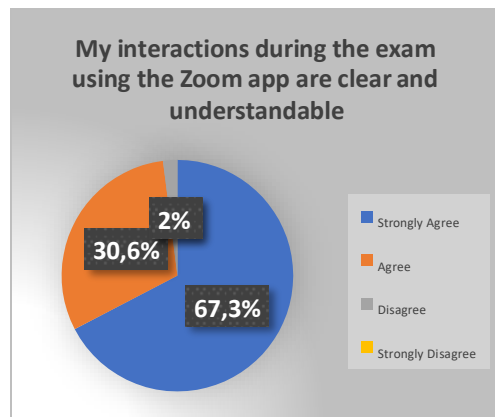


Diagram 1

Item no. 2. 67.3% of students strongly agree that they can interact smoothly with examiners. Students assume they can meet virtually with examiners, listen and answer questions, comments and suggestions. 2.1% of students disagree. Based on the results of the interview with the student, during the exam, the campus network was not good, so he could not hear the voice of

the examiner. Besides that, because the network isn't good, it's going in and out of Zoom several times, and hinders the exam.

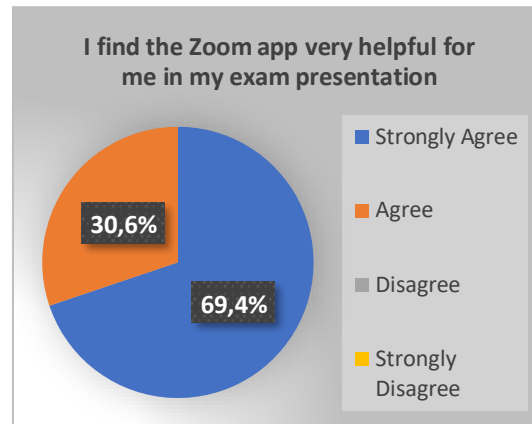


Diagram 2

Item no. 3. 69.4% of students strongly agree that Zoom helps them with exam presentations. This is because previously students were given training on how to use the zoom application for sharescreen. So, even though the exam is online, students can still present power points, media, or other document files such as offline exams.

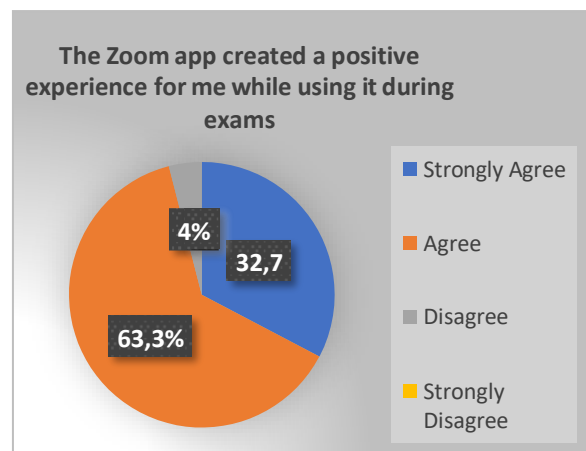


Diagram 3

Item no. 7. 63.3% of students agree that the Zoom app creates a positive exam experience. 4% of students disagree with this. This is because during the exam they experience network problems or the data packet runs out.

2. Information Quality

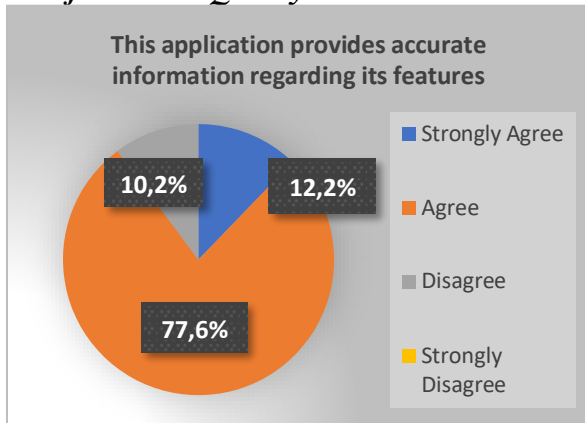


Diagram 4

Item no. 8. 77.6% of students agree that the Zoom application provides accurate information regarding its features. 10.2% of students chose not to agree. This is because the Zoom application sometimes does not clearly provide time limits and the number of participants when using a free Zoom account.

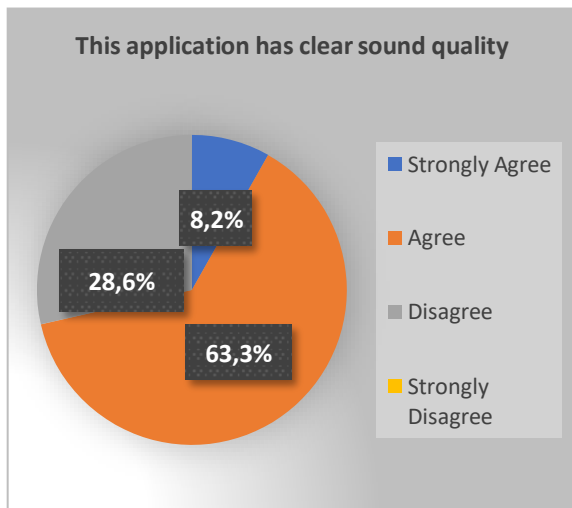


Diagram 5

Item no. 10. 63.3% of students strongly agree that the Zoom application has clear voice quality. 28.6% of students disagree. This is caused due to user network problems, and there is interference with the default laptop, or headset used.

3. Interaction Services

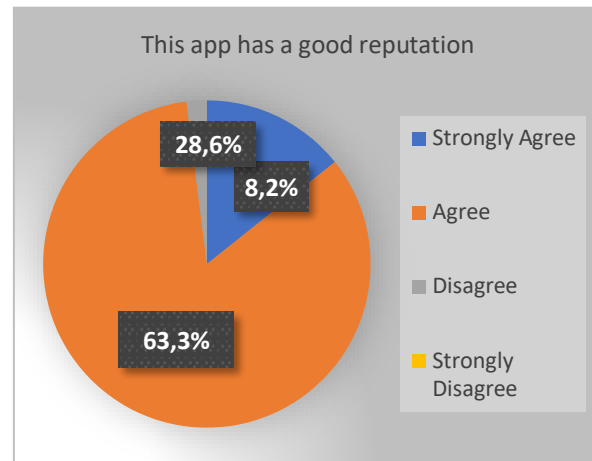


Diagram 6

Item no. 15. 8.2% of students strongly agree and 63.3% of students agree that the Zoom application has a good reputation. Meanwhile, 28.6% of students disagree about the statement. Besides, based on the results of interviews with students, they assume that this application is not only easy to use, the information provided is accurate, and personal data is safe when used. Therefore, overall, the students provide a sense of comfort to interact using the zoom application. For now, Zoom has started to improve its services, especially during video conferencing. So that the user's personal data remains safe. So until now, the zoom application is still the main choice for virtual meetings.

CONCLUSIONS

Student perceptions of the use of the Zoom application in taking the final exam in the English Education department, namely:

1. The Zoom app is very easy to use, and very useful for virtual exams.
2. The information in the Zoom application provided is very detailed and relevant.
3. The Zoom application service is always updated according to complaints from its users.

4. There is an increase in student knowledge in using information and communication technology.
5. Overall, students like this application during the final exam.

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Online Reading Quizzes and Paper-Based Test: Which Is More Preferred?

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Abstract

The aim of this study is to know whether certain type of quizzes, both online and paper-based is associated with gender. This study was quantitative research. This study included 32 students of junior high school 1 Kendari. The study employed a questionnaire and an interview. Questionnaire looked at Paired-Sample Test. The results of the questionnaire indicate that online reading quizzes elicit positive responses. Online reading quizzes are popular with both male and female students. Females and males alike enjoy online reading tests of the type 4. (matching). They think that matching is easier than the others. Besides, they say that online reading quizzes keep them engaged and motivated to read. Students indicate that they appreciate and are engaged in online reading quizzes that incorporate images, audio, and animations.

Keywords: Online Reading Quizzes, Paper-Based Test, Gender

INTRODUCTION

The employment of technology in student testing is really beneficial. However, there are several issues with using technology that environment learning faces. The first issue is a lack of technological knowledge. It is also critical for teachers to have survival understanding of technology. Some teachers lack the ability to successfully use technology in their teaching and learning processes. They must learn fundamental IT skills. As a result, they can make some changes to the course's material or assessment, such as the use of a power point presentation. Furthermore, Alberth (2012) agrees with this viewpoint and emphasizes that in online method of instruction, teachers must have a favorable attitude toward technology, a good teaching style, good facilitation abilities, and basic IT knowledge. Additionally, Arends (2007) contends children's desire to comprehend their surroundings drives them to study and develop hypotheses.

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The second issue is that some schools do not have access to the internet. As a result, the learning environment employs some government-issued books, as well as printing things from the internet and distributing the printed text to pupils. Teeler and Gray (2000) notice that many schools lack the infrastructure to allow classrooms to connect directly to the internet. Teachers, too, have limited access due to the price involved or the logistics of scheduling.

To address the issues, the researcher suggests that teachers adopt a favourable attitude toward technology so that students are not blind to its benefits. There is little doubt that the use of technology, particularly the internet, will change the way English is taught and learned. According to Chappelle (2003), instructors must be skilled in using computer technology to create and implement materials for teaching and assessing English, as well as engaging in innovative teaching and assessment through the use of technology.

English, and engaging in innovative teaching and assessments through the use of technology. Besides, the use of technology grows as a way to speed up the teaching process and improve learning outcomes (Troussas, Krouska, & Sgouropoulou, 2020). Furthermore, teachers should design activities with the goal of encouraging students. Coffman (2009) also believes that teachers should create activities to help motivate their students, and that the activities should be relevant and beneficial.

Fortunately, researcher finds with the help of the internet, students are involved in a lot of reading activities known as online reading. With this model, we need to know how the effectiveness of learning outcomes and the student experience. Dayson and Haselgrove in Al-Othman (2003) affirm as well people are becoming more and more likely to read online while taking tests. Not only does that hold true in cases of test taking, but also reading online is becoming more common in our daily life as the amount of reading material available online is rapidly increasing (Francescucci, Kellershohn, & Pyle, 2020).

The use of internet in reading comprehension test has been conducted by previous researchers such as Tseng (2010) finds that students disliked reading from computer screens. The factors that affected students when reading hypertext were font size and background color of web pages. Pearson et al (2005) also demonstrates that technology can have a positive effect on reading comprehension. Cole & Hilliard (2006) indicate that basic reading skills proved significantly higher for students who received Web-based rather than traditional instruction.

Nowdays, testing is divided into paper based and computer-based quizzes (Abass, Olajide, & Samuel, 2017). Paper-based test is more traditional test of students working out their solutions on paper and after a delay a few days, receiving the papers back with written comment (Bonham, 2003). Computer based quiz can be done by online and offline. Online

reading appears as one of reading activity. Online reading is reading electronic texts which are presented in hypertext. Online reading is more unique than paper-based, the scores will be given automatically after doing the test (Alruwais, Wills, & Wald, 2018). There are some types of online reading quizzes, such as multiple choice, sentence generation exercises, matching and mixed quiz.

As a result of all the introduction of paper and computer-based quizzes, the researcher conducts this study at SMP Negeri 1 Kendari. It is one of the popular junior high schools in South East Sulawesi. The reason of choosing this school because SMP Negeri 1 Kendari is the first junior high school that will conduct online test for national examination, this school has computer laboratory, internet access, and the important thing that most of them know using the technology of computer. Therefore, the aim of this study is to know whether certain type of quizzes, both online and paper-based is associated with gender.

RESEARCH METHOD

The design of this study was a quantitative design. Thirty-two students were in the study. Language skills were at the level of junior high school. Purposive sampling was used by the researcher when he or she took the sample for this study. The instruments used in the study were a questionnaire and an interview. Paired-Sample Test was used to look at the questionnaire.

FINDING AND DISCUSSION

Below table showed the result of student's preference between online reading quizzes to paper-based test associated with gender.

Table 1. Students Preference

No	Items	GENDER	N	Mean
Q1	Paper-based test is more difficult to read than online reading quizzes.	MALE	15	3.2000
		FEMALE	17	3.2353

Q2	The online reading quizzes are more difficult to read than paper-based test.	MALE	15	2.5333
		FEMALE	17	2.1176
Q13	If I have the choice, I would prefer to read articles printed on paper.	MALE	15	3.5333
		FEMALE	17	3.0588
Q14	If I have the choice, I would prefer to read articles on computer screens.	MALE	15	3.2667
		FEMALE	17	4.0000
Q19	I like to read articles on computer screens.	MALE	15	3.6000
		FEMALE	17	4.1176
Q20	I like to read articles on paper.	MALE	15	3.2667
		FEMALE	17	3.2353

Based on the table, mean score in Q1 male (3.2000) > Q2 male (2.5333), Q1 female (3.2353) > Q2 female (2.1176). For Q1 is paper-based test is more difficult to read than online reading quizzes, and Q2 is the online reading quizzes are more difficult to read than paper-based test. It concludes that males and females think that paper-based test is more difficult to read than online reading quizzes.

Mean score in Q13 male (3.5333) > Q14 male (3.2667), Q13 female (3.0588) < Q14 female (4.000). For Q13 is if the students have the choice, they would prefer to read article on computer screens, and Q14 is the students have the choice, they would prefer to read article on paper. It concludes that male would prefer to read articles on computer screens. Meanwhile, female would prefer to read articles on paper.

Further, mean score male in Q19 (3.6000) > Q20 (3.2667), Q19 female (4.1176) > Q20 (3.2353). For Q19 is if the students like to read articles on computer screens. Q20 is if the students like to read articles on paper. It concludes that male and female like online reading quizzes better than paper-based test.

Table 2. Types of Online Reading Quizzes Most Preferred Associated with Gender

	GENDER	N	Mean
Q21	MALE	15	3.9333
	FEMALE	17	4.0588
Q22	MALE	15	3.8000
	FEMALE	17	3.8235
Q23	MALE	15	3.6667
	FEMALE	17	3.4706
Q24	MALE	15	4.2000
	FEMALE	17	4.2353
Q25	MALE	15	3.8000
	FEMALE	17	3.4118

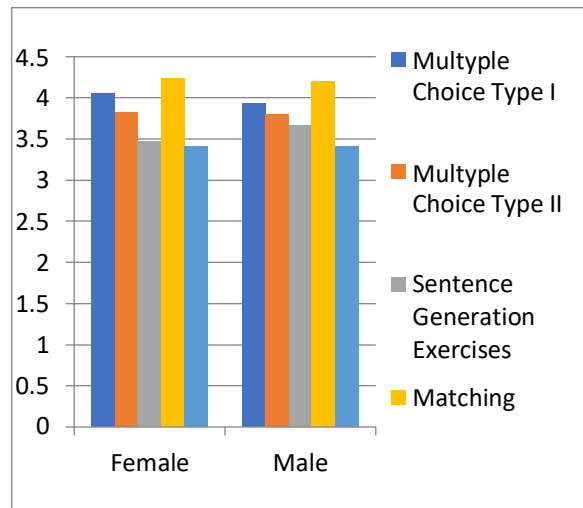
From table above, it can be seen that for female the highest mean score is in Q24 (4.2353) which is whether the students like online reading quizzes type 4 (matching) better than paper-based test. The second highest mean score is in Q1 (4.0588) which is whether the students like online reading quizzes type 1 (multiple choice type 1) better than paper-based test. According to Ch & Saha (2020) the most common type of question for various levels of evaluation is a multiple choice question. The third highest is in Q2 (3.8235) which is whether the students like online reading quizzes type 2 (multiple choice type 2).

Moreover, for male the highest mean score is in Q24 (4.2000) which is whether the students like online reading quizzes type 4 (matching) better than paper-based test. The second highest mean score is in Q1 (3.9333) which is whether the students like online reading quizzes type 1 (multiple choice type 1) better than paper-based test. The third highest is in Q2 (3.8000) which is whether the students

like online reading quizzes type 2 (multiple choice type 2).

The graph below shows that both female and male students of VIII 1 grade of SMPN 1 Kendari like online reading quizzes type 4 (matching). They point out when doing matching quiz is like playing a game. It is in line with Wang & Tahir (2020) who said Game-based learning is another innovation in learning technology. Moreover, matching is easier than the others. They just move the icon answers by the cursor to the icon questions. The end of the quiz they can know their scores.

Graph 1. Types of Online Reading Quizzes Most Preferred Associated



Based on the previous study, the recent study has different of findings that are supported by questionnaires and interview of the students. After comparing the viability of online and paper-based reading quizzes, the researcher finds that the students are like online reading quizzes better than paper-based test. They argue online reading quizzes are interesting and motivating them to read. It probably because of now they always access internet for searching their tasks, and opening social media. Moreover, there are animation, pictures and sounds. Hence, they like every online activity. This findings are similar to trends found by Desouza (2003) in a study comparison of in-class and online quizzes on student exam performance. The findings show it is interesting that changing just one form of

assessment (online quizzes as opposed to traditional, paper-and-pencil quizzes) has a positive and statistically significant impact on learning (Pape-Lindstrom, Eddy, & Freeman, 2018). Further, they can know their score automatically after doing the quizzes (Čandrić, Katić, & Dlab, 2014).

CONCLUSION

The result of questionnaire shows positive responses of online reading quizzes. Both female and male students like online reading quizzes. Students think when doing online reading quizzes, they find new several experiences. It is the first time for them to do online reading quiz. The positive responses are first, they must log in the internet to answer some quizzes on computer screens. They use scroll bar, cursors and hyperlinks which help them in doing the quizzes. Second, they find full color of some pictures and sounds. The last, after doing the quizzes, they get their scores immediately. They know whether their answer is right or wrong. Both female and male like online reading quizzes type 4 (matching). Students respond that they enjoy and feel interested to do online reading quizzes which are involves pictures, sounds, and animations highlights important points from the whole paper and recommendation.

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ENACTING DIGITAL INTERACTIVE MULTIMODAL ENGLISH BOOKS FOR ALPHA GENERATION TO REINFORCE DIGITAL LITERACY

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Abstract

As teachers should assist students achieve higher levels, the quality of Teacher Professional Development (TPD) has become an increasingly important educational concern. Teachers are expected to perform according to new standards and educational institutions are calling on teachers to reform. Furthermore, a teacher's performance is determined by how teachers teach subject matter content in specific contexts employing specific instructional methods and technology (TPACK). Consequently, the implications of how technology is used become quite significant. The genesis of this conceptual based research is a need for providing kindergarten and primary school teachers, as well as parents of Alpha generation students to be able to create an engaging digital multimodal book i.e. book creator with English learning activities. As the children are digital natives, they prefer digital book to the conventional ones. The numerous media integrated in the digital interactive multimodal book can activate all five senses while reading it, making learning more meaningful. This paper gives a conceptual based research on the subject since currently there is lack of studies on the use of digital books for young learners in Indonesian settings.

Keywords: **multimodal digital interactive English book, Alpha generation**

INTRODUCTION

The concept of the Industrial Revolution 4.0 allows us to use modern science-based (AI, Robot, Iot) for human needs with the aim that humans can live more comfortably. Unlike the previous concepts, this one uses modern technology but still relies on humans as its main component. In Society 5.0, the main component is humans who are able to create new value through technological developments that can facilitate human life. Facing the era of Society 5.0, it requires 6 basic literacy skills such as data literacy, namely the ability to

read, analyze, and use information (big data) in the digital world. Then technological literacy, understanding how machines work, technology applications (coding, artificial intelligence, machine learning, engineering principles, biotech). Finally, human literacy, namely humanities, communication, and design.

In line with this, the awareness of the importance of mastering English led to efforts to learn and master the language as early as possible. In the learning process, appropriate and effective approaches and

strategies are needed. Success of learning English in early childhood is strongly influenced by the ability of teachers to present an interesting and fun teaching and learning process for children.

Listening, speaking, reading, and writing are all skills that should be addressed when learning a language. Children can learn to talk by copying, watching models, both peers and older people, and practicing with adult supervision. In general, speech growth is a never-ending process, and the quality is improving all the time.

A preliminary study in some kindergartens & primary schools in Cimahi, West Java, Indonesia showed that teachers were still less proficient in teaching English to children so that the teaching-learning process still did not facilitate the multiple intelligences of students. The teachers agreed that it was necessary for them to be equipped with English teaching books for children to be more competent and creative in managing teaching-learning process (Cahyati et al., 2019) (Cahyati & Rizqiya, 2021). Related to the phenomena above, teachers need to find creative ways to manage learning for young learners. One of them is to increase interest and motivation in reading through classroom learning books that are connected to the outside world (Khotijah, 2016) Here, the teacher's role is very important in developing and maintaining students' positive attitudes towards learning through attractively designed books.

In the current era of Society 5.0, more and more developed countries are changing the format of conventional books into contemporary books as learning media in various schools, from kindergarten to university. Books are no longer in written and picture formats, but have evolved into books with interactive digital multimodal formats. The essential components of

printed books, such as text, picture, or graph, are included in a digital book. These components encompass music, animation, video, and hyperlinks, allowing digital books to convey more information than printed books.

The goal is to increase student literacy. The term literacy has undergone an expansion of meaning, which was originally only related to learning to read or write traditionally, to the ability of students to learn, understand, and interact with technology.

When technology intervenes in the field of literacy, what needs to be considered is how the application of technology plays an important role in improving abilities and has a positive impact on student learning. One technology application that has been widely used in developed countries is the use of digital interactive multimodal books ((De Jong & Bus, 2002) (Brown, 2016).

As there is lack of studies on the use of digital books for young learners in Indonesian settings, this study provides a conceptually based research on the issue.

Scope

This study focused on how digital interactive books may contribute in the establishment of teaching-learning English to children of Alpha generation and reinforcing their digital literacy. Yet, this is a Conceptual based research, it is envisioned that this initiative will be developed in the future.

In line with this, the scope of this research is as follows: The research subjects were English teachers in kindergarten and primary school, parents, and students. While the aspects of this digital interactive multimodal English book integrate spoken or written words and other modes, such as visual/image, movement, sound/audio (oral & music), videos, poetry, and websites.

The Significance of the Research

The importance of this research are: giving contribution to contemporary English learning media in kindergarten and primary school, equipping teachers and parents to be able to assist children more effectively and more variedly according to the development of the Alpha generation, and presenting recommendations in the implementation of English language learning.

Eventually, the research can inspire hesitant readers, reinforcing learning for children with specific educational needs, and reaching parents with poor literacy and little print resources but have smartphones or tablets.

DISCUSSION

Constructivism Theory

As we all understand, technology evolves with the times, and even children are becoming more comfortable with it and using it for learning. There are two types of learning in this case: learning from technology and learning with technology. Learning from technology implies that technology is used as a tool to transmit knowledge (knowledge transfer), but learning with technology implies that technology is used as a tool to build knowledge, allowing students to actively participate in using technology (Niederhauser, 2013); (Suhendi & et. al, 2018).

If we explore the theory of digital books in depth, either through its meaning or purpose, then in the end we will arrive at a constructivist learning theory from an American philosopher, Dewey, and a Swiss educator, Piaget, which explains that children can actively build new knowledge independently, whether based on their previous knowledge or experience. The basis of constructivism theory is that children are the ones who have to do exploration and discovery in a lesson. This

theory also asserts that learning must be authentic and in accordance with real-life experience (Cahyati & Rizqiya, 2021); (Suhendi & ., 2018); (Gogus, 2012).

Constructivism theory attempts to provide children power, autonomy, problem-solving skills, and the ability to use real texts. Student-centered learning is more relevant than teacher-centered learning in this current period, because the flow of knowledge through the internet is widely accessible. As a result, when teaching young learners, teachers should bear in mind that instructional materials should be based on situations that students are familiar with.

Alpha Generation in Society 5.0

Children as the Alfa generation are considered as Digital Native. They exposed to digital technology since very young age. Therefore, they tend to have the potential to outperform previous generations in terms of intelligence. Because of the numerous media integrated in the digital interactive multimodal book, students can activate all five senses while reading it, making learning more meaningful.

Society 5.0 is a concept of a human-centered and technology-based society in Indonesia that signifies "freedom to learn." Children were the emphasis of education in the twentieth century, with information coming from books and a concentration on local and national locations. Every child is a member of a learning community in the twenty-first century, and learning is received from a variety of sources, including books, the internet, and other platforms.

In the era of Society 5.0, teachers are learning material providers, and educators are the inspiration for the growth of student creativity. Educators act as facilitators, tutors, inspirations and true learners who motivate students to "Learn Independently" so that they are able to answer the challenges of the world in the 4.0 industrial

revolution era and 5.0 Society (Khairani, 2016).

TPD & TPACK

As teachers face increased scrutiny and pressure to assist students achieve higher levels, the quality of Teacher Professional Development (TPD) has become an increasingly important educational concern. Teachers are expected to perform according to new and changing standards, and educational institutions are calling on teachers to reform practices through teacher-learning activities ranging from workshops to seminars to classroom modeling, while debates and tensions over the scope, form, and focus of TPD continue (Margolis et al., 2017). As technology and the knowledge that comes with it become more commonly accessible, its integration into the curriculum and pedagogical application become increasingly essential to educators.

Since the main objective of any education reform should be to enhance student achievement, any reformative method should first realize the importance of teachers in encouraging academic achievement. Teachers also play a pivotal part in education since they are lifelong learners. English teachers are increasingly in need of Professional Development (PD) in order to take on significant challenges in the teaching and improve student performance. Some EFL teachers, however, may still not engage in their professional development for a number of reasons, such as a lack of time, energy, a reluctance to develop professionally, or even a lack of awareness on how and where to begin. Consequently, the implications of how technology is used in EFL teacher professional development activities become quite significant.

The lack of theoretical basis in educational technology research has frequently been a point of problems. Mishra

and Koehler (Koehler & Mishra, 2006) developed a theory called Technological Pedagogical Content Knowledge (TPACK) to explore how teachers may integrate technology into teaching. It explains how teachers teach subject matter content in specific contexts employing specific instructional methods and technology. The three areas of core knowledge, technical knowledge (TK), pedagogical knowledge (PK), and content knowledge (CK), are developed as part of TPACK (Aisyah et al., 2021); (Nazari et al., 2019).

Digital Interactive Multimodal Books as Contemporary Learning Media

Digital books are books in digital format that can be accessed via smart cellular phones or computers where students, when reading a text, can also activate other features such as animation and sound effects accompanied by music. This book can also be used as a medium of learning, including learning English, for both adults and children.

Today's electronic books for kids include a variety of multimedia and sensory elements, such as animated images, sound effects, and digital voice narration with text explanations. These are all online books that have been chosen to encourage students to enjoy the process of reading independently in order to enhance their reading habits (Juhriyansyah et al., 2015); (Kucirkova, 2019); (Ezeh, 2020).

By clicking on the arrow that repeats the text, students can use a function key to read or re-listen to the topic being discussed. Sound and animations in digital books can be turned on and off independently. Through highlighting the written material, the children concentrate on the relationship between text, vocal reading, and understanding the content.

The concept of digital books was introduced by Kress in 2001 with the term

multimodality, namely various sources used in communication and useful in learning. Digital interactive multimodal books are books that integrate spoken or written words and other modes, such as visual/image, movement, sound/audio (oral & music), and videos, poetry, websites, so that they are more meaningful. This book can also be used as a contemporary communication tool. The benefits of books with multimodal concepts for students are natural, authentic according to experience, active collaboration/interaction, constructive or something new, and meaningful, so that learning becomes more meaningful.

There are 3 things that should be considered when creating an interactive digital multimodal book: ideational, interpersonal, and textual meanings. Ideational/experiential meaning (field) means considering the process, engagement with the reader; and paying attention to the stages (content), Interpersonal meaning is considering the relationship between the writer and reader, then textual meaning is considering the choice of words, the way the content is organized and how the message is conveyed (Mills, 2011); (Mashfufah et al., 2019).

Children are very interested and enthusiastic when they learn via the Internet, in this case interactive digital books contain a variety of interesting materials, because apart from text, they can independently operate other features, such as sound effects, animations, and even music that are intertwined with the text being read (Djonov et al., 2021). Here, the role of the teacher or parent is to help them learn through the digital book, especially if they have difficulty operating a feature.

Digital Interactive multimodal books as contemporary learning media are electronic presentations of learning books with specific topics and activities that are useful for language learning such as

improving linguistic skills, involving students' social interactions, and increasing student motivation (Hwang et al., 2015). This book has also been recognized as a constructivist learning strategy that can be useful in supporting project-based, technology-integrated, and student-centered learning experiences (Barrett, 2006), (Liyana & Kurniawan, 2019); (Bakó, 2016).

For students in this age category of children, it is better if the communication and information technology used is able to support learning, in this case English learning activities through interactive digital books. It is also hoped that later this digital book can be used by teachers or parents in helping to teach English to students/children, and be able to encourage exploration of unknown topics, motivate reading, and develop appropriate learning for Alpha generation children.

CONCLUSIONS

This conceptual based research concluded that:

1. Currently there is lack of studies on the use of digital books for young learners in Indonesian settings. Yet, they contribute to contemporary English learning media in kindergarten and primary school to reinforce digital literacy.
2. The usefulness of a digital book for learning purposes is determined by several factors, including curriculum development appropriateness, students' prior understanding of technology, and the involvement of adults as mediators in a learning experience.
3. The numerous media integrated in the digital interactive multimodal book can activate all five senses while reading it, making learning more meaningful and it encouraged teachers or parents to be able to teach or assist children more effectively according to the development of the Alpha generation.

Recommendation

In regard to TPD, TPACK, and the needs of enhancing children as digital natives, it is wise for teachers to develop the English teaching media into digital interactive multimodal books. Therefore, it can motivate hesitant readers, reinforce learning for children with special educational needs, and reach parents with poor literacy as well as little print books but have smartphones or tablets.

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ANALISIS PENINGKATAN PROGRAM PENJAMINAN MUTU DI SEKOLAH ISLAM TERPADU DALAM MENGHADAPI *DIGITAL TEACHING AND LEARNING*

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Abstract

Tujuan penelitian ini untuk menganalisis keterkaitan program penjaminan mutu di Sekolah Islam Terpadu yang telah dilaksanakan secara periodik dengan kesiapan sekolah untuk menjalankan kegiatan *digital teaching and learning*. Penelitian ini menggunakan metodologi kualitatif deskriptif dengan metode studi dokumentasi dan kajian literatur, sedangkan subjek penelitian adalah SMP IT Ummul Quro Bogor. Pengumpulan data melalui dokumentasi laporan hasil akreditasi sekolah. Analisis data menggunakan triangulasi dan pemeriksaan standar kualitas dengan *member-checking*. Hasil menunjukkan bahwa komponen standar penilaian penjaminan mutu yang digunakan secara tidak langsung sudah menerapkan pembelajaran berbasis digital namun saat sebelum pandemi masih terbatas. Beberapa komponen standar yang dapat mempengaruhi *digital teaching and learning*, yaitu: komponen yang sangat berpengaruh: standar proses, standar pengelolaan, standar tendik, Standar sarana dan prasarana, dan standar pembinaan siswa dalam lisensi. Secara implikasi komponen komponen tersebut secara substansial sudah merepresentasikan peserta didik, lembaga sekolah, dan pendidik untuk dapat memberikan langkah-langkah inovatif dalam merancang strategi pembelajaran yang mengarahkan pada literasi digital.

Kata Kunci: Program Penjaminan Mutu; Sekolah Islam Terpadu; *Digital Teaching and Learning*

PENDAHULUAN

Setiap kegiatan pengelolaan dan pengambilan keputusan dalam lingkungan sekolah, di mana program penjaminan mutu memainkan peran penting karena dapat memberikan informasi tentang efektivitas kinerja di sekolah kepada masyarakat (Allais, 2014). Karena itu, program penjaminan mutu yang memadai adalah persyaratan untuk proses evaluasi dan *benchmarking* (Kazeem & Hashim, 2014). Meski banyak penelitian tentang program penjaminan mutu namun masih sedikit upaya penelitian yang difokuskan pada aspek-aspek di Sekolah Islam Terpadu khususnya di Indonesia (Wilian et al., 2020). Dengan demikian, menyelidiki faktor atau komponen yang dapat berkontribusi untuk peningkatan mutu pendidikan sekolah Islam Terpadu, dengan memperhatikan dan memperhitungkan

tantangan yang dihadapi dunia Pendidikan Islam saat ini (Wilian et al., 2020).

Penjaminan mutu, menurut Shewhart (2000), adalah proses memverifikasi atau menentukan apakah produk atau layanan memenuhi atau melampaui harapan pelanggan. Ini adalah salah satu pendekatan yang didorong oleh proses dengan spesifik langkah-langkah untuk membantu menentukan dan mencapai tujuan (Gurova, 2018). Proses ini mempertimbangkan desain, pengembangan, produksi, dan layanan (Kis, 2005). Merupakan sarana operasional melalui lembaga yang memberikan kontrol kualitas untuk memenuhi persyaratan kualitas dan untuk mendapatkan kepercayaan, baik dalam organisasi dan secara eksternal kepada pelanggan dan otoritas (Jones et al., 2006). Secara teoritis, penjaminan mutu berkonotasi seni mempromosikan proses yang mengarah pada melakukan pekerjaan yang

berkualitas (Song & Xu, 2019). Namun pada kenyataannya, ada kolaborasi antara kualitas proses dan kualitas produk (Akhter, 2008).

Pembelajaran abad 21 merupakan salah satu tantangan yang harus dikuasai oleh lembaga pendidikan termasuk Sekolah Islam Terpadu (Ijah et al., 2021). Saat ini, pengajaran dan pembelajaran banyak bergantung pada penggunaan teknologi (Pareto & Willermark, 2019). Siswa, guru, dan lingkungan sekolah diharapkan dapat menerapkan literasi digital dalam setiap pengajaran dan pembelajaran (Zhao et al., 2018). Kondisi baru ini dapat berpengaruh terhadap mutu pendidik dan peserta didik (Yustika & Iswati, 2020). Pembelajaran berbasis digital dengan penggunaan teknologi baik secara eksplisit maupun implisit telah menjadi bagian dari elemen penilaian pada beberapa komponen standar penjaminan mutu. Namun hal ini belum dilaksanakan secara maksimal karena keterbatasan sarana dan prasarana serta jangkauan akses (Fitri, 2016). Kondisi pandemi Covid-19 saat ini menjadikan pemanfaatan teknologi pada pembelajaran berbasis digital menjadi sangat cepat dan meluas dalam penerapannya. (Andiek Widodo et al., 2020).

Evaluasi kendala dan tantangan untuk program penjaminan mutu dalam literatur yang relevan yang masih ada dilakukan dalam rangka untuk mengetahui rumusan kerangka kerja baru pada dimensi program penjaminan mutu di sekolah Islam Terpadu (Almadani et al., 2011). Selain itu, tujuan dari penelitian ini dibatasi hanya untuk menganalisis keterkaitan program penjaminan mutu di Sekolah Islam Terpadu yang telah dilaksanakan secara periodik dengan kesiapan sekolah untuk menjalankan kegiatan *digital teaching and learning*.

METODE PENELITIAN

Penelitian ini menggunakan pendekatan kualitatif deskriptif, metode penelitian dengan kajian literatur dan studi dokumentasi.

Analisis data menggunakan pendekatan Miles dan Huberman dengan mengutamakan Triangulasi data dan pemeriksaan kelayakan data dengan *member-checking*. Subjek penelitian difokuskan pada SMP Islam Terpadu Ummul Quro Bogor. Pemilihan sekolah tersebut berdasarkan studi dokumen atas capaian nilai akreditasi sekolah dan capaian hasil lisensi sekolah yang diselenggarakan oleh Badan Standar Nasional Pendidikan (BSNP) dan Badan Lisensi Sekolah Islam Terpadu (BLSIT).

HASIL DAN PEMBAHASAN

Informasi penting berkaitan dengan penelitian ini ditemukan. Penelitian ini mencoba mengeksplorasi kembali perolehan hasil program penjaminan mutu yang pernah dilaksanakan di tingkat SMP Islam Terpadu wilayah Bogor. Ada beberapa kegiatan yang telah dilaksanakan, yaitu:

Akreditasi Sekolah Islam Terpadu

Pertama kegiatan ini telah dilaksanakan pada tanggal 30 April tahun 2005. Kegiatan ini tidak terlepas dari dukungan dan kinerja antara Pendidik, Kepala Sekolah, Siswa, dan kontribusi masyarakat sekitar. Berbagai tinjauan kegiatan dicermati berdasarkan komponen standar-standar penjaminan mutu Sekolah Islam Terpadu. Sehingga hasil akhirnya di mana BNSP menetapkan bahwa SMP IT Ummul Quro memperoleh akreditasi dengan peringkat sangat baik (A). Hasil ini ditetapkan dan berlaku untuk jangka waktu empat tahun terhitung sejak tanggal ditetapkan.

Akreditasi yang kedua dilaksanakan pada tanggal 15 Oktober 2014. Proses pelaksanaan tetap memperhatikan komponen standar penjaminan mutu yang disajikan pada Tabel 1 berikut ini.

Tabel 1. Standar Akreditasi 2014

No.	Komponen	Nilai
1	Standar Isi	97
2	Standar Proses	98
3	Standar Kompetensi Lulusan	96
4	Standar Pendidik dan Tenaga Kependidikan	88
5	Standar Sarana dan Prasarana	96
6	Standar Pengelolaan	100
7	Standar Pembiayaan	95
8	Standar Penilaian Pendidikan	93

Tabel 2. Klasifikasi Peringkat Akreditasi

Klasifikasi	Peringkat
86 < Nilai < 100	A (Amat Baik)
71 < Nilai < 85	B (Baik)
56 < Nilai < 70	C (Cukup)

Komponen standar akreditasi 2014 pada Tabel 1 terdiri dari delapan komponen, yaitu: Standar isi, proses, kompetensi lulusan, pendidik dan tenaga kependidikan, sarana dan prasarana, pengelolaan, pembiayaan, dan penilaian pendidikan. Sedangkan untuk Tabel 2 kategori peringkat yang telah ditentukan. Hasil penilaian komponen tersebut menunjukkan bahwa secara keseluruhan komponen standar dalam kategori amat baik (A). Hal ini dapat ditafsirkan bahwa komponen standar dalam implementasinya dilaksanakan dengan baik, mendukung, dan memadai.

Rentang nilai pada tiap komponen standar yang diberikan berbeda tipis atau memiliki selisih yang berjarak tidak jauh dengan nilai komponen standar lainnya. Dapat diperhatikan bahwa nilai komponen standar pengelolaan paling sempurna dibandingkan dengan nilai lainnya. Hal ini tentu dapat diindikasikan bahwa standar tersebut tidak memiliki kecacatan. Selain itu, dapat dipahami standar pengelolaan memiliki peran penting dalam suatu lembaga pendidikan (Dasar et al., 2019), terutama

pengelolaan berkaitan dengan pengajaran dan pembelajaran (Abidin et al., 2020).

Standar pengelolaan ini dapat disesuaikan dengan kebutuhan dan kondisi (Raharjo, 2013), seperti halnya saat ini pengajaran dan pembelajaran dibatasi di kelas atau sekolah dan beralih pada siswa dan guru untuk memiliki kemampuan literasi digital (Bliss, 2019). Demikian bahwa komponen standar dapat dikontrol dengan baik tanpa terdapat kendala dan memiliki pengaruh yang kuat, salah satunya terhadap pembelajaran di sekolah, dan mendorong kualitas program penjaminan mutu yang baik.

Sekolah Standar Nasional

Peningkatan dan perbaikan terus dilakukan oleh Sekolah Islam Terpadu, partisipasi aktif dan kontribusi yang baik terus dipertahankan antar komponen standar lainnya. Keberanian untuk menjadikan sekolah Islam berstandar Nasional diajukan, sehingga pada tanggal 22 September 2014 hasil menunjukkan bahwa berdasarkan hasil verifikasi Calon Sekolah Standar Nasional Jenjang SMP di mana Dinas Pendidikan Provinsi Jawa barat menyatakan bahwa SMP IT Ummul Quro di Kabupaten Bogor memiliki nilai peringkat sebesar 354 dengan predikat baik. Tentu hal ini menjadi salah satu kontribusi yang luar biasa dan prestasi pada sekolah tersebut. Nilai yang diperoleh tersebut telah memenuhi kriteria sebagai Sekolah Standar Nasional (SSN).

Peringkat tersebut akan menjadi daya tarik tersendiri bagi sekolah tersebut, salah satunya menarik minat anak dan orang tua untuk menyekolahkan anaknya di tingkat SMP IT Ummul Quro Kabupaten Bogor. Prestasi tersebut tidak dengan mudah untuk diperoleh, ada beberapa faktor penting untuk dicermati, salah satunya berkaitan dengan konteks pengajaran yang diterapkan di sekolah tersebut. Strategi, metode, dan

teknik pembelajaran dapat dibuat inovatif dan kreatif oleh para pendidik, dapat juga pendidik kolaborasikan dengan dukungan teknologi (Lu et al., 2021). Fasilitas, sarana dan prasarana ditingkatkan dan diperbaiki, serta mendorong ke arah literasi digital dalam pengajaran guru (Islas, 2013).

Lisensi Sekolah Islam Terpadu

Pada tanggal 13 April 2020 Sekolah Islam Terpadu JSIT Indonesia di mana badan Lisensi Sekolah Islam Terpadu (BLSIT) Indonesia menetapkan bahwa SMP Islam Terpadu Ummul Quro Bogor memperoleh Lisensi dengan kategori BAND 5 atau kategori sangat baik. Dan ditetapkan bahwa lisensi ini berlaku hingga tahun 2025. Pengakuan bahwa sekolah tersebut memiliki lisensi yang sangat baik tentu akan berpengaruh terhadap standar komponen penilaiannya (Ijah et al., 2021).

Tabel 3. Komponen Standar Lisensi

No.	Komponen	Nilai
1	Primer Standar Kompetensi Lulusan	5
2	Standar Isi	5
3	Standar Pendidikan Agama Islam	5
4	Standar Pembinaan Peserta Didik	5
5	Standar Proses	5
6	Standar Penilaian	5
7	Standar Pendidik dan Tenaga Kependidikan	5
8	Sekunder Standar Sarana dan Prasarana	5
9	Standar Pengelolaan	5
10	Standar Pembiayaan	5
11	Standar Kerjasama	5

Tabel 4. Kategori Lisensi

Kriteria	Kategori
BAND 5	A (Sangat Baik)
BAND 4	B (Baik)

BAND 3 C (Cukup)

Berdasarkan Tabel 3 adalah komponen standar penilaian dan Tabel 4 adalah kategori lisensi. Ini menjadi salah satu alat ukur instrumen untuk menilai program tersebut berjalan dengan baik atau memiliki kualitas yang dapat dipercaya. Terdapat 11 komponen standar dan terbagi dalam dua ranah, yaitu: Primer terdiri dari tujuh komponen standar dan Sekunder terdiri dari empat komponen standar. Ada yang menarik dari beberapa standar tersebut karena memiliki perbedaan dengan komponen standar akreditasi yang digunakan oleh BSNP. Terdapat penambahan pada Standar Pendidikan Agama Islam, Standar Pembinaan Peserta Didik, dan Standar Kerjasama.

Dari hasil temuan tersebut dapat diindikasikan bahwa Sekolah Islam Terpadu yang keberadaannya berada di bawah JSIT memiliki ciri khas tersendiri, yaitu menambahkan penekanan pada standar pendidikan agama Islam, pembinaan peserta didik, dan kerjasama. Kemudian meninjau kembali hasil penilaian yang diberikan oleh Badan Lisensi Sekolah Islam Terpadu JSIT Indonesia. semua komponen standar memiliki BAND 5 dalam kategori sekolah tersebut sangat baik. Pada standar pembinaan peserta didik ini yang membuat menarik. Di mana standar ini dikhususkan langsung pada peserta didik, termasuk bagaimana merancang dan mengembangkan proses pengajaran dan pembelajaran berbasis konvensional ataupun modern berbasis digital (Dwintari, 2018; Supriadi, 2009).

Standar kerjasama menjadi penekanan yang baik dalam hal ini. Selama ini fokus kerjasama dapat melibatkan guru dan peserta didik (Widayanti et al., 2018), terutama pada saat guru menerapkan strategi pembelajaran untuk dapat dipahami

oleh peserta didik (Parlan et al., 2018). Dapat terjalin kerjasama dengan baik apabila guru dan peserta didik dapat melakukan interaksi yang positif (Charalampous & Kokkinos, 2017), melakukan stimulus, dan *feedback* yang cenderung berpusat pada peserta didik (*studen center*) (Asok et al., 2017). Hal ini akan berjalan dengan baik apabila guru, lembaga, dan siswa saling berkolaborasi terutama dalam mendukung pengajaran dan pembelajaran berbasis digital saat ini (Zhao et al., 2018).

Tabel 5. Kegiatan program penjaminan mutu

Kegiatan	Jangka Waktu		Hasil Penilaian		
	Ditetapkan	Akhir	Nilai	Peringkat	Kategori
Akreditasi Sekolah	2005	2009	90	A	Amat Baik
Akreditasi Sekolah	2014	2019	95	A	Amat Baik
Verifikasi Calon SSN	2014	2022	354	B	Baik
Lisensi Sekolah Islam Terpadu	2020	2025	BAND 5	A	Sangat Baik

Tabel 5 tersebut menunjukkan bahwa secara keseluruhan kegiatan yang dilaksanakan SMP IT Ummul Quro Bogor memiliki tujuan untuk penjaminan mutu yang lebih baik. Dua kali pelaksanaan akreditasi sekolah memiliki peringkat yang amat baik. Hasil verifikasi calon Sekolah Standar Nasional (SSN) dalam kategori baik, dan penilaian Lisensi Sekolah Islam terpadu dalam kategori sangat baik. Peningkatan ini tentu dapat menjamin bahwa sekolah tersebut tidak diragukan lagi dalam proses pembelajaran, penanaman karakter pada peserta didik, dan sekolah mampu untuk melakukan *self-assessment* menjadi salah satu sekolah Islam terpadu sebagai sekolah percontohan dengan sekolah Islam lainnya.

KESIMPULAN

Ekplorasi dari hasil analisis studi dokumentasi laporan data akreditasi sekolah SMP Islam Terpadu Ummul Quro Bogor, menunjukkan adanya indikasi beberapa komponen standar dalam menghadapi *digital teaching and*

learning di sekolah. Komponen standar tersebut jika terus diterapkan dengan baik dengan pengontrolan yang baik dapat menjadi alternatif untuk meningkatkan pembelajaran berbasis digital baik pada saat *offline* maupun *online*.

Kegiatan lisensi sekolah Islam terpadu memiliki ciri khusus pada komponen standar tertentu, yaitu: standar pendidikan agama Islam, standar pembinaan peserta didik, dan standar kerjasama. Oleh karena itu, penelitian berikutnya dapat dilakukan evaluasi yang memfokuskan pada salah satu kegiatan program untuk meningkatkan mutu kualitas sekolah.

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JOURNAL MAPPING AND RESEARCH OPPORTUNITIES ON DIGITAL LEARNING THEMES

Bibliometric Analysis in Scopus Indexed Journals in 2018-2021

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Abstract

This research is a bibliometric analysis on digital learning themes indexed by Scopus in 2018-2021. This study is aimed at determining the classification of articles whose themes are digital learning, to figure out which researches are conducted and discussed the most. In addition, it is also targeted to uncover trends and research opportunities on digital learning themes. This research is a qualitative literature research with bibliometric method. The data in this study are obtained from Scopus metadata attained with Publish or Perish. According to data analysis, it can be concluded that the metadata collected from Publish or Perish must be reduced and corrected. The results of data analysis using VOSviewer revealed that from a total of 215 inputted datasets, there were 178 keywords divided into nine clusters. (1) The most discussed research topics in the first order are storytelling topics that are in cluster 1. The second order is the topic of age which is in cluster 3. The third order is the assessment of topics in cluster 8. (2) Trends and research opportunities with Digital learning themes indexed by Scopus from 2018-2021 appeared to be increasing. The research spike occurred between 2019 and 2021. (3) Topics that became trends and opportunities in research with digital learning themes apart from storytelling, age, and assessment were educators, digital language learning, digital platforms, vocabulary mastery, English language learning, lecturer, instrument, teaching material, online learning, digital competence, process, theory, language pedagogy, 12 learning, SLA, case, feedback, critical thinking, internet, student, ADDIE model, pre service teacher training, gender, participation, and the author.

Keywords: Bibliometric Analysis; Digital Learning

INTRODUCTION

Technology has advanced dramatically in the past few years. On the other side, people are “forced” to adapt to Covid-19 Pandemic effects. All sectors, including education, have to adjust to the so-called “new normal”, as people are required to keep safe distance to combat the spread of this virus. Those who are involved in education need to adapt by digitalizing the learning system. However, most educational institutions, in addition to students, parents, as well as government are not yet ready to do so as they struggle in administering and participating in online learning.

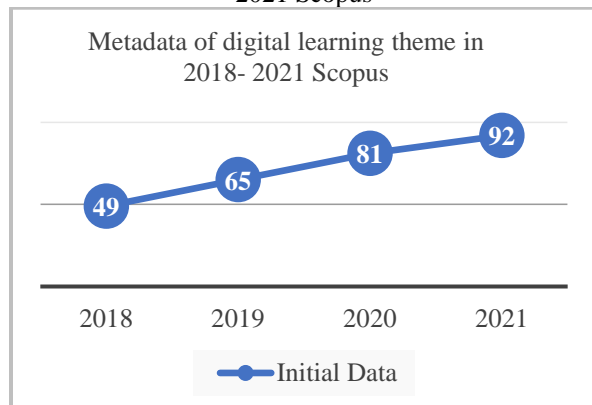
Adjusting to new regulations is undeniably confusing at the beginning as it takes time to adapt and comprehend. Adjustment process

may lead to innovative methods in digital learning. Various approaches, strategies,

models and techniques are discovered by education practitioners all around the world through researchers and experiments.

Researches and experiments on digital learning have escalated in recent years, which is confirmed by research maps on digital learning in Scopus Indexed Journals during the 2018 - 2021 period.

Figure 1. Metadata of digital learning theme in 2018-2021 Scopus



Note: Data are obtained from Publish or Perish without any additional treatment.

Referring to the data visualization in Figure 1, researchers on the digital learning theme are considered paramount for further exploration and discussion. Therefore, it is necessary to conduct extensive researches on digital learning themes, especially on researches opportunities in addition to research mapping. Researches opportunities in addition to research mapping can be accomplished through the application of bibliometric analysis.

Bibliometrics have become an essential tool for assessing and analyzing the productivity and impact of academics and technology (Moral-Muñoz et al., 2020, p. 3). Bibliometrics is defined as the application of mathematical and statistical methods to books and other media of communication, Pritchard (Derviş, 2019, p. 157).

Many studies on bibliometrics have been carried out, including (Baas et al., 2020) who discuss Scopus as the main data source for bibliometric studies. In addition, (Giraldo et al., 2019) apply this method as they study worldwide research trends on wheat and barley.

It is important to conduct a bibliometrics study to establish the basis to determine which

topics need to be studied further and which topics have been researched repeatedly that they reached saturation point. Therefore, researchers have proper data for avoiding particular topics. Several studies on bibliometrics have been carried out by several researchers.

(Donthu et al., 2020) study the bibliometric analysis as they analyze the impact of one of the journals, i.e Journal of Business Research (JBR). They also study the prominent topics of this journal, and its most productive authors. (Gaviria-Marin et al., 2018) applying the bibliometric analysis as they carry out performance analysis and a science mapping analysis of the *Journal of Knowledge Management* (JKM). Additionally, (Tang et al., 2018) perform the similar research on *Sustainability* (SUS) journal. This research will apply a similar bibliometric analysis procedure as mentioned in the above. The analysis will cover the journal mapping and research opportunities in Scopus Indexed Journals during 2018-2021.

Prior to further discussion about digital learning, we would need to define this phrase thoroughly. According to (*Cambridge Advanced Learned Dictionary*, 2008), digital is defined as “describes information (music, an image, etc). that is recorded or broadcast using computer technology”. Another definition of digital is provided by Moeljadi et al., 2020 as they define the term digital as everything relates to numbers / numbering processes in certain calculation systems that can be converted and changed continuously (such as lines in pictures or sound signals) that are presented in computer technology. Thus, it can be concluded that the definition of digital is a computer technology which stores and presents binary numbers into a certain form (text, images, audio, video, and others) that can be converted and changed continuously. The second phrase that we need to discuss is learning itself. Learning according to Roth and Anderson is a difficult and complex

process of conceptual change, not a process of acquiring and memorizing facts (Johnson & Gallagher, 2021, p. 343). According to Lachman, learning is a change in behavior caused by experience (De Houwer et al., 2013, p.631). Sarason describes learning as a process, a way, a personal reaction to something outside one's self (De Houwer et al., 2013, pp. 508–509).

Other experts shared similar definitions of learning. From some of these opinions it can be concluded that that learning is a complex process that changes a concept, that it is reflected on behavior and ways of reacting to something outside oneself which is obtained from experiences.

Through the definition of digital and learning, then we can conceptualize what digital learning is. Digital learning is a complex business that changes a concept and behavior through computer technology so that it is reflected in the behavior and the way people react.

The term ‘digital learning’ according to Renton School District (Basak et al., 2018, p. 195) refers to any instructional practice that effectively employs technology to strengthen a student’s learning experience and implies a wide spectrum of tools and practices:

- Interactive learning resource, digital learning content (which may include openly licensed content), software, or simulations, that engage students in academic content;
- Access to online databases and other primary source documents;
- The use of data and information to personalize learning and provide targeted supplementary instruction;
- Online and computer-based assessments;
- Learning environments that allow for rich collaboration and communication, which may include student collaboration with content experts and peers;
- Hybrid or blended learning, which occurs under direct instructor supervision at a

school or other location away from home and, at least in part, through online delivery of instruction with some element of student control over time, place, path, or pace.

Below are several digital learning platforms and tools which can be employed in the teaching and learning process (Bujang et al., 2020, p. 3).

Table 1. Digital Learning Platforms and Tools

Digital Learning	Features	Activity	Type
Edmodo	To create online collaborative groups, administer and provide educational materials, measure student performance, and communicate with parents, among other functions.	Polls Quizzes Assignment Notes Blogs Award Badges Online	Tool
Socratic	To allows lecturers to create exercises or educational games	Quizzes Quick Question Class Count	System
Project	To create a real-time dynamic presentation platform	Dashboard Slide Powerpoint	Platform
Thinglink	To save and share notes and observations about real-world spaces, situations, and artifacts.	Customized visual material	Tool
TED-Ed	To allows democratizing access to information, both for lecturers and students.	TED-style talks Discussion Sharing ideas	Platform
Class Dojo	To improve student behavior with instant feedback	Share photo, video, and	Tool

		announcement on class story Private message	
eduCipper	To share and explore references and educational material	Virtual class Digital record	Platform
Animoto	To create a high-quality video in a short time	Audiovisual content	Tool
Kahoot!	To promotes game-based learning	Questionnaires Discussion Survey Education by gaming	Platform

Research on the digital learning theme is a vast field of study. Although there have been many studies which focus on this theme, some issues might still need to be explored and studied intensively, while others might need to be dissipated since they have been researched repeatedly. Thus, there is a need for analysis related to mapping and research opportunities on digital learning themes. There are several issues that need to be addressed, i.e. how are articles on digital learning themes classified? What research topics are most widely discussed? What are the trends and research opportunities on digital learning themes?

RESEARCH METHOD

This research refers to qualitative literature which employs the bibliometric method. Bibliometric methods are applied to assess the productivity of scientific outputs quantitatively. The Bibliometric approach is aimed at capturing a variety of article information, which is then connected in a quantitative way to assess the evolution, main journals and authors, and the impact and

diffusion of the research studies within a broader research field (Beuckels et al., 2021, p. 2). This approach requires some tools to be functioned properly, which are shown in the following table.

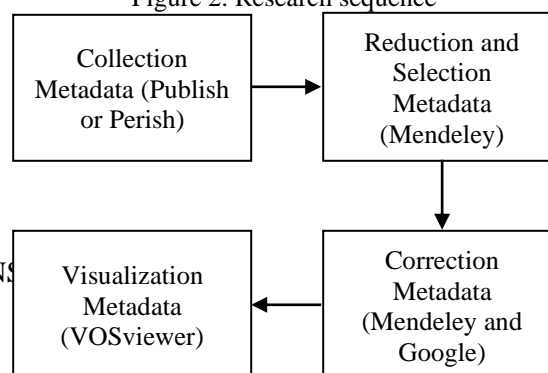
Table 2. Tools and Platforms in Bibliometrics analysis

No.	Name	Function
1	Publish or Perish	Gather the metadata
2	Mendeley	Complementing the metadata
3	Google	Complementing the metadata and download the article
4	VOSviewer	visualizing the complete metadata

The data in this study were obtained from Scopus metadata during 2018- 2021 which were taken with Publish or Perish. There are four data sets in this study. Each data set represents one year of data. The data for 2022 was not taken due to the lack of metadata. When writing, the researcher only found two research titles that discussed digital learning with the keyword language.

The data obtained from Publish or Perish were reduced and selected to exclude the data that were not related to the theme. The reduction and selection process was carried out by exporting it in BibTex format, then importing it to Mendeley. The imported data were then completed and selected. Data which were not related to the digital learning theme in the education and language categories were reduced with the Mendeley application. The metadata from Mendeley were then exported in RIS Format to be imported into VOSviewer so that they can be visualized. The following is the flow of the research process.

Figure 2. Research sequence



The data were analyzed by applying the VOSviewer program. The data which were completed and fixed by applying Mendeley and Google were then imported to VOSviewer by exporting them to RIS format before. The four sets of data were imported simultaneously to VOSviewer. The data visualization was set by initially. (1) create; (2) read data from reference manager file; (3) import four data set (2018-2021); (4) title and abstract field-Binary counting; (5) minimum number of occurrences of term (two occurrences); (6) number of terms to be selected (186 terms); (7) Uncheck terms from Spanish (eight terms); (8) finish.

FINDINGS AND DISCUSSION

The data obtained by Publish or Perish were not employed entirely for some reasons. The main reason was that some of those data had no correlation with education and language themes. In addition, the data were written in English so that it was difficult to identify. Furthermore, some researches were written by the same researchers.

The research categories that often appear with digital learning keywords are programming technology, game development for health. Other categories include the influence of digital media on social life, economic analysis of financial markets, geography, architecture, electronics, manufacturing,

The complication of this research was that there was no DOI address in the metadata collected, so the researchers had to search manually the research titles on the Google search engine. When the authors were not so sure about the relevance of the title to the research theme, the authors examined the name of the journals. If the researcher's journal being examined did not provide sufficient information, the researchers then read the abstract either from Mendeley,

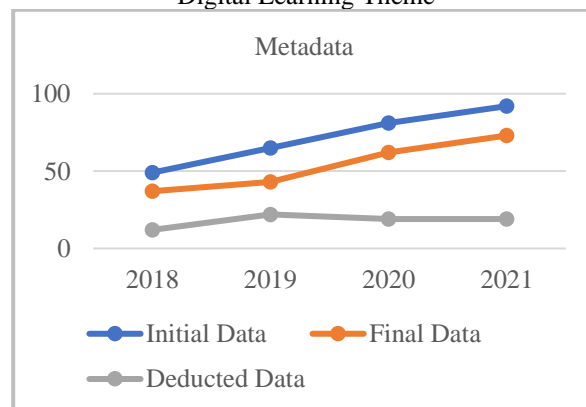
Google, or from a downloaded PDF. Some metadata, even though they have DOI, were still incomplete, for example, not all the researchers names are written properly, or they only use initial letters. There were even some metadata with DOI errors that can't be automated. The Metadata Reduction is shown in the following table.

Table 3. Scopus 2018-2021 Metadata Reduction on Digital Learning theme

No.	Year	Initial Data	Final Data	Data Deducted
1	2018	49	37	12
2	2019	65	43	22
3	2020	81	62	19
4	2021	92	73	19
Total		287	215	72

The data reveals that, (1) There was an increase in the number of studies from 2018 to 2021. (2) The lowest research metadata was in 2018, while the highest was in 2021. (3) The highest research spike occurred from 2019 to 2020. (4) There was a high data reduction in 2019, while the lowest data reduction occurred in 2018 metadata. (5) Even though the metadata has been reduced, the results remain the same, namely an increase in the number of researches on digital learning themes from 2018-2021. The following is a visualization graph of the data reduction.

Figure 3. 2018-2021 Scopus Metadata Reduction on Digital Learning Theme



1. Article classification on digital learning theme in 2018-2021

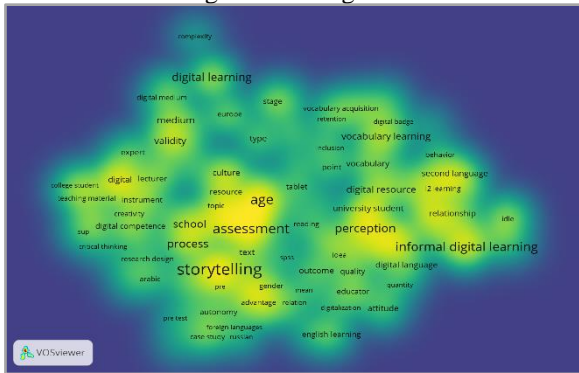
The results of data analysis using VOSviewer found that there were 178 keywords which were divided into nine clusters from a total of 215 inputted datasets. The detailed numbers for each cluster is cluster 1 (29 items), cluster 2 (27 items), cluster 3 (22 items), cluster 4 (21 items), cluster 5 (20 items), cluster 6 (19 items), cluster 7 (15 items), cluster 8 (13 items), and cluster 9 (12 items). The following is a breakdown of the items/keywords in each cluster.

Table 4. 2018-2021 Scopus Detailed Cluster on Digital Learning theme

Cluster	Items	Total
1	Autonomy, case study, child, creation, digital media, digital world, experiment, experimental group, improvement, intervention, learning English, literacy learning, mathematics, pre, pre test, pupil, reading, recent year, relation, Russian, school, significant difference, story, storytelling, tablet, tesol, text, writing, and young child.	29
2	Addie model, college student, computational, thinking, creativity, digital competence, expert, feasibility test, form, home, instructor, instrumental, internet, language teaching, lecturer, opinion pre service teacher training, process, R&D, response, SPSS, study show, subject, suitability, sup, teaching material, validity, and work.	27
3	Advantage, age, attitude, call, communication technology, computer assisted language, condition, digital language, digital platform, digital resource, digitalization, disadvantage, English learning, English teaching, ICT, idea,	22

	instance, pedagogy, pre service teacher similarity, software, and word.	
4	Better design, complexity, culture, design principle, digital learning, English language learning, Europe, focus, higher education, inclusion, indigenous person, initiative, lack, module, qualitative study, relevance, resource, space, suggestion, topic, and type.	21
5	Case, digital medium, eric, feedback, gamification, good criterium, majority, medium, meta analysis, point, retention, significant role, stage, testing, theme, validation, vocabulary, vocabulary acquisition, vocabulary English, and web.	20
6	Communication, consideration, educator, EFL, exploratory study, idle, idle activity, informal digital learning, international language, mediator, multicultural environment, pedagogical implication, perception, quantitative data, relationship, significant predictor, total, university student, and variety.	19
7	Behavior, digital badge, digital era, digital language learning, DLL, forum, importance, innovation, insight, 12 learning, language pedagogy, second language, second language acquisition, SLA, and theory.	15
8	Assessment, author, example, foreign languages, gender, mean, online environment, outcome, participation, quality, quantity, region, and training.	13
9	Arabic, community, comparison, control group, critical thinking, digital, end, keywords, online learning,	12

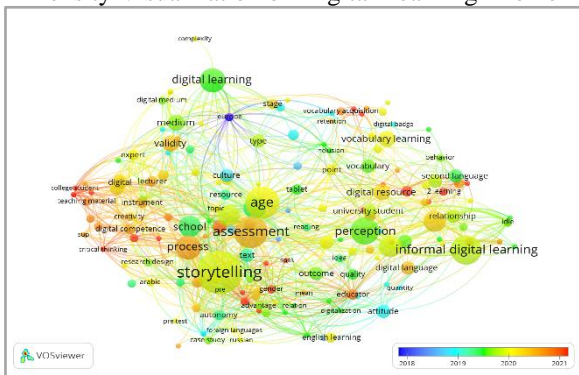
Picture 5. 2018-2021 Scopus Density Visualization on Digital Learning Theme



3. Trends and research opportunities on 2018-2022 digital learning theme

Trends and research opportunities digital learning theme indexed by Scopus from 2018-2021 appeared to be increasing. The research spike occurred between 2019 and 2021. The following is a picture of the VOSviewer analysis results of trends and research opportunities on the 2018-2021 digital learning theme.

Picture 6. 2018-2021 Scopus Density Visualization on Digital Learning Theme



The color in the image represented a different year. The blue color represented 2019, light blue 2018, yellow 2020, and red 2021. Trends and research opportunities on the digital learning theme are the most in 2019 since yellow dominated research trends and opportunities. As explained earlier, the keywords are storytelling (yellow), assessment (orange), and age (yellow).

Topics that become trends and research opportunities on digital learning theme in addition to the three topics already mentioned, namely digital learning theme with the topic of educator, digital language learning, digital platform, vocabulary acquisition, English language learning, lecturer, instrument, teaching material, online learning, digital competence, and process (in orange). This trend lasts from 2019 to 2020 and could be an opportunity for further research.

The trends and research opportunities that occurred in 2020 (in red) include theory, language pedagogy, 12 learning, SLA, case, feedback, critical thinking, internet, college students, ADDIE model, pre-service teacher training, gender, participation, and authors. Research opportunities on digital learning themes can actually be seen from topics that only have two occurrences. Two point occurrence is the minimum number set by the researchers. It suggests that not many researchers have studied the topic or that there has not been much interaction on this topic. However, if this method is applied, it can lead to two possibilities, firstly, the topic does have an opportunity and is interesting to study. Second, the topic is not interesting or important to research. Research opportunities can be seen from the few occurrences and the redder color or the color on the right side.

CONCLUSIONS

According to the data analysis, it can be concluded that metadata collected from Publish or Perish must be reduced and corrected because not all the data matches the inputted keywords. The collected metadata cannot be corrected properly on Mendeley because it does not have DOI or DOI shows error notifications when they were retrieved. The results of data analysis in which VOSviewer was applied revealed that there were 178 keywords divided into nine clusters from a total of 215 inputted datasets.

The most discussed research topic in the first order is the topic of storytelling which is in cluster 1. The second order is the topic of age which is in cluster 3. Then the third order is the topic of assessment in cluster 8.

Trends and research opportunities on digital learning themes indexed by Scopus from 2018-2021 seem to be increasing. The research spike occurred between 2019 and 2021. Topics that became trends and shows bigger research opportunities on digital learning theme apart from storytelling, age, and assessment were educators, digital language learning, digital platforms, vocabulary acquisition, English language learning, lecturers, instrument, teaching material, online learning, digital competence, process, theory, language pedagogy, 12 learning, SLA, case, feedback, critical thinking, internet, college student, ADDIE model, pre service teacher training, gender, participation, and author.

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THE IMPLEMENTATION OF E-LEARNING IN TEACHING ENGLISH DURING THE COVID 19 PANDEMIC

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Abstract

Nowadays, the use of technology has developed in the educational world. The teachers and students could integrate technology into their teaching-learning activities. One way to do it is by implementing E-learning. E-learning is very important in the teaching, especially in the covid-19 pandemic when teachers and students cannot meet each other. Covid-19 has been announced as a global pandemic in March 2020. This affects to all aspects especially education. The whole teaching and learning process during the covid-19 pandemic has turned into online or by implementing E-learning. Therefore, this research seeks to the challenges and benefits in implementing E-learning in teaching English in the time of the covid-19 pandemic. This research is descriptive survey. Data for the research were collected using a questionnaire and were analyzed through the use of both descriptive and statistics. The research subjects were 21 English teachers who taught at some vocational high school in Bekasi. The result of the research suggests that the implementation of E-Learning in the time of pandemic is relevant, but it has challenges and benefits. Furthermore, certain major suggestions will be made to resolve the challenges in implementing e-learning.

Keywords: Benefits, Challenges, Covid 19 pandemic, E-learning, English

INTRODUCTION

This study is concerned with investigating the implementation of e-learning in teaching English in vocational school during covid 19 pandemic.

Generally, E-learning is one of the hot issues of research in higher education (James 2008 cited in Maqtri, 2014). E-learning presents as an interactive education through the implementation of today's technology (Trtovac et al, 2008). E-learning has a nearby relation with the educational system that can eliminate the distance between the students and the teacher, and link by the tools that are brought by technology thus it increases the possibility of learning at any time and place (Thiele, 2003). This method is suitable for today's education system since the announcement of Covid-19 as a global pandemic, March 2020. The situation has forced some countries to close their mobility

access to attend physical meetings and some activities (Sufyan et al, 2020). This also affects education institutions (Pustaka, 2020). The teaching and learning processes which should be done face to face has to change to E-learning (Lapada et al, 2020 cited in Rosalina et al, 2020). E-learning is one of the famous types of learning today, and educational institutions in the world have highlighted because of its positive impact on teachers and students (Mohammed, 2021). With e-learning, students can learn at any time and from anywhere, interacting and getting involved in the learning process (Mohammed, 2021). E-learning is a digital learning tool that can be used effectively for distancing teaching and learning (Weeden; & Cornwell, 2020). However, there was limited research, focused on

investigating benefits and challenges faced on vocational high school English teachers' in implementing e-learning during this pandemic.

Due to the pandemic of Covid-19 and the force to conduct teaching and learning processes through distance learning, most the institutions use e-learning as an alternative to class-based teaching. (Chang & Fang, 2020). E-learning is education technology that uses an internet network as a meant of teaching (Fiddin&Bustami, 2021), furthermore, the use of e-learning can be done anytime and anywhere as long as there is an internet connection (Fidding&Bustami, 2021). E-learning can support teachers and students, who are unable to attend the classroom activity. Besides that, e-learning is useful due to the cost efficiency, flexibility to access the information, and availability to engage more students in learning (Sufyan et al, 2020). Additionally, most of students in this digital era are able to use technologies and devices, so it is easy for teacher to incorporate e-learning that motivate them into the field learning (Mohammed, 2021).

The implementation of e-learning in teaching-learning activities is hard to be separated from technology. According to Mohammad (2018) cited in Yunus and Lukas (2021), technology hasan important role in improving various learning tasks. ICT in E-learning has influenced to a large extend of education (Hubackova, Semradova, 2016). The development of ICT inspires E-learning (Salehi et al, 2014). In addition, E-learning is also known as technology-based learning. E-learning requires teachers who are ICT literate since it is expected to help improve students' computer literacy which will be highly beneficial in the work field (Addah, 2012; Bediang et al., 2013). To use e-learning as a learning tool, teachers should have ICT competence. The teacher ICT

competence supports and extends the purpose of the education programs (UNESCO, 2008), especially in this pandemic situation.

In Indonesian, the use of technology in education has no longer been seen as a new thing in this globalization era (Sufyan et al,2020). Even though the use of e-learning in Indonesia still has challenges for teachers and students, many previous studies have investigated the teachers' and students' challenges in implementing e-learning (Pustaka, 2020). Students who have been struggling learning English in face to face meeting will face more challenging situation when they learned it online (Lukas and Yunus, 2021). Besides, some teachers are also facing some challenges, although many teachers believed that technology can effectively benefit in the teaching and learning process, they did not fully embed it in their practices (Lukas and Yunus,2021). Some teachers are having difficulties to handle the online applications (Zaharah et al.,2020). Meanwhile, teachers hold a crucial role in the whole e-learning situation especially regarding the quality of their teaching, thus in this case, the teachers' perspectives are also important. Thus, it raises up to date issues on a good quality teaching in their field (Compton,2009)

Research regarding the implementing of e-learning during the covid-19 pandemic, particularlyin teaching English was lowing and had not been conducted thoroughly (Lukas and Yunus, 2021). They argue, more research is needed to identify individuals' challenges about integrating technology into the teaching and learning process especially in English language teaching. Therefore, this study tries to understand e-learning as a phenomenon and investigatethe benefits and challenges faced by a vocational high school English teachers while

implementing e-learning during covid-19 pandemic. This research also tries to figure out English teachers' experiences of e-learning effectiveness during covid-19 pandemic.

Implementing E-Learning

E-learning is one of the teaching methodologies that involves employing network technologies to create, foster, deliver, and facilitate learning anytime and everywhere (Peñarrubia et al, 2021). Verawardina et al. (2020) cited in Lukas and Yunus (2021) also say e-learning used Internet technology that allowed teachers and students to organize teaching and learning in or out of the classroom. So, in order to continue teaching and learning during covid-19 pandemic most of education institution use e-learning (Chang & Fang, 2020; Daniel, 2020; Ferdig et al., 2020; Hodges et al., 2020; Marinoni et al., 2020; Raaper & Brown, 2020; Radha et al., 2020; Shahzad et al., 2020; Wotto, 2020; Zhu & Liu, 2020 cited in Mseleku : 2020).

The benefits of Implementing E-learning

Bailey and Lee (2020) cited in Lukas and Yunus (2021) stated some benefits of e-learning as compared to the traditional learning, such as: (a) collected everyone's needs, (b) students can take teacher any time, (c) low cost, (d) offered access to updated content, and (e) little environmental impact. Besides, E-learning improved teachers' pedagogical skills, offered varieties of instruction methods, relevant curriculum design, and language learning tools (Mynbayeva et al., 2017 cited in Lukas and Yunus, 2021).

The implementation of e-learning allows the institutions and their students to convey,

accept and select learning programs since the implementation of e-learning gives much flexibility of time and place (Semdley, 2010 cited in Pustika, R, 2020), it means, by learning online and choosing e-learning based on students own availability, students can save their time. .

The Challenges in Implementing E-Learning

Pandemic covid-19 forced teachers and students to do distance learning through E-Learning. The implementation of E-learning, not only creates some benefits but also create a lot of challenges. Makhija & Bharad (2020) find some challenges in implementing E-Learning such as, downloading errors, issues with installation, login problems, problems with audio and video, and so on. In students' perspective, they find online learning to be boring and unengaging, because students need two ways of interaction which is sometimes hard to implement (Makhija & Bharad, 2020). Rosalina (2020) also states three challenges in implementing E-learning in her educational institution, such as; less supporting facilitation, less communicating between teacher and students, and less feeling and controlling students in the teaching-learning process.

In Indonesia, the implementation of e-learning is not equally (Pustika, 2020), because Indonesia is a huge country. Therefore, some schools cannot move to online learning because there is not enough infrastructure to do it. Besides, some teachers are still hard to implement e-learning as a learning tool (Puspita, 2020) because they do not have enough experience and knowledge to implement. Teacher competence in implementing e-learning is one of the

challenges for teachers as facilitators on an online space, while on the other hand, they need to find suitable resources and methods to make productive use of the online space for learning to take place (Nalliveettil, Al-Rubaat, Sreehari, 2019). The difficulty in the online teaching environment is due to the multiplicity of the student population with varied motivation levels, engagement and learning capabilities (Bodey, Ravaga, Sloan 2016: 49 cited in Nalliveettil, Al-Rubaat, Sreehari, 2019).

E-learning in teaching English

In teaching English, the widespread use of technology and the e-learning environment has impacted the pace of language learning (Lukas and Yunus, 2021). Moreover, the use of e-learning in teaching English is also considered a cost-efficient and time-saving tool in learning a language (Lukas and Yunus, 2021). But, the efficiency of implementing e-learning for teaching and learning English can be implemented optimally, when teachers know how to use it. So far, E-learning is only used to find some sources for teaching and learning. It is expected that not all teachers are qualified to create teaching materials using E-learning (Hadiyanto, Kurniawan, Juwita, 2020). Therefore, the teachers' challenges and benefits in implementing e-learning is a crucial thing to be paid attention, especially in the covid-19 pandemic. Due to the implementation of e-learning, English teachers in this era should be more creative to keep their students from tediousness. Moreover, English teachers have to know which application, website, and platform that will be easy-to-implement and help their students. There are various online application can access by teacher to teach students, for example read theory to teach reading, Canva or comic strips to teach writing, teacher can also use YouTube to teach listening and

speaking. Therefore, English teachers should be able to stimulate and practice themselves improving their ability in implementing e-learning.

Research Aims and research questions

This study aimed to understand e-learning as a phenomenon, investigate the benefits and challenges and observe the anticipation for the future (Rao (2011), Lukas and Yunus (2021), Pustaka (2020)). And primary aim of this research is, to investigate the challenges and benefits of teachers in implementing e-learning for teaching English during covid-19 pandemic in a vocational high school Bekasi, West Java, Indonesia. The study aims to answer the following questions as follows:

1. What benefits and challenges found by the teacher in implementing e-learning to vocational high school students during the pandemic?
2. How do teachers address the challenges in using e-learning for vocational high school students during the pandemic?

RESEARCH METHODOLOGY

Since this research aims to investigate the challenges and benefits in implementing e-learning during the covid-19 pandemic, the research methodology chosen for the research was a descriptive survey. The descriptive method allows the researcher to collect information, summary, present and interpret for explanation (Asamoah-Gyimah and Duodu (2007) cited in Amankwah et al (2017)), and the data was collected by questionnaire. The technique of

questionnaire has simultaneously been employed to gather primary data from the population. The multiple-choice questionnaire of google form completely agree to completely disagree has been employed. For the questionnaire, descriptive statistics were employed to measure the challenges and benefits in implementing E-learning. according to Sugiyono (2013), descriptivestatistics is research conducted to determine the value of independent variables, good only on one or more variables (variables that stand alone or independent variables) without making comparisons or linking with other variables.

The target population of this study was general English teachers at vocational high schools in Bekasi. The total sample used in the study was 21 teachers who are working in different vocational high schools at Bekasi. These EFL teachers ranging in age from 23 to 55 consisted of males and females. The teachers had different years of teaching experiences and taught different levels of English from basic to advanced level with various teaching experiences from three to thirty-two years.

In investigating English proficiency teachers' challenges and benefits related to the implementation of e-learning during the covid-19 pandemic, the researchers used a questionnaire survey. A set questionnaire consists of 20 questions.

All the data categorized into two main central themes, that is the benefits and challenges of implementing e-learning.

1. The data from two themes will be further categorized into several subthemes, including: the benefits in terms of the teaching learning process, the availability of learning materials, the practicality of the teaching learning process.

2. The data on the challenges of e-

learning will be further analyzed and categorized into several subthemes, including the availability of technology, learning materials and teachers' and students' capacity in using technology for learning.

3. The data will be discussed and interpreted, referring to the theory and previous studies discussed in the literature review section.

FINDINGS AND DISCUSSION

In order to fulfill the research questions above, the following data collection was conducted in a set of questionnaires. there are five parts that will be discussed in the following discussion such as teachers' the benefits in terms of the teaching learning process' the availability of learning materials, the practicality of the teaching learning process, capacity in using technology for learning.

the benefits of e-learning in terms of the teaching learning process

The first part of the questionnaire assesses teachers' the benefits of e-learning in terms of the teaching learning process. Online learning is defined as the online delivery of instructional content as well as associated support services to students in the absence of physical (Panol, et al, 2021). Teachers' readiness is one of the essential factors that may influence teachers' use of technology, and has a significant positive effect on technology integration in education (Inan, Lowther, 2009 cited in Panol, et al, 2021). However, there are several researchers who argued that teachers are not that ready to use the new modality of teaching in this new normal

situation (Panol, et al, 2021). Refer to this argument, the first part of the questionnaire is to find out whether the teacher saw themselves ready for an online learning program.

From all participating, teachers are significantly willing to connect their devices to the internet. Teachers are willing to use the ms word. Teachers are willing to use PowerPoint. Some teachers are willing to open and send the email. teachers are still willing to download and upload files from the devices.

The availability of learning materials

According to (Islam et al, 2015, cited in Simamora, 2020) There are many challenges faced by learners regarding the implementation and success of e-learning in online learning. As displayed in Table 1, teachers have gotten benefits and challenges e-learning for teaching and learning English proficiency. The finding shows in table 3 that there are challenges and benefits in implementing E-learning.

teachers' ability to implement e-learning to teach English consists of, teachers are willing to use read theory to teach reading, teachers are willing to use virtual meetings such as zoom, to teach speaking and listening, teacher are willing to use Grammarly, pro-writing and so on to check students' writing. Teachers are willing to make video power point. Teachers are willing to use social media (IG, tiktok, facebook) or youtube and platform, such as google classroom, LMS, Edmodo etc as learning tools.

The result of the present research shows that teachers find some challenges in using e-learning in teaching English in terms of learning materials. However, the findings

also showed that some teachers are not able to implement e-learning for teaching and learning English because no statement rated at a very high level of the mean score. (Hadiyanto, Kurniawan, Juwita, 2020). Data from the questionnaire showed that most teachers can only access the limited platform in the device in their homes. It means, the teachers need more training and practicing in implementing digital platforms in online teaching.

The practicality of the teaching learning process

One challenge of the implementation of e-learning that the respondents of this research agree on is the practicality of the teaching learning process. Some teachers are still hard to protect students from plagiarism. Implementing e-learning might be challenging because teachers cannot control or adjust cruel activities like plagiarism (Arkorful and Abaidoo (2014) cited in Pustika, 2020).

The results indicated some plagiarism in teaching online, it is hard for some teachers to identify students' plagiarism in doing their tasks or test. The teachers are finding some trouble in implementing e-learning. some troubles consist of internet connection, limited device and limited knowledge.

Capacity in using technology for learning

Teaching virtually can be useful for those who can use platform and have the facility to use it. But some teachers are still hard to implement it, because of their limitation knowledge. Finally, the results of this research are expected to provide information and innovation in e-learning usage in developing learning English proficiency in a pandemic situation.

CONCLUSION

Teaching through E-learning provides an interesting experience for teachers. In learning English, students can learn English specifically; listening, speaking, reading and writing through e-learning. Unfortunately, in this pandemic, this online platform for virtual learning is still not working properly, some teachers still find some troubles and challenges in implementing E-learning. E-learning will run successfully if there are supports from institutions (colleges or universities) and the government. Both of them must work together to realize the importance of technology-based education like E-learning. To get the effectiveness in implementing E-learning in education, the competencies of teachers in the implementation of information and technology must be continuously improved.

There are a lot of efforts by institutions and teachers to improve online learning quality of teaching and learning by giving teachers training and giving teachers facilities. To minimize the e-language learning drawbacks teachers should be trying hard to find strategies by integrating some ICT tools such as online programs, LMS, and social media.

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ZONE OF PROXIMAL DEVELOPMENT IN TEACHING ENGLISH POETRY : AN OVERVIEW IN INDONESIAN HIGHER EDUCATION CONTEXT

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Abstract

The importance of teaching and learning activities, including Indonesian language learning cannot be underestimated . Many teachers who use a traditional method to teaching poetry devote the majority of the class time to "extrinsic" qualities of literary texts, conveying biographical, historical, aesthetic, and philosophical information to the students. If a student is in the zone of proximal development for a project, Vygotsky claims that offering appropriate assistance will give the student any kind of an "uplift" to complete the activity. This study aims to examine zone of proximal development in teaching English poetry in higher education. The researchers used a qualitative study with data collection through literature review. The findings appear that teachers must consider the writer's point of view, readership issues, and performance characteristics when teaching poetry in the classroom. Furthermore, when examining the zone of proximal development in an English poetry class, teachers should concentrate on three key components that will assist a student go through the zone of proximal development: scaffolding, more knowledgeable other (MKO), and student interactions

Keywords: *zone of proximal development, English, poetry class*

INTRODUCTION

Learning is a multi-faceted process with many interconnected elements. Learning the Indonesian language is significant because it is used not only to improve communication skills but also to master other subjects. As a result, a variety of talents, including teaching and teaching skills, are required to promote creative and enjoyable learning. The goal of learning is to guide and direct students toward positive outcomes through active, innovative, and creative learning. The importance of teaching and learning activities, including Indonesian language learning activities, cannot be underestimated. Learning the Indonesian language is usually a part of linguistic content. The purpose of studying Indonesian is for students to be able to communicate effectively in both spoken and written forms,

as well as in formal and informal contexts (Mastuti, 2020).

Learners who are taught in their mother tongue rather than English in the foundation phase have a better time learning a second language. It is, however, stated how the policy has failed. Learners are forced to grow up speaking their native languages, such as Isizulu, Sesotho, and Tshivenda, in order to develop or acquire a new language in a short period of time, which was previously impossible (Jane, 2017). Meanwhile a study conducted by (Lin & Sher, 2000) showed that teachers allowed students to recite and perform love poems/songs as their preferred verses for their midterm and final oral exams in addition to the prescribed poem.

According to (Mastuti, 2020), Learning to write emphasis on thinking flexibility and

the use of somebody's imagination. Writing poetry is a language skill that involves expressing ideas, thoughts, and feelings in the form of written language while paying attention to the connection towards the elements of poetry. Furthermore, writing poetry is associated with coming up with ideas, selecting themes, selecting diction, selecting sound games (rhymes), employing language styles, and so on. Writing is one of the ways people communicate with one another. Writing activities are productive things that everyone should have because they allow students to gain knowledge that is beneficial to their growth and development of reasoning, emotional, critical, and creative thinking.

It is undeniable fact that conventional methods have dominated the teaching of poetry in many non-native nations, including Indonesia for many years. Teachers will teach about topics that can help students prepare for a specific exam, but they will not encourage them to voice their own opinions with their peers or teachers. The fundamental goal of teaching literature in Indonesian universities' undergraduate departments is to familiarize students with diverse literary genres and, as a result, to expose them to the social, cultural, literary, and intellectual backgrounds of other countries. While teachers' approaches to literature differ slightly, there is a similar thread running through all.

Many teachers who use a traditional method to teaching poetry devote the majority of the class time to "extrinsic" qualities of literary texts, conveying biographical, historical, aesthetic, and philosophical information to the students. By memorizing the critical reviews of the poems, a huge number of students will be able to pass the final exams. How many students raised in this manner will become enthusiastic poetry readers when they graduate from college? Many of them will

undoubtedly find their literature lessons to be tedious, dull, and uninteresting. This study aims to examine zone of proximal development in teaching English poetry in higher education context.

THEORETICAL CONCEPTS

The Zone of Proximal Development (ZPD), defined by Vygotsky as the distance between a child's "actual developmental level as determined by independent problem solving" and a higher level of "potential development as determined by problem solving" under adult guidance or in collaboration with more peers who are competent. This remark expresses Vygotsky's perspective on the role of instruction and assessment in general. His research was focused on determining how learners grow. The emphasis on process as well as product in evaluation has been ingrained in the "dynamic assessment" skill set. Much of Vygotsky's following and related conceptual map is based on the basic genetic law of cultural evolution. The ZPD creates a setting in which the social and the individual can interact. The so-called "psychological instruments" (especially speech) and signs play a mediational function in the ZPD (Daniels, 2002).

Another famous aspect of Vygotsky's work is the concept of zone of proximal development, whose accuracy is supported by noticeable positive shifts in student achievement when opportunities are more suitable, such as when students are learning with a more intelligent partner (e.g., Poehner, 2011). Despite the fact that Vygotsky did not specifically state the presence of a ZPD for innovation, current empirical results relating to the amplification and diminution of fostering creativity based on the social capabilities of creative pursuits indicate that such an occurrence is at work. An empirical example of a ZPD-like pattern in students' creative thinking, including a broader theoretical reimagining of creativity as

strongly configurable, this study may aid educational psychology in better understanding this critical construct now and in the future. In specific, researchers use a Vygotskian philosophical perspective and a personal data analysis method in the existing study is to find that pupils substantively vary from each other in terms of the width of their ZPD creativity - relevant, because these trends in pupil ZPDs could be used to acknowledge conscious and unconscious profile information of creative students (Dumas et al., 2021).

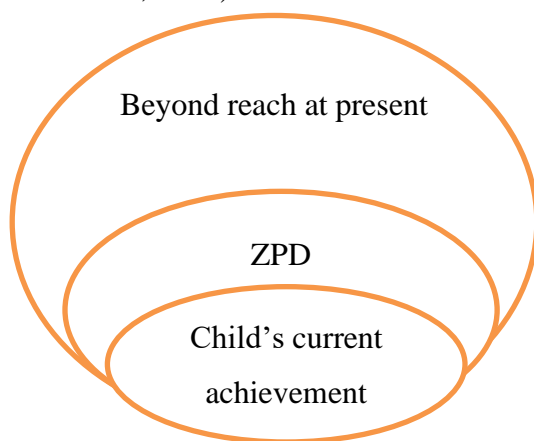


Figure 1. Zone of Proximal Development
Sources: (Arum, 2020)

Understanding Vygotsky's hypothesis necessitates a brief examination of the political situation at the time. Soon after the Russian transition, when Marxism began to substitute the standard after Czar, Vygotsky began working in brain research. The Marxists' new theory emphasized socialism and collectivism. Individuals are required to give up their personal objectives and achievements in order to benefit society as a whole. Sharing and cooperation were encouraged, and any individual's accomplishment was considered as a reflection of the culture's success. Marxists also placed a strong focus on history, believing that only through studying the ideas and events that produced a civilization could it be understood (Arum, 2020).

Furthermore, when a learner is in the zone of proximal development for a specific task, Vygotsky believes that offering proper support will give the student enough of a "boost" to complete the work. Educators are recommended to focus on three crucial components to help a person advance through the zone of proximal development: Scaffolding, More Knowledgeable Other (MKO), and Student Interactions

RESEARCH METHOD

In order to respond to the exploration issue, the researchers used a qualitative study. Furthermore, the purpose of this analysis is to examine the Notion of Zone of Proximal Development in English Poetry Class. The research question is "How does teacher implement the notion of Zone of Proximal Development in English poetry class". Literature reviews from national and international periodicals, as well as e-books and theses, are used by the researcher to collect data.

FINDINGS AND DISCUSSION FINDINGS

First, a research conducted by (Dumas et al., 2021) entitled "The zone of proximal creativity: What dynamic assessment of divergent thinking reveals about students' latent class membership". The finding revealed that Divergent Thinking is a domain-general mental characteristic that is closely linked to creativity and may be measured using text-mining techniques. Divergent Thinking in kids is flexible in response to very basic contextual inputs, according to previous studies. Furthermore, the degree to which individual students' Divergent Thinking is flexible varies significantly, implying the existence of a student-specific zone-of-proximal-development in relation to creativity. We used a dynamic assessment method that

includes numerous situations under which student Divergent Thinking was tested, and we fitted a latent profile analysis model to that results. Although a stimulus to produce startling or unusual thoughts can increase the originality of student responses on average, researchers uncovered three latent classes that differ greatly in their augmentation patterns. These three latent classifications were named (a) Conventional Thinkers (7.80 percent of the sample), whose reactions to the Divergent Thinking task were extremely constricted and uncreative in all circumstances, (b) Prompted Shifters (66.56 percent), whose Uniqueness significantly increased all over situations, and (c) Idea Generators (25.64 percent), whose responses were absolutely unique in all contexts.

Second, according to the study of (Irshad et al., 2021) regarding “Vygotsky ' s Zone of Proximal Development (ZPD): An Evaluative Tool for Language Learning and Social Development in Early Childhood Education”. The idea of scaffolding was examined in relation to the Vygotskian concept of the zone of proximal development in this research. Despite the metaphor's evident shortcomings in comparison to the ZPD concept, scaffolding is becoming increasingly popular among educators, both researchers and practitioners. The term can be found in most modern educational psychology textbooks that discuss Vygotsky's theory. Because the scaffolding metaphor makes teacher intervention in learning simple to understand, it might be a hindrance rather than a support for children's growth depending on the context. Educators will be more creative and knowledgeable if they have a better understanding of the scaffolding metaphor's theoretical underpinnings.

Third, a study entitled “Poetic Research in the Second Language Classroom” by (Clapsadle, 2014). Poetic structures in the classroom have been

shown to have both beneficial and negative effects on language learning, according to the literature. When the material chosen is inappropriate for the language level, the classroom organization is impedimental, or the teacher lacks confidence and is unprepared, negative effects emerge. Students must be motivated in order to attain favorable outcomes, which can be achieved when they are exposed to things they enjoy and texts for language learning practices. When student voices shape instructional tactics, the teacher acts as a mediator, the class is not teacher-centered, and students are asked to offer modifications, hierarchical strata are reduced

DISCUSSION

Poetry is "the honey of all flowers," This implies that poetry is something to be admired and enjoyed. Poetry is also defined as "a technique of negotiating experience, of attention to exterior and internal worlds, of bringing disparate worlds into close relation for the purpose of arriving at renewed perception." Poetry attracts to people from all walks of life, according to the quotation. However, no regulations or policies, particularly in the school curriculum, specify the ways by which this genre is to be taught and studied (Arum, 2020).

Based on the Poetic Research in the Second Language Classroom by Carter Clapsadle, it is shown that international students are requested to compose a poetry book on the topic of "studying abroad" for the Book of Poetry Assignment. Because they have never done it before, students are always surprised and intimidated by such a task. Students have had minimal opportunity to evaluate and/or produce poetic forms, which was a common theme throughout the interviews. Hanauer's class investigates the genre of poetry, does library and online research, performs poetry readings, delves

into autobiographical experiences, revises, redrafts, critiques, and publishes a group book. Students can use this lesson plan to express themselves, artistically explore the language, and acquire cultural awareness. It also gives teachers a foundation for structuring similar activities in the classroom (Clapsadle, 2014),

Teachers are unaware of what poetry is or how to include it into lesson plans, as literature has suggested. Online poetry resources provide access to banks of modern poetry from around the world, as well as explanations and performances to help alleviate fear. History, anthologies, orthographies, and oral readings can be found on websites like lyrikline.org, poetryfoundation.org, poetrytranslation.org, and poets.org. These models and online tools could be used in classroom research and longitudinal studies in the future, which would assist future research.

Teachers, according to Melin in (Clapsadle, 2014), "must take into account writerly viewpoint, readership difficulties, and performance characteristics" when teaching poetry in the classroom. The researchers suggests ten content and learning guidelines that should be incorporated across the curriculum, including: a) highlight the relationship among language and literature, b) utilize poetry to differ teaching materials, c) select appears to work of importance, d) describe literary convention, e) identify teacher positions through tasks that concentrate on discovering and understanding of meaning, f) evoke learner reaction through having read aloud/writing poetry, g) utilize digital tech resources, and h) training creativity. This comprehensive approach emphasizes that "literature is a part of, not separate from, other spheres of culture," endowing literature with significant power.

In Lin & Sher' study (2000), Students were urged to either record their favorite

poems on tape or collect them as project work on a regular basis with illustrations. They were also encouraged to use the internet to keep up with the global trend of using the internet to learn poetry. Meanwhile, according to (Reid & Somers, 2000) Poetry lovers and teachers should take heart in the progress that has been done, regardless of where and with whom, and look for ways to broaden poetry's audience and influence even further. Without a doubt, the public schools are the most promising venue for making major headway in producing and nurturing future readers of poetry outside of college campuses. The untapped potential for strengthening the attractiveness of the genre appears boundless there, because the audience of young adults is so intimately in touch with emotion, rhythm, and the sounds of language (all of which are fundamental aspects of poetry). Poetry's future lies, as it has always done, in the classrooms of American schools.

Furthermore, nearly all of the poems picked are about people, their thoughts on life and death, success and failure, and relationships. The participating students did not choose Nature poems to study, with the exception of one student's choice of "I Am Dying" by Marie Negus (taken from familyfriendpoems.com) regarding global warming. Students preferred to debate poems about their real day-to-day experiences, such as college life, friendship, falling in love, and so on, unless they were officially provided. When choosing Dickinson's "Death," for example, Audrey, a high-achieving student, says, "This poem seems very real for every human being." Everyone will die at some point. It's a once-in-a-lifetime encounter that no one can avoid" (Dewi, 2018).

Vygotsky, who had a passion for poetry, beautifully understood how language, by virtue of its generality, allows us to commune with infinity while also allowing us to glimpse the transitory and particular.

Words enable us to articulate thoughts that span the entire logical realm and to describe how things are in the unique here and now. The goal is to see the intricate relationship between the universal and the particular in the mind's life rather than dismissing the abstract and general (Vygotsky et al., 2007).

According to the research of (Mastuti, 2020), it can be seen that low motivation, low student creativity, and feelings of inadequacy are obstacles to learning to write creative poetry, therefore, teachers are attempting to increase the role of teachers in learning by sharing methods such as condensing material and giving measurable assignments. One of the teacher's efforts to make the content appear easier to learn is to make it more interesting or to summarize the subject. Meanwhile the results of interviews with teachers revealed that this strategy is used to give pupils the impression that the content they are learning is not too difficult.

CONCLUSION

It can be concluded that teachers must consider the writer's point of view, readership issues, and performance characteristics when teaching poetry in the classroom. Furthermore, when examining the zone of proximal development in an English poetry class, teachers should concentrate on three key components that will assist a student go through the zone of proximal development: scaffolding, more knowledgeable other (MKO), and student interactions. Vygotsky, who loved poetry, brilliantly recognized how language's generality allows us to commune with infinity while also allowing us to glimpse the transient and local. Words allow us to express ideas that span the entire logical world and describe how things are in the present moment.

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AN ANALYSIS OF THE STUDENTS' DIFFICULTIES IN WRITING DESCRIPTIVE TEXT

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Abstract

The writer interested in descriptive text, because it is an interesting material. By writing it, the students could show their ideas. Since English is a foreign language, writing descriptive text was not easy for Indonesian students. The aims of this research were: to know the first graders' difficulties in writing descriptive text and to know the factors of difficulties in writing descriptive text. This research used descriptive qualitative research design. The subject of this study was the first grade students of SMK Muhammadiyah Doro in the 2019/2020 academic year. The instruments of the study were observation, test and questionnaire. The result showed that The first graders' difficulties in writing descriptive text faced on the five writing aspects was classified as high. In addition, most of students has difficulty in each aspects such as such as grammar 83% of students, vocabullary 75% of students, mechanic 75% of students, content 67% students, and organizing 58% of students. The factor as causes first graders' difficulty in writing descriptive text, they concern with learners' background, teachers' technique, and learners' environment.

Keywords: *students' difficulties, the factors causing the difficulties*

INTRODUCTION

Language is an important aspect in our daily life, because it enable us to communicate. Language is very important to human beings, people us it to communicate with one another, to express their feelings, to give and accept the information, to solve problem, etc. In other words, language is one the most important things to carry out our activities in our lives.

Language is the process or set of processes used to ensure there is an agreement between the sender and receiver for meanings assigned to the symbols and the schema for combining them used for each communication. The symbols themselves, although typically not the accompanying non-verbal activity, are usually described as words. The schema for combining them is usually described as grammar. The study English, we had to see what kind of skill English. English had four skills that were studied and mastered if we want to know English well. They are speaking, listening, writing, and reading. One of language skills that is important for learner is writing, because by writing people can express his or her ideas in written form. This skill should be taught to the students in SMK Muhammadiyah Doro. It is stated that the students are expected to be able to communicate in English either written or spoken forms. It means that these skills should be interrelated and supported one another.

According to Harmer, writing is a basic language skill, as important as speaking, listening and reading. Students need to know how to write letters, how toput written reports together, how to reply advertisement and increasingly how to write using electronic media. In brief, the most recording of ours is in writing form. According to Wyrick (1987:227), the writer of description creates a word picture of persons, places, objects, and emotions using a careful selection of detail to make an impression on the reader. In other words, descriptive text was derived from

the word “describe” which means to explain someone about the thing, person, or animal. Descriptive text has three structures which were description, identification, and conclusion. Descriptive text is very important to improve students writing skill, especially in writing skill. By writing descriptive text, the students are able to describe something.

RESEARCH METHOD

This research used descriptive qualitative as the method of the research used observation, interview, and test for collected data. Descriptive research, in and of itself, however is not very satisfying, since most researchers want to have a more complete understanding of people and things. Descriptive research is suitable for a research type of data. It is a research which the writer must describe the result of data in this research. In this research, the word and action are analyzed in such a way. Example of descriptive studies in education include identifying the achievements of various groups of students, describing the behavior of teacher, administrator, or counselors; describing the attitudes of parents; and describing the physical capabilities of schools.

Qualitative researches go directly to the particular setting in which they are interested to observe and collect their data. They spend a considerable amount of time actually being in a school, sitting on faculty meetings, attending parent-teacher association meeting, observing teacher in their classrooms and in other locales, an in general directly observing and interviewing individuals as they go about their daily routines (Fraenkel& Wallen,1974: 190).

The aims of this research were: to know the first graders’ difficulties in writing descriptive text and to know the factors of difficulties in writing descriptive text. Based on the purpose in this paper, this study used descriptive qualitative method. It is called descriptive

qualitative because this study about describes to analysis of difficulties the students in writing descriptive text. This is called the descriptive qualitative because the step of the method are collecting the data, making an analysis, and drawing the conclusion.

Therefore, the researcher will use descriptive research with qualitative descriptive approach, since the method will be collecting the data, analyzing the data and drawing the conclusion based on the data. In descriptive qualitative the researcher can describe more detail about the analysis.

FINDINGS AND DISCUSSION

The first data is obtained from the result of the observation researcher to know all condition of students, teacher, class, school, teaching and learning. The second data is obtained from the result of the test given to the students is about the difficulties faced in writing descriptive text. The last data is obtained from the result of the questionnaire distributed to the students is about the factor causing the students' difficulties in writing descriptive text.

Conducted the test on Friday, 13 November 2020, this study was continued to analyze the data which were collected though test. The observation method is carried out in class. The writer made observations in class X TBO. The writer provides material to the students of the first grade of TBO (*Teknik Body Otomotif*), which consist of 12 students.

The function of this method is to know the applying of the writing skill difficulties of descriptive text. The next method is test. The writer wants to know the difficulties of the students in writing descriptive text. From the grammar and also determine the generic structure of the text. And the last method is questionnaire. The writer want to know the advantages and the disadvantages from the first grade students (TBO) of SMK Muhammadiyah Doro.

Especially, in learning English Language and in writing descriptive text.

1. Students' Difficulties in Writing Descriptive Text

In this research, test is used by the researcher to know the students' difficulties in writing descriptive text. In the test the students were asked to create a descriptive text.

Tabel 4.1 Students' Score in Writing Descriptive Text

No	Code	Score					
		O	C	G	M	V	TS
1.	A	20	14	15	15	14	78
2.	B	15	11	13	14	11	54
3.	C	15	11	12	14	6	58
4.	D	11	5	6	7	5	34
5.	E	10	15	15	14	14	48
6.	F	18	15	11	6	6	56
7.	G	15	15	15	11	11	67
8.	H	12	11	6	6	5	40
9.	I	15	11	15	11	6	58
10.	J	15	14	13	13	15	70
11.	K	20	15	18	15	15	83
12.	L	10	15	11	6	5	45

Notes :

1. O = organization
2. C = content
3. G = grammar
4. M = mechanics
5. V = vocabulary
6. Ts = total score

Table 4.2

The Table of Analysis Scale

Elements of writing	Excellent	Good	Adequate
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Organization	20-18	17-15	14-12	11-6	5-1
Content	20-18	17-15	14-12	11-6	5-1
Grammar	20-18	17-15	14-12	11-6	5-1
Mechanics	20-18	17-15	14-12	11-6	5-1
Vocabulary	20-18	17-15	14-12	11-6	5-1
Total score	100-86	85-71	70-56	55-26	25-9

2. Factors of Causing The Students' Difficulties

The researcher revealed the factors of causing the students' difficulties in writing descriptive text gained from the result questionnaire which consist of seventeen items. If they give answer seldom or never then the researcher concludes that the question of questionnaire is the cause of the difficulties faced by the students, and if they respond always or usually it is not the cause of the difficulties faced by the students. The result of the data is classified into three variables factors which contain some sub-variables factors.

The table above showed the students' ability in writing descriptive text. The highest score is 83 and the lowest score 34, and the mean score is 57,66, that indicated their ability is low category. And the table also showed all the points assessment considered to be the first graders' difficulty in writing descriptive text. According to the rubric of scoring, students have five difficulties in writing descriptive text, they are content, organizing, grammar, vocabullary, and mechanic.

Table 4.3 Students' Difficulties

N o	Difficulties	N	F	Percentage
1.	Content	1 2	8	67%
2.	Organizing	1 2	9	75%
3.	Grammar	1 2	1 0	83%
4.	Vocabullary	1 2	9	75%
5.	Mechanic	1 2	7	58%

The table showed the highest percentage is 3% of students have difficulty in grammar, the second percentage are 75% of students have difficulty in organizing and 75% of students have difficulty in vocabullary, the third percentage 63% of students have difficulty in content, and the last percentage is 58% of students have difficulty in mechanic.

CONCLUSIONS

1. The First Graders' Difficulties in Writing Descriptive Text

The first graders' difficulties in writing descriptive text faced on the five writing aspects was classified as high. Most of students has difficulty in each aspects such as such as grammar 83% of students, vocabullary 75% of students, mechanic 75% of students, content 67% students, and organizing 58% of students.

2. The Causes of First Graders' Difficulty in Writing Descriptive Text

The factor as causes first graders difficulty in writing descriptive text, they concern with learners' background, teachers' technique, and learners' environment. That is based on result of data analyses of questionnaire and observation.

There are three background factors to learners that cause their difficulties. First, 83% students are lack of interest in learning writing. Second, 75% students are lack of motivation to learn writing. Lastly over 66% of students experienced a lack of background knowledge about writing either from grammar, vocabulary or English text. The teaching technique becomes the next factor because it affects

the students' understanding of the material described by the teacher.

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VALIDITAS PENILAIAN AHLI PADA INSTRUMEN STUDENT PERCEPTION OF OPPORTUNITY COMPETENCE DEVELOPMENT (SPOCD) DI PERGURUAN TINGGI

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Abstract

Tujuan dari penelitian ini adalah untuk mengetahui validitas dari respons penilai ahli pada instrumen *Student Perception of Opportunity Competence Development* di tingkat Perguruan Tinggi. Penelitian ini menggunakan metodologi kuantitatif dengan metode survei, sedangkan sampel sebanyak 20 panelis dipilih secara *random sampling* pada mahasiswa yang telah menyelesaikan pendidikan magister dalam bidang pendidikan. Pengumpulan data melalui instrumen SPOCD bentuk non-tes dengan bantuan *Google Form*. Analisis data menggunakan teknik formula Aiken untuk menganalisis validitas hasil respons penilai ahli. Hasil menunjukkan bahwa instrumen SPOCD yang dirancang dari enam dimensi, 22 indikator, dan 35 butir memiliki nilai validitas pada rentang 0.36 sampai dengan 0.81 dalam kategori yang cukup memadai. Sedangkan dimensi dengan nilai validitas terbesar *Using Language* dan nilai validitas terkecil pada dimensi *Making Connection*, saran dan rekomendasi panelis agar butir pada tiap indikator dikembangkan dan disesuaikan dengan kebutuhan lingkungan pembelajaran saat ini.

Kata Kunci: Validitas; Penilaian Ahli; Instrumen SPOCD, Pendidikan Matematika

PENDAHULUAN

Rendahnya kinerja siswa Indonesia dalam program penilaian internasional telah menjadi perhatian dan memberikan dorongan untuk menyerukan reformasi besar pendidikan nasional (Fadlika et al., 2020). Salah satu penyebab terkait dengan kompetensi matematika yang buruk yang ditemukan dalam skala besar (Carin, A.A. & Sund, 2016; Faizah & Ridwan, 2022). Mengatasi kekurangan dalam kompetensi matematika telah menjadi perhatian yang berkembang dari Pemerintah Indonesia, mengikuti implementasi kurikulum berbasis kompetensi pada tahun 2004 oleh Kementerian Pendidikan Nasional Republik Indonesia (Rahayu et al., 2020).

Pengembangan kompetensi dalam pendidikan matematika, khususnya bila dikaitkan dengan persepsi siswa dalam konteks proses pembelajaran matematika diperguruan tinggi baik negeri maupun swasta (Rahmawati et al., 2018). Salah satu pendekatan yang menarik

untuk pengembangan kompetensi dari Kementerian Pendidikan di Selandia Baru tentang kurikulum pendidikan Selandia Baru (Neill, 2001)(Kementerian Pendidikan of New Zealand, 2007), di mana lima kompetensi utama diidentifikasi, yaitu: berpikir; menggunakan bahasa, simbol, dan teks; mengelola diri; berhubungan dengan orang lain; dan berpartisipasi dan berkontribusi. Kelima kompetensi utama siswa ini dikembangkan melalui proses pembelajaran (Rahayu et al., 2020). Dalam proses pembelajaran, guru menata lingkungan belajar agar siswa dapat berinteraksi satu sama lain (Kielblock, 2017), dengan guru dan dengan sumber belajar (Limbach & Waugh, 2010). Siswa dapat mendiskusikan masalah dan melakukan pemantauan diri untuk dapat memahami materi matematika dengan baik (Kam et al., 2011).

Khususnya dalam konteks pembelajaran matematika, karena tidak tersedianya instrumen yang relevan sebagai alat ukur

sangat penting (Rahayu et al., 2020). Hal ini juga penting bahwa setiap instrumen memiliki potensi dapat digunakan oleh guru matematika di Indonesia, ada beberapa instrumen pengukuran yang tersedia, dapat diidentifikasi sebagai alat pengukuran yang sesuai dan berbasis konteks yang tepat, untuk matematika. Untuk menilai perkembangan kompetensi siswa ditinjau dari lima kompetensi utama dalam pembelajaran matematika.

Kuesioner Persepsi Pengembangan Kompetensi Peluang (SPOCD) diadopsi oleh peneliti (Rahayu et al., 2020) ranah penelitiannya mengembangkan lima dimensi dan butir penyusunnya pada tingkat SMA se-Indonesia untuk digunakan dan dikembangkan, dengan tujuan untuk mengukur persepsi siswa tentang peluang pengembangan tentang kompetensi matematika. Kemudian hal ini menjadi menarik instrumen SPOCD untuk

dikembangkan kembali pada tingkat perguruan tinggi negeri maupun swasta. Tetapi kapasitas sampel hanya dibatasi di wilayah DKI Jakarta. Oleh karena itu,

pengembangan instrumen ini harus memperhatikan validitas kuesioner SPOCD dalam mengevaluasi lima kompetensi utama yang dinilai kembali dan mengembangkan

satu pada salah satu dimensi *Making Connection* (Oranç & Küntay, 2019).

Sebelum instrumen SPOCD yang dikembangkan diujikan secara empirik, maka penilaian ahli penting dilakukan (Werner et al., 2017), di mana kondisi ini harus dilakukan untuk menguji instrumen berdasarkan konstruk yang dibangun pada instrumen SPOCD (Leite et al., 2021). Laporan penilaian ahli jarang dipaparkan dengan jelas pada hasil penelitian-penelitian lainnya (Werner et al.,

METODE PENELITIAN

Metodologi dalam penelitian ini adalah kuantitatif dengan metode survei pada 20 panelis sebagai ahli dalam penilaian instrumen SPOCD. Sampel dipilih secara random dengan mempertimbangkan bahwa sampel memiliki bidang keahlian dalam pendidikan (Afzaal et al., 2019). Instrumen SPOCD yang dirancang dalam bentuk non-tes dengan pilihan jawaban menggunakan skala Likert, yaitu: Sangat Tidak Setuju (1), Tidak Setuju (2), Ragu-ragu (3), Setuju (4), dan Sangat Setuju (5) yang untuk diberikan pada penilai. Adapun kisi-kisi instrumen SPOCD yang dikembangkan dari hasil modifikasi berikut ini.

Tabel 1 Kisi-kisi instrumen SPOCD

Dimensi	Nomor Butir	Jumlah
<i>Thinking</i>	1,2,3	2
	5	1
	4,6	2
<i>Relating to other</i>	7,8	2
	9	1
	10,11	2
<i>Using Language</i>	12,17	2
	13,14	2
	15	1
<i>Managing Self</i>	16	1
	18,19,21,23	4
	20,22	2
<i>Participating and contributing</i>	24,25	2
	27	1

2017). Oleh karena itu, tujuan dari penulisan artikel ini untuk mengetahui bagaimana validitas penilai ahli pada instrumen SPOCD mahasiswa pendidikan matematika.

	26	1	
<i>Making Connection</i>	28,34	2	
	29	1	
	30	1	
	31	1	
	32	1	
	33	1	
	35	1	
Jumlah		35	

Pengembangan kompetensi dalam proses pembelajaran matematika. SPOCD angket meliputi 5 kompetensi, yaitu: (1) berpikir: melibatkan penggunaan kreatif dan kritis proses untuk memahami informasi, pengalaman, dan ide; (2) berhubungan dengan orang lain: yaitu, mendengarkan secara aktif;

(3) menggunakan bahasa, simbol, dan teks: tentang bagaimana siswa membuat makna, mengekspresikan dan mengomunikasikan ide; (4) mengelola diri sendiri: yaitu memotivasi diri sendiri, aktif, dan memahami diri sendiri, dan; (5) berpartisipasi dan berkontribusi: termasuk berkontribusi dalam kelompok, membuat koneksi dengan teman kelas (Rahayu et al., 2020). Kemudian, satu dimensi dikembangkan yaitu *Making connection* yang dapat diartikan bahwa siswa diberikan kesempatan untuk memikirkan suatu keputusan yang bersinergi dengan guru dan teman kelas (Oranç & Küntay, 2019). Sehingga terdapat enam dimensi, 22 indikator dan 35 butir pernyataan untuk diujikan kepada penilai ahli.

Selanjutnya, peninjauan dan validasi oleh panelis domain diperlukan untuk memastikan bahwa instrumen tersebut memenuhi tujuannya (Razali et al., 2016; Yasin et al., 2015). Oleh karena itu, validasi panelis dilakukan sebelum melakukan studi percontohan. Hasil modifikasi 35 *item*,

selanjutnya diberikan kepada 20 panelis untuk menilai berdasarkan kuantitas instrumen

SPOCD. Hasil tanggapan para panelis dianalisis dengan menggunakan Indeks Validitas Aiken, yang mengutamakan sejumlah ahli dalam pengecekan validitas butir soal. Indeks validitas untuk setiap item dihitung menggunakan rumus indeks validitas

Aiken berikut (Ibáñez et al., 2019):

$$V = \frac{\sum n_i |i - r|}{N(t - 1)}$$

Di mana

- V :Indeks kesesuaian item berdasarkan penilaian ahli;
 i :skor yang diberikan oleh ahli;
 r :skor penilaian untuk validitas terendah;
 t :skor penilaian untuk validitas tertinggi;

Indeks validitas dinyatakan dengan V, semakin tinggi nilai V semakin sesuai dengan target pengukuran. Nilai indeks V berkisar antara 0 sampai 1, semakin mendekati nilai 1 akan semakin baik karena lebih relevan dengan indikator (Instrumen et al., 2016).

HASIL DAN PEMBAHASAN

Instrumen SPOCD dilakukan uji coba pada 20 panelis, di mana pemilihan 20 panelis berdasarkan pertimbangan tertentu melihat latar belakang pendidikan dan pengalaman dalam lingkungan pembelajaran. Hal ini dilakukan untuk mengetahui apakah item pertanyaan pada kuesioner yang disebarakan dapat dipahami dengan baik oleh responden sehingga, konstruk yang dirancang pada kuesioner dinyatakan valid sebagai alat ukur. Hasil pengumpulan data dari responden panelis kemudian dilakukan analisis dengan menggunakan formula Aiken. Sehingga hasil perhitungannya dapat dipaparkan berikut ini.

Tabel 2 Perhitungan Validitas Aiken

Dimensi	No. Item	Validitas Aiken
<i>Thinking</i>	1,2,3	0.55,0.61,0.61
	5	0.48
	4,6	0.60,0.76
<i>Relating to other</i>	7,8	0.50,0.60
	9	0.58
<i>Using Language</i>	10,11	0.66,0.54
	12,17	0.43,0.81
	13,14	0.70,0.53
	15	0.78
	16	0.74
<i>Managing</i>	18,19,21,23	0.64,0.61,0.68,0.65
<i>Self</i>	20,22	0.70,0.75
<i>Participating and contributing</i>	24,25	0.68,0.69
	27	0.59
<i>Making Connection</i>	26	0.45
	28,34	0.64,0.60
	29	0.36
	30	0.61
	31	0.61
	32	0.60
	33	0.73
	35	0.70

Indeks validitas Aiken yang diperoleh dari 35 item dinilai oleh 20 panelis memiliki rentang nilai antara 0,36 hingga 0,81. Nilai indeks validitas dengan 0,36 berada pada item nomor 29, sedangkan nilai 0,81 pada item nomor 17. Rentang indeks validitas Aiken sebagian besar mendekati nilai 1.

Nomor butir 29 pada dimensi *Making Connection* memiliki nilai validitas paling kecil dari nilai validitas lainnya, dan dalam kategori cukup memadai. Sedangkan nilai validitas terbesar pada nomor butir 17 pada dimensi *Using language* nilai validitas dalam kategori baik, sebagian besar butir yang disusun berada pada rentang nilai yang cukup untuk diterima. Oleh karena itu, 35 butir tersebut tetap dipertahankan untuk kemudian dapat dilakukan pengujian secara empirik. Sehingga, dapat dinyatakan bahwa 35 item yang disusun memiliki nilai validitas yang cukup memadai dengan target pengukuran berdasarkan penilaian ahli.

Kesepakatan penilai ahli menunjukkan bahwa pentingnya dimensi *Using Language* menjadi salah satu alternatif dalam menyampaikan pesan pembelajaran. Selain itu, membantu dalam pengambilan keputusan dan interpretasi hasil dari pekerjaan siswa. Seperti yang disampaikan oleh (Zohar & Schwartz, 2005) menggunakan bahasa, simbol, dan teks: tentang bagaimana siswa membuat makna, mengekspresikan dan mengomunikasikan ide (Rahayu et al., 2020)

Dimensi *Making Connection* dirasa masih perlu untuk diperhatikan secara konstruk kesesuaian antara dimensi, indikator, dan butir pernyataan terhadap lingkungan pembelajaran matematika diperguruan tinggi. Penilai ahli memberikan catatan bahwa dimensi tersebut perlu dikembangkan melalui butir-butir pernyataan yang disusun. Oranç dan Küntay, (2019) menggambarkan bahwa *making connection* di mana siswa dapat mengimplementasikan ekpresi dalam belajar,

emosional, dan merasa dirinya telah memiliki pengalaman belajar yang bermakna.

Saat ini proses validasi ahli belum banyak diinformasikan dalam mengungkap pentingnya validasi ahli dalam pengembangan instrumen, seperti yang telah dilakukan oleh (Usry, Partington, & Partington 2018) untuk membangun bukti validitas isi yang lebih konkrit dengan menggunakan sejumlah besar ahli yang mampu memberikan bukti keandalan yang sangat baik di antara para ahli.

KESIMPULAN

Validitas instrumen SPOCD berdasarkan penilaian ahli merupakan salah satu tahapan yang harus dilakukan oleh penelitian pengembangan. Tahapan ini dapat memberikan informasi penting terkait rancangan instrumen SPOCD sebelum dilakukan uji empirik. Pengujian ini dapat melibatkan tiga atau lebih ahli untuk melakukan penilaian, sedangkan dalam penelitian ini pengujian melibatkan 20 panelis. Formula Aiken sebagai salah satu formula untuk menganalisis skor secara klasik, di mana komposisi skor jawaban dan banyaknya alternatif jawaban atau rating scale yang disusun akan sangat mempengaruhi hasil perhitungan nilai validitas berdasarkan formula Aiken.

Dapat disimpulkan bahwa validitas dengan formula Aiken dapat memberikan informasi sejauhmana konstruk yang dibangun pada instrumen SPOCD dapat diterima dengan baik. 35 butir yang disusun telah menunjukkan nilai validitas Aiken, di mana secara keseluruhan nilai validitas Aiken berada dalam kategori yang cukup memadai. Hal ini dapat diartikan bahwa secara konstruk instrumen SPOCD mudah untuk dipahami dan sesuai dengan kebutuhan pembelajaran di Indonesia.

Deskripsi berdasarkan hasil secara kuantitatif bahwa nilai validitas Aiken pada butir instrumen

SPOCD tidak ada yang berada di bawah 0,3. Selain itu, beberapa panelis merekomendasikan agar beberapa butir dapat dikembangkan pada indikator dan dimensi yang dirasa cukup sensitif dalam memberikan informasi dan pengalaman diri pada responden.

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HUMOR IN RESEARCH PROPOSAL SEMINAR: BRINGING PLURILINGUALISM IN HIGHER EDUCATION CONTEXT

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Abstract

Plurilingualism practices in Indonesia are unique for its richness of local-vernacular linguistics capitals. The purpose of this study is bringing conversational jokes where the local-vernacular languages used by the speakers in an English Language Study Graduate Program exist. This study employed descriptive qualitative method. The data was analyzed through discourse analysis. The focus is exploring the sense of humor performed by advisor and examiner in research seminar and to find out the intentions of humor performed by lecturers as examiners or supervisors in research seminar. As results, the types of humor that emerged during the observation are teasing and banter. This study is an important contribution for the study of speech act in the case of conversational jokes in research proposal seminar.

Keywords: Humor, Conversational Jokes, Plurilingualism, Higher Education.

INTRODUCTION

Getting and holding students' attention every day in class is both a challenging and daunting task. Curricula are rigorous and students lead busy lives. They arrive in class after having been in other classes, having done fieldwork, or having been at work. As they sit down in overheated and crowded classrooms furnished with uncomfortable seats, even the most disciplined students may struggle to maintain attention (Skinner, 2010). But humor can help. Students cannot laugh and snore at the same time (Berk, 2003).

Defining humor is little bit difficult to overcome. Humor is a quintessentially social phenomenon, since every joke requires both a teller and an audience (Robinson & Smith-Lovin, 2001). Numerous studies on humor in the classroom acknowledge the important role it plays in the learning process. Humor has been reported to increase motivation, enhance the retention of new information, advance problem-solving skills, encourage creativity and critical thinking, facilitate a positive learning environment, and decrease exam anxiety (Martin (2007) in (Rieger, 2014).

In the college classroom, teaching should move beyond transmitting facts to encouraging students to think critically and creatively about the subject matter. Humor is about allowing oneself to be intellectually playful with ideas. Individuals like Albert Einstein, Thomas Edison, and Beatrix Potter have made major contributions to the world because they were persistent and mentally playful.

As an effort to encourage and transmit the knowledge better, humor is used. Instead of saying something that's a little bit straightforward, humor allows oneself to be intellectually playful with ideas. Especially for the context of teaching English in Indonesian EFL Classrooms, various languages are potentially used by each of the collegians. Therefore, this study is aimed at investigating a series of humor in a setting of research proposal seminar, where tension is commonly felt by students.

THEORETICAL CONCEPTS

Plurilingualism situation is where a person has competence in more than one language, can switch between them,

according to the circumstances, social context. It does not refer to native-like ability of certain languages, but how to use linguistic knowledge and skills to communicate with others in many different situations. It's the ability to effectively function multinational and multicultural (Martinez, 2018).

In the Indonesian context, Indonesian is the national language and lingua franca and is highly valued as the dominant language in all official settings, such as school, government, religious practice and is the main language for informal interaction in urban contexts as well (Jafar, 2010).

The common forms of plurilingualism practices are code-switching, code-mixing, and translanguaging. In intercultural business and interaction, humor can affect the process of translation (Gauchia Beltran, 2016) although the effect was only seen from the literal process of understanding.

The categorizing of humor types has been criticized, because of the difficulty of distinguishing between different forms of humor. For example, according to Norrick (1993), forms of humor tend to "fade into each other in conversation, which makes it impossible to get a clear distinction between various humor types. Nevertheless, in the present study categories of humor are presented in order to distinguish what types of humor are most typical in a specific social situation of an EFL classroom.

The term irony can refer to multiple issues, but here the term will be used only in reference to verbal irony, excluding for example situational irony. First of all, no one clear definition of irony exists but some characteristics can be pointed out on the basis of previous research. The use of ambiguous or implicit statements, which often entail double meanings, is referred to as irony in various forms, since when someone is being ironic they say the opposite of what is meant. In effect, certain closeness between the one who uses irony in his/her speech and the target(s)

is beneficial in terms of understanding that irony is used for humorous effect. Furthermore, a subtype of irony referred to as sarcasm is often differentiated from the term irony; however, the differentiation of the two terms is not unproblematic.

Teasing is "intentional provocation accompanied by playful off-record markers that together comment on something relevant to the target" (Keltner, Capps, Kring, Young, & Heerey, 2001). This definition by Keltner et al. intends to give a neutral view of teasing. Nevertheless, teasing can easily act both as a positive and a negative type of humour. The difference between what is considered to be good natured teasing and when teasing starts to resemble bullying is difficult to differentiate (Keltner et al., 2001). One reason for this might be that teasing has a clear target (Lilja, 2010), which means that it is directed at a certain individual and thus, is highly personal. Even when teasing is intended as positive, the recipient can choose to interpret the tease in a negative manner and be offended.

Banter is a term for a more specific type of teasing where the teasing happens back and forth. It might be called "a match of verbal ping-pong played by the two (or more) interlocutors within a jocular mode" (Dynel, 2009). Likewise, when the banter stops when one of the participants "runs out of ideas to outdo the other", Dynel added.

Language play can be defined in various ways. However, in relation to interaction, Lilja (2010) defines language play as paying particular attention to a certain feature of language and then targeting the feature humorously. In the present data, interaction and humor are key words and thus, the term language play is presented through the latter definition. Language play has a significant role in classrooms and particularly in language learning, since it can increase the awareness and knowledge of different

structures of a language (Lilja, 2010) and as a result, enhance language learning.

Joking is the most abstract of the types of humor. It can be divided into two categories: conversational jokes and canned jokes. The term conversational joking could be used as an umbrella term for all the different types of humor presented here (irony, teasing, banter, language play), since it includes all different “forms and strategies” that result in laughter from the target(s) (Norrick, 1993). By contrast, a canned joke uses a familiar joke frame to create amusement. One clear example of canned joking is a knock-knock joke, where the target knows the intention of the speaker, since it is produced in a familiar frame. Canned jokes are used less freely than conversational jokes, since they are often considered to be inappropriate in formal contexts (Attardo, 1994).

RESEARCH METHOD

This study employed descriptive qualitative method. The data was analyzed through discourse analysis. The data source was taken from the recordings of research seminar.

Conversation analysis was chosen as a data analysis method, since it seemed ideal for studying the interactional phenomenon of humor in classroom. In other words, the results of the current study are based on an analysis of the interaction and activities of the participants. Different categories of humor are analyzed based on the participants’ verbal and nonverbal actions, which reveal how the specific sequences of humor develop in interaction in the specific context of a language classroom.

FINDINGS AND DISCUSSION

The results and findings of this research are presented descriptively. There are five extracts that contain the uses of teasing and

banter in research seminar. They will be presented orderly from the first supervisor until the last supervisor in the research seminar.

Extract 1: The First Supervisor supervised the thesis proposal writing mechanism

Q : Ok good. Ini juga halaman 7, kasih naik itu judulnya. Tidak usah bergaya begitu. [@X@]

P : Oh yes

Extract 1 shows the use of teasing by the first supervisor when he said, “Tidak usah bergaya begitu” (You should not have to be that classy) followed by his laugh. The sentence does not mean that the presenter had a certain writing style, but there was actually something wrong with the way she typed the title placed on the page 7 of her thesis proposal. Extract 1 is categorized as conversational joke in the type of teasing, referred to Lilja (2010). Q had P as his clear target in the conversation. Then the presenter slightly said “yes” which indicates that she already got the point the first supervisor wanted to tell.

Extract 2 (The Second Supervisor Session before starting to supervise the presenter)

B : Makin banyak lipatannya, ditambah juga gajinya katanya (memandangi K).

Q : @@

Extract 2 shows teasing by B when he said: Makin banyak lipatannya, ditambah juga gajinya katanya (The more the folding pages, the more the payment, I wonder). The utterance was supported by the way B looked at K. The message of the teasing was even realized by Q although B did not intentionally say it to get Q’s response. Extract 2 also belongs to teasing, but different with the previous extract, the teasing that occurred in this extract is supported by the way the speaker see someone he addressed the statement. Instead of P as his target to state the utterance, B “came inside” of the K’s

session of supervision by saying “Makin banyak lipatannya, ditambah juga gajinya katanya” (The more the folding pages, the more the payment, I wonder.) B simply changed the direction of the conversation.

Extract 3: The Second Supervisor Session in supervising conceptual framework

B : [X Aii? ta' banyak ini X]

K : Banyak. Dalam conceptual frameworknya, ini saya ujungnya lihat kamu ada itu jawaban, ujungnya conceptual juga ada language attitude, ya? Halaman 22. Kemudian yang di kanannya itu panah berikutnya students' bilingual achievement. Itu kata-katanya bilingual.. Mana yang satu kesian? Ya kan ada tiga di situ harus ada tiga di sini. Ku bacakan ki di? How do you.. @@. how do the teachers impact the students' bilingual interaction? Dimana ujungnya nanti itu?.. Tidak ada di? Jadi kalau saya ku bilang, kasih ki di situ. Di Pak di?

A : @@

Extract 3 shows banter and teasing from B and K. Firstly, B starts the banter by saying “[X Aii ta' banyak ini X]” [X Aii? it should be much (to be corrected) X]. After that, K replied by saying “Banyak” (It should be much). The interaction between B and K is categorized as banter since both of them did not run out of ideas to outdo the other (based on Dynel's theory, 2008). However, this banter stopped and did not continue since K turned his focus on supervising P by giving teasing in some parts of his utterance. The first in when he said, “Ku bacakan ki di? How do you..@@” (Should I read that for you? How do you... @@). In this part he tried to make clear what he wanted to tell to the presenter but he also couldn't help to laugh because of his own jokes.

Extract 4 (The Second Supervisor supervised the writing mechanism)

P : Salah di situ? @@

K : Yang mana salahnya kesian? Yang mana salah di situ? Ya? The te... the instruments are used in this research are as in the following. Yang mana yang salah? Are-nya. Seharusnya?

Extract 4 shows that K was trying to give effective teasing to P when he said: “Yang mana salahnya kesian?” (Then where is it (the mistake)?) In this case, K seems trying to beg for the presenter's answer. In fact, it was like his own style to lead the presenter to explain the answer of his question. Like the previous extracts that belong to teasing, in this fourth extract, K also had P as his clear target without any following teasing.

Extract 5 (The Second Supervisor gave the last comment)

K : Nah. Ini caranya sama dengan yang tadi. Yang mana mau disalahkan dan mana mau dibenarkan. Ya? Kalau kita katakan instrument mau dijamakkan, oke. Are-nya itu boleh benar loh. Bagaimana caranya membenarkan supaya –are benar? .. The instruments... that are used. Ya.. Itu ‘kan anak kalimat. Kalau tidak mau -ki, reduce –ki. Jadi katakana saja the instruments used. Tapi kalau mau jadikan anak kalimat, the instruments are, the instruments are as in the following. Itu kalimat induknya. Tapi karena itu ada anak kalimatnya, the instruments that are used, misalnya, tapi boleh di-reduce: the instruments used. Aa baru pakai –are. Okay? Itu.. Dan lipatannya sudah habis juga. Ya, saya kira cukup sekian. Ya, tidak boleh melewati batas batas lipatan.

B : Jadi, banyak lipatan memenuhi syarat untuk dibayar.

K, Q : @@

It seems like there was no such a conversational joke appears in this extract. However, at the end of K's utterance, he put a

twist of teasing again when he said: “Ya, tidak boleh melewati batas batas lipatan.” (*Yes, I should not pass the folds limit.*) Then B respond the teasing by saying: “Jadi, banyak lipatan memenuhi syarat untuk dibayar.” (So, lots of folds lead to a wage to pay.) Finally, K and Q also gives their responses in laughter. The interaction between K and B can be categorized as banter since there’s a teasing and teasing responses in the conversation.

Research proposal seminar is an oral examination where students have to show the quality of a proposed research project and determines whether the proposed research project is acceptable. As part of academic requirements which precede the process of conducting research, students are recommended to pay attention to the supervisors and examiners’ suggestion and surely to prepare themselves better that they may answer the questions given by the supervisors and examiners. This study especially focuses on the way the lecturers as both supervisors and examiners give their comments, offer questions, or give suggestions.

Based on the findings, four lecturers were observed and they were confirmed to produced various senses of humor respectively in the types of teasing and banter. Code-mixing and code-switching of English, Indonesian, and Makassarese Malay are found.

Among the four speakers observed, K and B are the most to produce teasing and they were involved in banter (see extract 3). This is in line with Dynel (2009) said that where the teasing happens back and forth, it becomes banter. Besides, one thing that is also underlined here is the fact speaker K who speak the most during the interaction was the presenter’s supervisor. Speaker K might have given lots of suggestions as the sign of the responsibility in guiding the student.

CONCLUSION

Conversational jokes presented in this study are plurilingually brought by the speakers through the process of mental and direct translations.

The intentions of humor performed by the speakers are to review, to evaluate performance, and to response the counterparts.

This study has limitations on its data sources. Therefore, other researchers are recommended to study by not only referring to the participant observation but also taking in-depth interview into account.

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STUDENTS' AGILITY IN ONLINE EFL LEARNING AMIDST THE COVID-19 PANDEMIC

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Abstract

This study attempts to investigate the agility of male and female senior high EFL students of SMA Negeri 4 Pematangsiantar in online learning during the Covid-19 pandemic. The study employs the theory of learning agility introduced by Gravett and Caldwell (2016). As they stated, there are four dimensions of learning agility, namely; *mental agility*, *people agility*, *results agility* and *change agility*. The sampling technique used was random sampling. 150 students of X PMIA 1, 2, 3 and X PIS 1 and 2 were selected as the participants. The score of male students for all types of learning agility was 6798. While, the score of female students for all types of learning agility was 6831. From 150 participants, the percentage of male students who had high level of agility was in 27,33%, while the female students was in 26%. As for the percentage of male students who had moderate level of agility was in 22,67%, while the female students was in 24%. None of the male and female students had low level of agility. The results showed that when it came to general calculation of score, the female students were higher and more agile. However, when it was seen individually, especially in the learning activities, the male students had higher level of agility rather than the female students.

Keywords: Students; Agility; Online EFL Learning; Gender

INTRODUCTION

The invasion of Corona virus disease (Covid-19) has brought a new reality to teaching and learning activities at schools. Both teachers and students must be able to utilize any model of online learning due to the pandemic situation. This pandemic does not select any specific victims. Anyone, from different age, gender, social life, ethnic or country, can be infected. This harsh situation has pushed the government to establish rules referring to stay at home, work from home, and even learn from home.

In order to achieve the goals of online teaching and learning methods during this situation, Google Classroom is implemented worldwide through the daily life of teaching and learning activities. Google Classroom is a free web service developed by Google for schools that aims to simplify creating, distributing, and grading assignments. The main purpose of Google Classroom is to

streamline the process of sharing files between teachers and students. It enables teachers to create an online classroom area in which they can manage all documents which their students need. However, online learning is not as simple as people would think. Cheng (2020) said that teachers need to pay close attention to the student's learning status and guided students to have better home study. Teachers must stimulate students' motivation and activeness by giving students clear learning goals, and designing essential autonomous learning tasks based on the core content of teaching to increase students' participation and agility in online learning. When it comes to online learning, Wightman (2020) stated that it is commonly assumed that females are able to learn languages at a quicker pace than males. Since males rely on the auditory and visual components of their brains and females employ abstract thinking with a holistic approach, it can be concluded

that males and females differ in skill level with various language acquisition methods (Burman, Bitan & Booth, 2008). In addition, Wardaugh (2005) argued that gender is unavoidable; it is part of the way in which societies are ordered around us, with each society doing that ordering differently, including classroom situation.

Gender differences in education can occur in the acquisition learning achievement. Males and females have their own difference characteristic, motivation and agility in learning languages and linguistics. In general, learning agility relates to adaptability and willingness to confront the new situation. Specifically, learning agility attempts to predict an individual's potential performance in new tasks (Hoff & Burke, 2017). Gravett and Caldwell (2016) defined 4 types of learning agility; (1) mental agility which refers to individuals who are comfortable with complexity, examine problems carefully, and make connections between different things, (2) people agility which refers to individuals who know themselves well and can readily deal with diverse people and tough situations, (3) result agility which refers to those resourceful individuals who can deliver results in first-time situations by inspiring others and having significant impact, and (4) change agility which refers to individuals who like to experiment and can cope effectively with the discomfort of rapid change. Moreover, Mitchinson & Morris (2014) argued that there are 2 reasons why learning agility has become more important than ever before. The first is rapid developments in technology makes ongoing personal advancement imperative and place serious demands on learning agility. Another reason is globalization. Education is now operating in a context with wider variety of foreign languages and broader ranges of international and cultural differences. In relation to that, generally, people assume that men are dominant in more things rather than women

are. As Talbot (1993) argued that those gender stereotypes linked to gender ideology and reproduce naturalized gender differences. Based on the phenomenon above, this study aims to investigate the agility of both male and female students' in online EFL learning during the Covid-19 pandemic as well as to see which is more agile between both of the gender. By conducting so, it is hoped that the result of this study may extend the theory of learning agility and gender realms. Therefore, the current study covers the following research questions:

1. How is the agility of both male and female students' in online EFL learning during Covid-19 pandemic?
2. Which student' is more agile in online EFL learning during Covid-19 pandemic?

RESEARCH METHOD

This is a survey study which employs descriptive statistics in analyzing the data. According to Ary, Jacobs, & Sorensen (2010), in survey research, investigators ask questions about peoples' beliefs, opinions, characteristics and behavior. A survey researcher may want to investigate associations between respondents' characteristics such as; age, education, social class, race, and their current attitudes towards one issue. Balnaves & Caputi (2001) added that a survey is a method of collecting data from people about who they are (education, finance, etc.), how they think (motivation, beliefs, etc.) and what they do (behavior). This study is categorized as cross-sectional survey since it collected information from a sample that has been determined from a population at a single point in time although the time which takes to collect all of the data may take anywhere from a day to a few weeks or more.

2.1 Population and Sample

Population and sample are two related terms in researches. They are needed as the step and part to do the research. Population is all members of well-defined class of events or objects, meanwhile, sample is a portion of population (Ary, Jacob & Sorensen, 2010). The population in this study is 335 senior high school English as a foreign language (EFL) students of SMA Negeri 4 Pematangsiantar, North Sumatera.

Table 1. Population of grade ten students of SMA Negeri 4 Pematangsiantar

Class	Number of Students		
	Male	Female	Total
X PMIA 1	8	23	31
X PMIA 2	10	22	32
X PMIA 3	21	8	29
X PMIA 4	10	22	32
X PMIA 5	12	18	30
X PMIA 6	13	19	32
X PMIA 7	21	9	30
X PMIA 8	18	11	29
X PIS 1	17	12	29
X PIS 2	19	10	29
X PIS 3	4	28	32
Total	153	182	335

The sample was chosen by occupying random sampling. As Creswell (2006) stated that random sampling is a research method in which each individual of the population has equal probability of being selected (a systematic or probabilistic sample). Thus, students of X PMIA 1, 2, 3 and X PIS 1 and 2 were as the sample. The number of each class was as the followings:

Table 2. Sample

Class	Number of Students		
	Male	Female	Total
X PMIA 1	8	23	31
X PMIA 2	10	22	32
X PMIA 3	21	8	29
X PIS 1	17	12	29

X PIS 2	19	10	29
Total	75	75	150

2.2 Data Collection and Analysis

The data of this study were collected through closed-ended questionnaires. Closed-ended questions are used when all the possible, relevant responses to a question can be specified, and the number of possible

responses is limited (Ary, Jacobs, & Sorensen, 2010). The questionnaires contained 25 questions with 5 scaled items (1 = never, 2 = rarely, 3 = occasionally, 4 = usually, 5 = always).

After the data were collected, they were then be analyzed through the following procedures (Gravett and Caldwell, 2016):

2.2.1 Scoring the Questionnaires and Their Interpretations

To avoid misunderstanding while the participants (students) filling the questionnaires, the questionnaires were designed in Bahasa Indonesia. The questionnaires were distributed through Google Doc. application. The respondents filled it online. The scores of each student were then interpreted as the followings:

Table 4. Score Interpretations

Score	Agility Level	Interpretation
0 – 45	Low	Tend to avoid activities that promote learning agility. Gaining competency in this area will take effort and patience.
46 – 90	Moderate	Tend to be comfortable with activities that promote learning agility, although you do not always go out of your way to use this competency. With some effort you could build

		learning agility, and the experience would be very satisfying.	3	271	275	292	250
			4	257	288	274	273
91 – 125	High	This is your comfort zone, where you show a high level of confidence and learning agility. You are encouraged to coach others on achieving higher levels of learning agility.	5	283	289	287	272
			6	256	276	299	257
			7	-	-	-	288
			Sub Total	1581	1666	1665	1886
			Total	6798			

2.2.2 Finding the Percentage of the Agility of Male and Female Students

After all data were classified, they were finally calculated to find the percentage in order to know the comparison of learning agility between male and female students. To find the number of students agility level, the following formula was used:

$$P = \frac{r}{n} \times 100$$

Note:

P = Percentage
r = Number of students
n = Sample of research

FINDINGS AND DISCUSSION

3.1 Score of Male and Female Students' Agility

The score of male students' agility for each type can be seen on the table below. The subtotal score in mental agility is 1581; people agility is 1666; change agility is 1665; and result agility is 1886. Hence, the total score for all types of agility is 6798.

Table 5. Agility Scores of Male Students
Score of Each Type of Agility

No	Mental	People	Change	Result
1	266	260	275	267
2	248	278	238	279

While, the score of female students' agility for each type can be seen on the table below. The subtotal score in mental agility is 1582; people agility is 1653; change agility is 1639; and result agility is 1957. Hence, the total score for all type of agility is 6831.

Table 6. Agility Scores of Female Students
Score of Each Type of Agility

No	Mental	People	Change	Result
1	277	269	276	271
2	244	253	231	283
3	287	288	269	223
4	234	288	286	279
5	287	282	288	305
6	253	273	289	284
7	-	-	-	312
Sub Total	1582	1653	1639	1957
Total	6831			

3.2 Levels of Male and Female Students' Agility

The number of male and female students who achieved low, moderate and high level of agility is described in the table below. It can be seen that: (1) there were 41 male students and 39 female students who had high agility; (2). there were 34 male students and 36 female students who had moderate agility. The high level means the students have a high level of confidence and learning agility as well as encouraged to coach others on achieving

higher levels of learning agility. While the moderate level means the students have some effort to build learning agility and the experience was satisfying. None of the male and female students had low level of agility.

Table 7. Agility Levels of Male and Female Students

Gender	Level of Agility		
	Low (0 - 45)	Moderate (46 - 90)	High (91 - 125)
Male	-	34	41
Female	-	36	39

The percentage of agility level between male and female students is described in table below. From 150 participants, the percentage of male students who had high level of agility was in 27,33%, while the female students was in 26%. As for the percentage of male students who had moderate level of agility was in 22,67%, while the female students was in 24%. None of the male and female students had low level of agility.

Table 8. Percentage of Male and Female Students'

Gender	Agility Level		
	Low (0 - 45)	Moderate (46 - 90)	High (91 - 125)
Male	-	22,67%	27,33%
Female	-	24%	26%

CONCLUSION

In relation to the scores of questionnaires filled by the students, female students' score was higher than male students'. However, in the learning activities, the male students was proven more agile than the female students. This means when it came to general calculation of score, the female students were higher or more agile. While when it was seen individually, especially in the learning activities, the number of male students had

higher level of agility rather than the female students. So the term "nobody is perfect" is appropriate to mention regarding to the findings. Each gender has its own strengths and weaknesses. The female students are superior to male students in mental and result agility. The male students are superior to female students in people and change agility. Thus, it is important for EFL teachers to identify and develop students' learning agility to enhance their life skill since what is needed in the field of work is not merely knowledge, but also skills and attitudes. As such, it is the responsibility of teachers to be aware of EFL learning style and strategy especially during this Covid-19 pandemic era. Teachers should understand how to reach students and enhance them so that students' achievement can be effectively improved both in and out of the classroom (Wehrwein et. al, 2007). Naturally, both male and female students have strategies to endure themselves in EFL learning.

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STRUKTUR MAKRO DAN STRUKTUR MIKRO PADA LAGU "JADIKAN AKU YANG KEDUA" KARYA M. NOVI UMAR

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Abstrak

Tujuan penting penelitian ini yaitu untuk menemukan dan mendeskripsikan struktur makro dan struktur mikro lirik lagu "Jadikan Aku Yang Kedua" karya M. Novi Umar yang dinyanyikan oleh Astrid. Sifat penelitian yakni deskriptif kualitatif dengan pendekatan bahasa kritis dengan memanfaatkan CDA model Teun A van Dijk untuk membedah penelitian. Adapun data penelitian berupa penggalan teks lirik lagu "Jadikan Aku Yang Kedua" karya M. Novi Umar. Sumber data penelitian berwujud lirik lagu "Jadikan Aku yang Kedua" karya M. Novi Umar yang dinyanyikan oleh Astrid. Pengambilan data dilakukan dengan metode simak yang dilanjutkan dengan teknik catat. Pengecekan data dilakukan dengan teknik triangulasi data. Sementara untuk menganalisis data dibutuhkan teknik analisis interaktif model Miles Huberman. Temuan penelitian ini menunjukkan bahwa lagu "Jadikan Aku Yang kedua" terdapat struktur makro yang memiliki dua pesan yaitu tentang keikhlasan seseorang untuk dijadikan yang kedua yang penting dia bisa bahagia dan besarnya cinta membuat irasional. Sementara struktur mikro ditemukan aspek semantik ada *latar* yaitu mundur jika ada yang lebih besar mencintai pasangannya dan *maksud* yaitu tidak mempermasalahkan dijadikan yang kedua asalkan bahagia, sintaksis (kata ganti) yaitu "mu", "kau", dan "dia", dan stilistik atau pilihan kata yaitu "kedua".

Keywords: Lagu, Jadikan Aku Yang Kedua, CDA, van Dijk

PENDAHULUAN

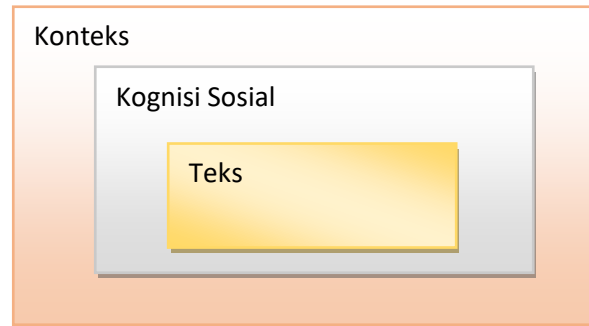
Keindahan lagu dibangun dari lirik yang memiliki dua pengertian yaitu pertama karya sastra salah satunya puisi berisikan ungkapan perasaan pribadi pencipta karya sastra dan pengertian yang kedua merupakan susunan dari suatu nyanyian Moeliono (dalam Peny, 2003: 678). Ada salah satu lagu Indonesia yang menarik untuk dikaji yaitu "Jadikan Aku Yang Kedua" karya M. Novi Umar yang dinyanyikan oleh Astrid salah satu penyanyi top wanita di Indonesia. Lagu ini sempat hits pada masanya yaitu sekitar tahun 2007. *Jadikan Aku Yang Kedua* merupakan single lagu yang sama dengan judul albumnya. Album ini berisikan 10 judul yang meliputi; *Jadikan Aku Yang Kedua, Cinta Itu, Kosong, Mengapa, Ku*

Cinta Dia, Cemburu, Cahaya Cinta, Ku Mau Kamu Selamanya Feat Andy/Rif, Tak Bisa Kembali, dan Curiga. Perekaman lagu dilakukan pada tahun 2005-2006 dengan genre pop, indie pop, dan elektronik yang dinaungi oleh Sony Music Entertainment Indonesia.

"Jadikan Aku Yang Kedua" merupakan lagu percintaan yang mengisahkan seseorang yang tidak mempermasalahkan jika dirinya bukan menjadi satu-satunya dalam hati ataupun hidup pasangannya. Selain itu dalam isi lagu tersebut menceritakan kerelaan perasaan tentang pasangan yang menawarkan diri untuk jadi yang kedua karena terlanjur mencintanya. Lagu tersebut sempat diteliti oleh Setiowati, Endang dan Bhermadetta tahun 2011 yang menemukan adanya

marjinalisasi perempuan pertama dan menguatkan perempuan kedua serta ideologi dari penulis untuk meyakinkan perempuan menjadi yang kedua.

Teun A van Dijk (dalam Eriyanto, 2012: 221) dalam disiplin ilmu analisis wacana kritis memperkenalkan teorinya dengan sebutan “kognisi sosial”. Teori ini seringkali dimanfaatkan oleh peneliti-peneliti untuk membedah penelitiannya yang terkait dengan teks. Van Dijk dalam model analisis wacana kritis membagi menjadi tiga tataran yaitu teks, kognisi sosial, dan konteks. Ketiga tataran tersebut memiliki fungsinya masing-masing. Tataran teks dimanfaatkan untuk menguraikan tentang struktur teks yang dibagi menjadi tiga dimensi yaitu struktur makro, superstruktur, dan struktur mikro. Selanjutnya dijelaskan oleh Eriyanto (2012: 227) mengenai struktur teks yaitu; pertama, struktur makro adalah makna keseluruhan yang ada dalam suatu teks yang dapat dipantau dari topik atau tema yang diusung oleh suatu teks. Superstruktur adalah sistematika yang ada di dalam suatu teks yang dimulai dari pendahuluan, isi, dan penutup. Sementara struktur mikro adalah makna yang berada di dalam teks yang dapat dilihat melalui pilihan kata, kalimat dan gaya yang dipakai oleh penulis pada suatu teks. Kognisi sosial berkaitan dengan pengarang atau yang menuliskan berita. Sementara konteks berhubungan dengan bangunan wacana yang menyebar ke masyarakat terhadap suatu permasalahan yang ada. Adapun model Teun A van Dijk dapat diskemakan sebagai berikut.



tujuan penting yaitu untuk menemukan dan mendeskripsikan struktur makro dan struktur mikro yang meliputi aspek semantik (latar dan maksud), sintaksis (kata ganti), dan stilistik pada lirik lagu “Jadikan Aku Yang Kedua” karya M. Novi Umar yang dinyanyikan oleh Astrid.

METODE PENELITIAN

Metode penelitian ini bersifat deskriptif kualitatif dikarenakan penelitian ini menghasilkan kata-kata dan bukan berwujud angka. Teori yang dimanfaatkan peneliti untuk mengkaji yaitu analisis wacana kritis model Teun A van Dijk dengan memanfaatkan pendekatan analisis bahasa kritis. Data penelitian berupa penggalan teks lirik lagu “Jadikan Aku Yang Kedua” karya M. Novi Umar. Sumber data penelitian didapatkan dari lirik lagu “Jadikan Aku Yang Kedua” karya M. Novi Umar. Teknik pengumpulan data yang dilakukan oleh peneliti yaitu dengan menyimak lirik lagu “Jadikan Aku Yang Kedua” karya M. Novi Umar yang dinyanyikan oleh penyanyi perempuan muda yang bernama Astrid. Pengumpulan data dilakukan dengan cara metode simak dengan teknik catat. Langkah yang dilakukan peneliti untuk mendapatkan data yaitu dengan cara mendengarkan menyimak dahulu lagu “Jadikan Aku Yang Kedua” melalui *youtube* kemudian langkah selanjutnya peneliti mencatatnya pada kartu data lalu diteruskan dengan menganalisis data yang sudah terkumpul. Sementara untuk

menganalisis data diperlukan teknik analisis interaktifnya Miles dan Huberman (2014:16) yang terdiri atas empat langkah yaitu pengumpulan data, reduksi data, penyajian data, dan penarikan simpulan atau verifikasi.

HASIL DAN PEMBAHASAN

Pada bagian hasil dan pembahasan ini akan diuraikan temuan dari hasil penelitian. Adapun uraiannya yaitu struktur teks berupa struktur makro atau tematik dan struktur mikro yang meliputi: aspek semantik (latar dan detail), aspek sintaksis (kata ganti), dan aspek stilistik yang terdapat di dalam lagu “Jadikan Aku Yang Kedua”.

Struktur Makro atau Tematik

Struktur makro pada model analisis wacana kritis atau *Critical Discourse Analysis* dapat disebut sebagai tema atau makna global dari suatu wacana. Pada lagu dengan judul “Jadikan Aku Yang Kedua” nampak bahwasanya lagu ini berisikan keikhlasan seseorang yang rela untuk dijadikan pujaan hati pasangannya meskipun tidak menjadi satu-satunya dalam hidupnya. Menariknya dari lagu ini yaitu liriknya dituliskan oleh pengarang laki-laki sementara penyanyinya perempuan. Hal ini menjadi rancu apakah lagu ini ditujukan untuk laki-laki ataukah perempuan. Meskipun begitu ideologi penulis lagu dapat terlihat melalui lirik-lirik yang dituliskannya. Selain itu, lagu ini memiliki makna global apakah ini ditujukan untuk seseorang yang sedang menjalani hubungan dalam pernikahan atau masih dalam tahap pacaran. Dalam Islam ada istilah poligami untuk laki-laki yang memiliki istri lebih dari satu

sedangkan poliandri untuk perempuan yang memiliki suami lebih dari satu.

Tulisan pendukung mengenai struktur makro juga dilakukan oleh Priyanto, Imam Jahrudin tahun 2016 dengan objek kajian pemberitaan kasus hambalang pada media massa “Pikiran Rakyat”. Selanjutnya, Fajrin, Rina, Eri Kurniawan, dan Wawan Gunawan tahun 2022 menuliskan tentang struktur makro mengenai pemberitaan tentang pencegahan penyebaran covid 19 di Indonesia.

Adapun keterkaitan antara penelitian ini dengan kedua penelitian terdahulu yaitu sama-sama membedah objek penelitian menggunakan teori analisis wacana kritis. Sementara perbedaannya yaitu objek kajiannya.

Struktur Mikro

Struktur mikro dalam analisis wacana kritis model Teun A van Dijk merupakan makna yang berada di dalam teks dalam konteks lokal yang dapat diamati dari aspek semantic, sintaksis, stilistik, dan retorik. Namun, pada bagian struktur mikro dalam lagu “Jadikan Aku Yang Kedua” hanya ditemukan aspek yaitu semantik (latar dan maksud), sintaksis (kata ganti), dan stilistik.

Aspek Semantik

Aspek semantik yang dikaji dalam penelitian ini terdiri atas *latar* dan *detail*. Dua aspek ini dapat dilihat melalui penggalan-penggalan wacana di bawah ini.

Latar adalah bagian dari apa yang dituliskan oleh pengarang yang dapat memengaruhi arti yang ditampilkannya.

Kutipan teks *latar* pada lagu dapat dilihat melalui penggalan teks berikut.

Jika dia cintaimu

Melebihi cintaku padamu

Aku pasti rela

Untuk melepasmu

Walau ku tau ku kan terluka

Beberapa penggalan teks pada lirik lagu “Jadikan Aku Yang Kedua” di atas merupakan aspek semantik latar. “Ku” mau merelakan “dia” memiliki “mu” asalkan “dia” mempunyai perasaan sayang dan cinta yang melebihi dari perasaan yang dimiliki oleh “ku”.

Hal tersebut dapat dikatakan sebagai pengorbanan dalam percintaan. Cinta tak harus memiliki dan melihat orang yang kita cintai bahagia dengan orang lain, maka kita juga bahagia. Demikianlah perasaan dan sering dikatakan oleh orang yang mempunyai keikhlasan dalam mencintai seseorang.

Maksud adalah suatu informasi yang ditonjolkan oleh penulis dalam penulisan apabila informasi tersebut menguntungkan pihaknya. Aspek maksud dalam lagu “Jadikan Aku Yang Kedua” dapat dilihat melalui penggalan teks berikut.

Jadikan aku yang kedua

Buatlah diriku bahagia

Walau pun kau

Takkan pernah

Kumiliki selamanya

Penggalan teks di atas menunjukkan adanya *maksud* yang menonjolkan pada bagian pihak kata ganti “ku” yang tidak peduli diposisikan sebagai pasangan keberapa yang penting dirinya dibuat bahagia oleh pasangan. “Ku” mengetahui konsekuensi yang diterimanya dengan statusnya sebagai pihak kedua tentunya tidak dapat menjalin hubungan dengan orang yang dicintainya bertahan lama. Cepat atau lambat “ku” akan kehilangan “kau” untuk bersama dengan “dia.

Lirik tersebut diulang-ulang hingga akhir lagu. Hal ini makin menunjukkan makna yang tersurat bahwa penulis lagi mendukung cinta segitiga.

Aspek Sintaksis

Pada aspek sintaksis ditemukan koherensi atau kata ganti yang terdapat di dalam lirik lagu “Jadikan Aku Yang Kedua” . Koherensi atau kata ganti adalah cara seorang pengarang untuk memposisikan orang di dalam teks tersebut. Penggunaan kata ganti dapat memengaruhi wacana yang disajikan apakah bersifat subjektif ataukah objektif. Berikut kata ganti yang terdapat di dalam lirik lagu “Jadikan Aku Yang Kedua”

Jika dia cintaimu

Melebihi cintaku padamu

Aku pasti rela

Untuk melepasmu

Walau ku tau ku kan terluka

Pada penggalan teks di atas menunjukkan adanya kata ganti “dia” , “mu” , dan “ku” pada lagu “Jadikan Aku Yang Kedua”. Apabila dilihat dari prespektif penyanyi yang merupakan seorang

perempuan kata ganti “mu” untuk menggantikan posisi laki-laki. Sementara kata ganti “ku” menunjukkan posisi si perempuan kedua dan kata ganti “dia” untuk perempuan pertama.

Kata ganti yang dipilih pengarang lagu yang terdiri atas “mu”, “dia”, dan “ku” menggambarkan situasi bahwa ada tiga pihak yang berada di dalam hubungan tersebut. Ketiganya tidak dapat dilepaskan karena pihak yang menggunakan kata ganti “ku” rela apabila ada pihak yang diwakili dengan kata ganti “dia” ada di antara hubungan kata ganti “ku” dan “mu”.

Ada dua kali pengulangan kutipan teks tersebut dituliskan oleh pengarangnya. Hal ini makin memperkuat bahwa pihak yang memanfaatkan kata ganti “ku” mendukungnya sebagai pihak ketiga. Ada pesan eksplisit yang disampaikan oleh pengarang bahwa menjadi pihak ketiga dalam suatu hubungan tidak masalah asalkan bahagia.

Aspek Stilistik

Stilistika merupakan pilihan kata yang dipilih oleh pengarang dalam pembuatan teks termasuk pada lagu. Adapun stilistika yang terdapat dalam lagu “Jadikan Aku Yang Kedua” karya M. Novi Umar dapat dilihat sebagai berikut.

“Jadikan aku yang kedua”

Pada penggalan teks di atas menunjukkan stilistik “kedua” yang memiliki makna bukan satu-satunya. Pilihan kata “kedua” digunakan pengarang lagu untuk memperhalus makna jika dibandingkan dengan kata *selingkuhan*. Pengarang lagu memilih stilistik “kedua” untuk

mengindahkannya yang digunakannya pada lirik lagu sehingga tidak memberikan kesan seperti lagu yang kurang elegan karena pilihan katanya asal-asalan.

SIMPULAN

Lagu “Jadikan Aku Yang Kedua” karya M. Novi Umar yang dinyanyikan oleh Astrid memiliki dua temuan yaitu struktur makro atau tematik dan struktur mikro. Struktur makro memiliki dua pesan yaitu tentang keikhlasan seseorang untuk dijadikan yang kedua yang penting dia bisa bahagia dan cinta membuat manusia menjadi irasional. Sementara struktur mikro ditemukan aspek semantik ada *latar* yaitu mundur jika ada yang lebih besar mencintai pasangannya dan *maksud* yaitu tidak mempermasalahkan dijadikan yang kedua asalkan bahagia, sintaksis (kata ganti) yang ada dalam lagu yaitu “mu”, “ku”, dan “dia”. Sementara untuk stilistik ditemukan pilihan kata “kedua” untuk memperhalus makna.

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IMPLEMENTATION OF SCIENTIFIC APPROACH ASSISTED BY SONG AS MEDIUM IN TEACHING VOCABULARY

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ABSTRACT

Vocabulary mastery has become a difficult thing to learn for student. They often lack of vocabulary when it comes in lesson. Vocabulary is important to support their speaking, listening, writing and also reading because when they have a lot of vocabulary, it can make easier for them to finish their homework, a test, or just enrich their vocabulary. Teacher can use scientific approach to teach about vocabulary mastery to students. Scientific approach is the one complex teaching strategy for teacher and students because it has reciprocal for both of them. Song can help students to learn more about vocabulary because they were familiar about the song. Students often listening song when they are boring, fun, doing an exercise, etc. Using scientific approach to teach vocabulary mastering using song as medium is the other way for teacher and student in mastering vocabulary. This research is find the result of implementation using scientific approach assisted by song as medium in teaching vocabulary.

Keywords : scientific approach, song, vocabulary mastery.

INTRODUCTION

English has been chosen or an international language. Many people used it as the first, the second or foreign language. English is important as a language of trade, politics, education and so on. Also English is used for communication among people from different countries. As a means of communication, English has to be learned by people around the world. The form of communication are oral and written. Every country has different language forms from other. Learning a foreign language is a challenge because there are some different factors in language systems. Student always find difficulties to understand different conceptual which do not occur in their own language. Lewis (1997:9) argues that English is useful because English is an international language for most people. As an international language, understanding English well will get some advantages for human. That is why, we

should learn English as tools of communication to foreigner.

Learning is an absolute thing that human need in their life because it is a nature. Learning make human know what they do not know and make them smarter than before. Nowadays, in pandemic situation, human must still learn to keep their habits that is want to know something new. According to Hamalik (1983:21), learning is defined as the form of growth or change of individuals which is stated by new behaviour as the result of experience and practice. Based on the Hamalik (1983:21), makes human more adaptive in learning something new, can be the way to learn, where to learn and also media to learn. It's happens in schools. Adults can be more flexible to learn something new because they are mature enough to think, but not with student. Students need a mentor or a teacher to guide them in learning progress. in pandemic situation like this, there is lack of interaction

between teacher and students and that's make students' understanding are less than before. That is become a challenge for the teacher because teacher needs to improve more their teaching strategy if they want their students understand enough about the material.

There are so many ways for teacher in learning that can be applied, but in the pandemic situation like this, they will feel hard to find the best method to deliver the material and student can understand easily what the teacher want to tell. Scientific Approach is one of them. Scientific is something that is related to science. This word is derived from the word "science". Scientific Approach means method by using science rules. Therefore, scientists who use this approach for their research should use the rules of science. It is also stated in the Online Longman Dictionary (Suharyadi, 2013) that scientific approach is a process in finding out information in science by testing ideas through experimenting and making decisions based on the result. It can be said that this approach can be called as a technique in investigating, observing, gaining, and also integrating the phenomena by previous knowledge. Generally, this approach is used by researcher in doing a research related to the phenomena of science or natural world. It can also be applied when teaching vocabularies.

Vocabulary is an important component in the process of achieving language because it is used for all language skills namely listening, speaking, reading, and writing. When the students are have many vocabularies, it will help them to develop four language skills easily. But many students consider that learning vocabulary is a tedious job. It means that the students find many difficulties when they have to learn vocabulary. They feel boring and also discouraged when facing the number of words in English. The students also feel disappointed when their memorization of vocabulary cannot be kept still in their mind any longer time.

In Indonesia, according to EPI (English Proficiency Index) in 2018 claim that Indonesia is in the 51th position of 80th country around the world in mastering English. It is indicated how low level of mastering English. This result came from many factors, lack of cares of learning foreign language, not as a first language, effect of mother language and so on. According to *suara.com* Was published on Friday, 23 August 2019, the period of August 2018 - June 2019, that :

“Data EF Adults periode Agustus 2018 - Juni 2019 menunjukkan bahwa 58% calon siswa baru berada di level elementary saat memulai pelajarannya. Elementary level adalah situasi ketika seorang siswa menguasai konstruksi gramatikal dasar serta mampu memahami situasi secara mendasar.

Untuk diketahui bahwa level yang berlaku di EF Adults sebagai berikut: Beginner (level 1–3), Elementary (level 4–6), Intermediate (level 7–9), Upper Intermediate (level 10–12), Advanced (level 13–15), dan Upper Advanced (level 16)

*Dari data tersebut menunjukkan bahwa penguasaan **Bahasa Inggris** masyarakat Indonesia usia 18 tahun ke atas yang menjadi calon siswa EF Adults masih berada di level cukup rendah”*

From these data, it shows that the mastery of English for Indonesian people aged 18 years and over who are prospective EF Adults

students is still at a fairly low level. This is also happens in schools. When researchers did an internship at one of the schools, PKBM Insan Cendekia Rogoselo, the researchers found the same thing with the data collected by EF. When researcher taught, students often asked to interpreted sentences that are written and spoken by the teacher. This indeed attracts students' attention but also slows down the teaching and learning process in the classroom. In this study, researchers prioritized word mastery through song as a media of learning for students when they wanted to develop more vocabulary. Listening was chosen by the researcher because it was considered the most efficient in adding vocabulary and also that students were very familiar with songs. Researchers also found that students there often listened to English songs. So, using songs to increase vocabulary in this study is the most appropriate way to get accurate data. The scientific approach is also the most suitable method to be applied in PKBM Cendekia Rogoselo, because over there, direct interaction with students is a must, therefore, when the pandemic hits, teachers have difficulty in delivering material, giving assignments, and sharpened students' English language skills, due to several factors. First factor is internet connection . The school is a school that is quite difficult to reach where operator signals are very difficult to obtain. There is only one provider that can catch the signal well, even if we are outside the room. So doing online learning is quite difficult to do, but due to government regulations, that is Surat Edaran Nomor 4 Tahun 2020 tentang Pelaksanaan Kebijakan Pendidikan dalam Masa Darurat Penyebaran Corona Virus Disease (COVID-19), that contain about studied at home :

1. *Belajar dari Rumah selama darurat penyebaran Corona Virus Disease (COVID-19) dilaksanakan dengan tetap memperhatikan protokol penanganan COVID-19;*

2. *Belajar dari Rumah melalui pembelajaran jarak jauh daring dan/atau luring dilaksanakan sesuai dengan pedoman penyelenggaraan Belajar dari Rumah sebagaimana tercantum dalam Lampiran Surat Edaran ini.*

Based on the above rules, PKBM Insan Cendekia Rogoselo also conducts online learning. From the description above, the researcher wants to research vocabulary mastery using a song-assisted scientific approach as a medium to be applied in learning.

RESEARCH DESIGN

This study was conducted using a qualitative descriptive method. This qualitative research method aims to produce descriptive data in the form of words. Then the data will be described in accordance with the qualitative descriptive method which aims to explain the subject or object of research. It is used because the purpose of the study is to describe an event, that is the teaching leaning process using scientific approach assisted by song as vocabulary mastery.

In learning a foreign language, vocabulary is one of the important think to be improved when the learners want to encourage their skill. Thornbury (2002) states that teaching words is a crucial aspect of learning a language, because languages are based on words. When the students have a lot of vocabulary they can make more words to express their feeling. Vocabulary should be learned and skills should be practiced. Teaching vocabulary also studying second language, because vocabulary is the basic material to master the four language skills that is speaking, reading, writing and listening. Without understanding and mastery vocabulary, the students get difficulties to studying English language. Vocabulary is also an important factor in all

languages. Schaefer (2002) states that good vocabulary teaching is the creation of context in which students constantly use relevant vocabulary in their reading, listening, writing, and speaking. It is important to teach vocabulary in the English teaching process. In this approach, vocabulary is the main means of encouraging communication goals, because if students can not learn vocabulary well, the objectives can not be accomplished. Therefore, the teaching of vocabulary should be in keeping with the form of text, but the use of interpretation should be reduced. On this research, researcher use observation and interview to complete the research.

FINDING AND DISCUSSION

Researcher use 11th grade students in PKBM Insan Cendekia Rogoselo and teacher's perspective to get the data. There are 10 students in 11th grade. The data took from two different song. Each song played one time with showed lyrics and the one more time with some blank lyrics. There are up to 13 blank lyrics that student must filled. The data will describe below.

1. The Implementation

The implementation of scientific approach assisted by song as medium in teaching vocabulary mastery is successful. First song called "Drive License" from Olivia Rodrigo. In the first song, students a little bit hard to catch word in the lyrics. It takes 3 times for student to complete fill in the blank of the lyrics itself. In the first song, student only answer 5 out of 11 words in the lyrics. Second song called "Heartbreak Anniversary" from Giveon. In the second song, student already familiar with the technique of fill in the blank so they did not took longer time to do it. In the second song, there is improvement from student.

They can answer 8 out of 13 words in the lyrics.

From the data above, it can be seen that students making progress after first try with song "Drive License". In second try, students' answer are more stable than in first try. It can happen because students already familiar with the technique. It help them to more accurate in filling the blank lyrics in the second try. But the progress are not so significance, because students interesting are quite low. It can be happened also they familiar with english song but not too often to listen an english song. That is why the progress are not so significance.

2. Teacher Perspective

Teacher's perspective are similar with the result of the lesson itself. "*Mereka cukup tertarik dengan lagu berbahasa inggris, namun itu juga yang membuat mereka sedikit kesusahan karena kekurangan pengetahuan tentang lagu berbahasa inggris. Mereka lebih sering mendengarkan lagu lagu bahasa indonesia terutama dangdut sehingga pengetahuan mereka tentang lagu berbahasa inggris kurang. Walaupun tahu ya cuma sekedar tahu, oh ini lagu yang sedang viral nih, sekedar itu saja*" said Ms. Atika, as a teacher. Another statement are "*Penggunaan scientific approach juga pas menurut saya karena runtut ya, dari building knowledg, mengamati, menanya lalu mempraktekan jadi sangat cocok untuk pembelajaran bahasa inggris khususnya vocabulary mastery*" said Ms. Atika about using scientific approach in teaching vocabulary.

3. Student Perspective

There are 9 questioner that researcher gives to student. The questionnaire contains about learning process that they already do previously and what they feel after learning

vocabulary using song as medium. 5 student tells that using song as medium in teaching vocabulary are more easier to learn. They feel it is the best way to learn vocabulary. 3 student tells that it is a little bit hard because the words that come out from song is not clear enough, so they cannot understand what words that singer speak. The rest student tells that they clearly cannot understand what singer say and what word that come out from the song.

CONCLUSION

From the result of research in implementation scientific approach using song as medium in teaching vocabulary can be concluded that using scientific approach to teach vocabulary using song as medium are effective. Students can enrich their vocabulary and song give huge impact in the improvement itself. Scientific approach plays an important role for the teacher and the student because its complexity of scientific approach itself.

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STUDENTS' STAGES IN OVERCOMING THE BARRIERS IN THEIR USE OF CRITICAL THINKING SKILLS IN THEIR PRESENTATION

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Abstract

In digital learning era, many lecturers promote students' critical thinking skills by using some strategies. One of the technique used is presentation, where the lecturer challenge the student to present the material by presenting in front of their friend, due to Covid-19, all of the presentation uploaded to their youtube channel so that everyone could see their willingness in presenting the material. The students had their barriers in their use of critical thinking skills in their presentation. Therefore, the study aimed to explain how their stages used in overcoming their barriers in their use of critical thinking skills in their presentation. This study was qualitative case study. The instruments used list of open-ended questionnaire and structured-interview questions. In the findings we revealed three main stages that can be used to overcome the barriers. Those are: 1) Developing students' strength through training themselves to get used to doing presentations, dealing with the situation, nervousness, welcoming the problems, organizing the preparation, summarizing some important points and phrases to make the audience understand what the speakers' said, those all as the proper stages that made students build their strength to use critical thinking skills in their presentation, 2) organizing students' responsibility, the students learn to receive joy from the process, rather than concentrate on the result. 3) analyzing and evaluating students' thinking related to the fear of criticism, students must learn to differentiate between criticism directed at them and criticism of a particular learning process.

Keywords: critical thinking skills, presentation, students' stages, students' barriers

Introduction

During COVID-19 , Many lecturers try to promote students' critical thinking skills by using some strategies. This study raises a phenomenon about students at the third undergraduate of the English department at IAIN Pekalongan who used presentation uploaded on their *Youtube* channel as a technique to join and discuss in their virtual classroom. The case becomes interesting when the students had their stages in overcoming their barriers in their use of their critical thinking skills in their presentation. Based on the observation results. The barriers faced by the student were various, such as:

The first, a factor from spoken English. The students were required to use English during presentations, some of them feeling: inferior, anxious, discouraged in communicating in English. They just read the slides without explaining the material because

they lived in remote areas, were less familiar with the English spoken, lacked confidence, and lacked vocab. These factors ultimately make their presentations careless, and they cannot use their critical thinking skills. The second is the lack of preparation material, methods, and simple strategies, making them less optimal to conduct their presentation, which they should present well. It becomes unprepared presentations, and they cannot use their critical thinking skills. The third is a barrier of fear to answer during the question-and-answer session. The students were often afraid to receive criticism and failed to solve a problem. Some students feel this was a barrier to using their critical thinking skills because they cannot answer the questions, satisfying them. Sometimes when they have tried to explain the answer, the audience provides feedback to confirm the answer. It makes them fear receiving criticism.

After the students upload their presentation into their youtube. The lecturer will have video conference through zoom meeting to discuss the task with the students. Zoom meeting is video platform to share any information, one of the benefit is to deliver the material easier by using internet connection.

Therefore this case motivates us to explain the stages used by the students in overcoming the barriers in their use of critical thinking skills in their presentation.

Critical thinking skills

Avery (1994) stated that critical thinking skill is one of the main components of thinking skills. The word “critic” comes from the Greek “Kritikos” which means “able to evaluate.” The definition of critical thinking skills has changed over the years. There are many definitions of critical thinking skills from various fields, started by cognitive psychologists. Moon (2008) asserted “critical thinking and its relationship to the educational process had become a central issue” (p.7). Critical thinking is a fundamental goal of learning. The main benefit of critical thinking is that it encourages active learning by teaching students to think rather than think. Erito et al., (2021) revealed that the students positively perceived their use of critical thinking skills in the online classroom’s presentation. The findings showed that the students will prepare the schema, skills, and practice to use their critical thinking skills in their presentation. Crenshaw et al. (2011) stated, “critical thinking skills as the ability to analyze facts, generate and organize ideas, defend opinions, make comparisons, evaluate arguments and solve problems” (p.23).

There are studies about teacher’s perception of barriers to teaching critical thinking. (Gashan, 2015; Hamzah et al., 2018; Larsson et al., 2018; Tuzlukova et al., 2017). The result revealed that several barriers faced

by the teachers, as follows. The barriers generally are the students' lack of knowledge not to follow the teaching-learning process. It becomes an obstacle to deliver critical thinking for the students.

Presentation

Presentation is defined as an activity in which someone shows, describes, or explains something to a group of people. Widyastuti and Mahaputri (2015) argue “presentation refers to communicating the messages by sound and the coordinated action of mind, body, language, and voice to people” (p. 371). The term presentation in this study refers to the technique used by the students to deliver the material.

Furthermore, there is a study regarding assessing students' presentations. Miles (2015) analyzes the learners' perspective on assessing and evaluating the oral presentation. His research revealed that English proficiency levels affected how students assessed their presentations, not just in terms of grades but also on what they specifically noticed and commented on after viewing a video of their presentations.

Several studies are conducted regarding the problems faced by the student in the presentation (Jannah & Fitriati, 2016; Kho et al., 2015; Razawi et al., 2019). These studies conducted are about the problems of the students' anxiety in oral presentations among ESL students. Several anxiety factors in oral presentations were perceived; language ability, personality traits, preparation, and audience interest. Overall, the findings of this study showed that all these four factors did affect the students' oral presentations. Several implications of the findings were discussed: setting a friendly and stimulating class environment to encourage a positive attitude among the audience members and emphasizing fluency more than accuracy while using English.

Many researchers had been conducted same topic of critical thinking skills. This study more focusing on how the students overcoming their barriers in their used of critical thinking skills in their presentation.

Research Method

Qualitative case study was employed because the details are provided in this study to explain students' stages in overcoming their barriers in their use of their critical thinking skills in their presentation. According to Creswell (2012), he stated "the case (s) are bounded by time and activity, and researchers collect detailed information using various data collection procedures over a sustained period" (p. 204). As the theory mentioned, we believed that a case study was suitable for this research because, in this study, we explored in-depth a process of the implementation of critical thinking skills in students' presentations. It consisted of thirty nine students of the third semester of IAIN (Institute Agama Islam Negeri) Pekalongan using the purposive sampling technique. Methods of collection data in this research were observation and interview and questionnaire. The instruments were field notes observation, list of interview questions and list of open-ended questionnaires. In this case, open-ended questionnaires enable the students to give free - form answers on the lists of questions. It was used to gather students' responses about their stages in overcoming their barriers in their use of their critical thinking skills in their presentation. Due to Covid-19, all data taken in online ways.

Finding(s) and Discussion

The findings and discussion presented the data from the analysis of the questionnaire response and interview responses. It attempts to explain their stages used in overcoming their barriers in their use of their critical thinking skills in their presentation.

Students' Stages in Overcoming the Barriers in Their Use of Critical Thinking Skills in Their presentation: Developing Their Strength, Organizing Their responsibility, Analyzing and Evaluating Their Thinking

To gather the data about students' stages in overcoming the barriers in using critical thinking skills in their presentation. We employed an open-ended questionnaire, here are the exemplary responses:

- a. *Before the presentation, we have to practice first. Then we also have to master the material and the audience so that we don't get overwhelmed by audience questions during our presentation. Besides, read more books related to what we convey, then don't forget to interpret and analyze it beforehand so that no regrets occur. (Student #12, questionnaire, 131020).*
- b. *Before making a presentation, always practice arguing or cultivating unsolved or unresolved thoughts, then during the presentation, try to analyze the material carefully. (Student #28, questionnaire, 131020).*
- c. *If we are in groups as presenters, then discuss with group friends, or if it is difficult, maybe we can return it to the audience instead of giving answers that we are not sure are true. (Student #36, questionnaire, 131020).*

In a, the student assumed that to practice critical thinking skills the student has to try to practice to analyze information to make their critical thinking skills can be developed. In b, the student assumed one of the stages used by analyzing the material and practicing to overcome the barriers. In c, the student argued

to discuss the problems with the group to solve the problem.

We interviewed them by asking how they overcame the barriers in using critical thinking skills in their presentation to clarify my data. Here are their exemplary responses:

- a. *My barriers are lack of material so that it is conveyed rudely without a solid foundation and lack of sources of information. The ways to overcome these are to look for sources of information first and summarize the actual sources. (Student #18, interview, 201020).*
- b. *I lack motivation or have not found the goals that I want to achieve. I am still afraid of other people's rejection, lack of consistency with what I said, not thinking proactively, and how to overcome them. We must believe and believe in our critical thinking skills and be more active in analyzing problems/information. (Student #29, interview, 201020).*

In a, the student stated that for concrete material to overcome a barrier in lack of material. In b, the student stated that to overcome the barrier in lack of motivation, one of the stages used by developing their strength; believe in themselves and did the best presentation. From the answers in the questionnaire and interview section, we highlighted how the students overcame the barriers. Here are the points that I revealed, they were:

1. Developing students' strength

Many students were lack preparation material and were not confident enough to speak in front of many people. They overcome the barriers by developing their strength to get used to doing presentations, dealing with the situation, nervousness, welcoming the problems, organizing the

preparation, summarizing some important points. To make the audience understand what the speakers' said, those all as the proper stages made students build their strength to use critical thinking skills in their presentation.

2. Organizing students' responsibility

Regarding the barriers about lack of methods and strategies, the students have to contribute their responsibility in the process of group work on the decision making, prepare the material well by searching good sources and the students learn to have to receive joy from the process, rather than concentrate on the result. They have to make mistakes and not be ideal in anything, stop being embarrassed, and start working to organize their stages to face the problems. This strategy can be one solution to prepare the method for their critical thinking skills in their presentation.

3. Analyzing and evaluating students' thinking related to the fear of criticism.

Students have to learn to differentiate between criticism directed at them and criticism of a particular learning process. With this strategy, we believe they could receive criticism and overcome the barrier related to the fear of receiving the complaint.

Hence, we could reveal that they use this method to overcome the barriers they face, and it is very suitable in dealing with the stages they look for overcoming the barriers. This finding provides new insight into the previous research conducted by Hamzah et al. (2018), which found barriers in teaching critical thinking skills. This research is one solution to overcome one barrier in teaching critical thinking skills to their students. They

can use this finding to solve student-related problems because, from their research, they say that one of their most significant barriers is overcoming students' problems. They couldn't use their critical thinking skills. Therefore, this finding is an answer to their problems, which I hope. This research can also answer questions related to how students overcome barriers when using their critical thinking skill.

Conclusion(s)

Students' stages in overcoming their barriers in their use of critical thinking skills, they need to be well prepared to work and deal with unpredictability in the learning process. Therefore, we revealed three main stages that can be used to overcome the barriers. Those are: 1) Developing students' strength, they overcome the barriers by developing their strength through training themselves to get used to doing presentations, dealing with the situation, nervousness, welcoming the problems, organizing the preparation, summarizing some important points and phrases to make the audience understand what the speakers' said, those all as the proper stages that made students build their strength to use critical thinking skills in their presentation, 2) organizing students' responsibility, the students learn to receive joy from the process, rather than concentrate on the result. They have to allow themselves to make mistakes, not be ideal in anything, stop being embarrassed and start working to organize their stages to face the problems. 3) analyzing and evaluating students' thinking related to the fear of criticism, students must learn to differentiate between criticism directed at them and criticism of a particular learning process. Hence, critical thinking skills benefit in helping them do the presentation. Students are motivated and encouraged to practice dealing with analyzing and criticizing information. While conducting a presentation, they are demanded to

communicate with the audience in delivering the material. They also will get feedback and have good communication with the lecturer and friends.

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EDUCATION AND SOCIALIZATION OF PALM OIL TRADE POLICY IN INDONESIA

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Abstract

Significant increases in palm oil prices at the end of 2021 and early 2022 in Indonesia and in the world is an important concern for the government and all stakeholders to minimize the negative impact of the fluctuations in the price of the staple commodity. The Indonesian government made several policies in order to stabilize prices and ensure domestic palm oil supply, trade and export continued to run well amid the increase in palm oil prices. Based on the literature study can be seen that the international crude palm oil increased 77% in February 2022 (yoy) and domestic cooking oil price increased 33.78% in December 2021 (yoy). The juridical legal analysis shows that the Government of Indonesia made some new policy such as: (i.) the Regulation of the Minister of Trade No.5 of 2020 concerning Determination of Standard Export Prices for Agricultural and Forestry Products Subject to Export Duty, (ii.) the Regulation of the Minister of Trade No. 6 of 2022 concerning the Determination of the Highest Retail Price for Palm Cooking Oil, (iii.) the Regulation of the Minister of Trade No. 8 of 2022 concerning the second amendment to the Regulation of the Minister of Trade No. 19 of 2021 concerning Export Policies and Regulation. Hopefully with these new regulations, the price stability and availability of palm cooking oil can be maintained and give more benefit to the people. The Government of Indonesia (GoI) has to do continuous education and socialization of recent trade policy of palm oil. All stakeholders especially palm oil company need to understand how the new policy can be implemented and give benefit to the Indonesian customer as well as benefit to shareholder by exporting the palm oil abroad.

Keywords: Education and Socialization, Palm Oil, Trade Policy, Literature Study, Juridical Legal Analysis.

INTRODUCTION

Indonesia has many natural resources that make this country wealthy. One of the main natural resources is fertile soil that can growth good quality of plantation plant including palm oil. Every year, Indonesia can produce palm oil and palm oil products around 43.5 million ton (USDA, 2019). This blessing of good quality palm oil production in Indonesia can give prosperity to many stakeholders.

However, there has been a significant increase in international palm oil prices and affects fluctuations in palm oil prices in Indonesia and the world. The increase of this palm oil price can give benefit but also there is a cost need to be paid. Therefore, the government need to maintain the stability and affordability of this palm oil and its derivative by giving proper education and

socialization to the people about what is really happened.

The relevant authorities need to do out of the box policy because the situation recently is still in pandemic of COVID-19. Based on the description above, there is a room for new research related to education and socialization of palm oil trade policy in Indonesia.

RESEARCH METHOD

Education, socialization related to knowledge and science about law/policy is quite complicated and complex, starting from philosophical thinking, theoretical, conceptual and practical scientific developments. So, it can be realized in a concrete form that aims to provide good quality of legal products to the public as one of the solutions in life (Sonata, 2014). Education is a very essential factor in human

life because if someone get the certain knowledge then he/she will be able to make a better decision in life, self-empowerment and aware of policy, rules and regulations (Jati, et al., 2019). In policy/law, it is possible for comparisons to be applied using legal elements as the basis for comparative policy/law that is being developed (Ishag, 2017). This policy/legal knowledge is then used for policy/legal research in order to be able to seek and find the right things about the law that can help to answer and solve policy/legal problems correctly (Agung, et al., 2017). From the policy/legal point of view, methodology is a way of doing this using the mind carefully in order to achieve a certain goal (Ishaq, 2017).

Furthermore, research method is the science of how to do writing of paper systematically and regularly. Focus on Juridical Research Analysis, namely the education, socialization, and knowledge of procedures for carrying out research activities based on applicable policy, laws and regulations in a systematic and orderly manner. The Literature Study analysis is usually used before carrying the juridical legal analysis. The definition of a literature review study is a process of study of writing information about the applicable policy/laws/statutory regulations originating from various sources and widely published, the results of which are required in the normative legal method (Mohammad, 2004).

In the juridical legal analysis, there are several legal approaches that can be used, specifically for this research, the author focuses on using a statutory approach so that it can focus on studying and analyzing the new palm oil trade policy/law in Indonesia. The author also provides a conceptual bases, comparisons between regulations and sufficient analysis to be able to understand the policy in field of palm oil trade.

FINDING AND DISCUSSION

Based on the literature study from CME group data, in February 2022, there was an increase in the international price of Crude Palm Oil (CPO) to around USD 1,290/ton or an increase of 77% compared to February 2021 or an increase of 14% compared to January 2022.

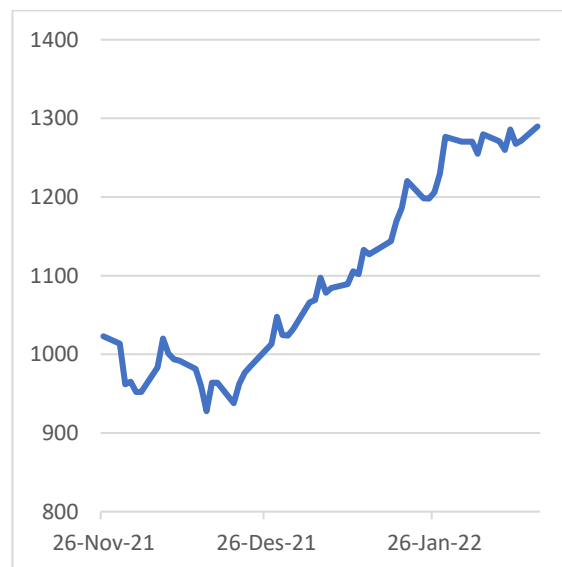


Figure 1. Fluctuation of International Palm Oil Price (USD/Ton)

Source: Malaysian Crude Palm Oil Price CME Group, 2022

The significant increase in palm oil is an important concern for all stakeholders including government because palm oil is one of the important food components for the people and give significantly contribution to the economic development by selling domestically and exporting to other country.

Table 1. Indonesian Exports to the World for Palm Oil Products

NO	HS CODE	DESCRIPTION	YEAR			CHANGE. %	Trend (%)
			2019	2020	2021		
						20/21	19 - 21
1	151190	Vegetable Oils; Palm Oil And Its Fractions, Other Than Crude	11,075	12,620	23,972	90	47
2	382319	Industrial Monocarboxylic Fatty Acids; Acid Oils From Refining	1,501	1,573	3,077	96	43
3	151110	Vegetable Oils; Palm Oil And Its Fractions, Crude, Not Chemically Modified	3,642	4,744	2,694	-43	-14
4	151329	Vegetable Oils; Palm Kernel Or Babassu Oil And Their Fractions, Other Than Crude	869	1,084	1,851	71	46
5	151790	Edible Mixtures Or Preparations Of Animal Or Vegetable Fats Or Oils Or Of Fractions	660	770	1,522	98	52
6	382370	Industrial Fatty Alcohols	660	765	1,238	62	37
7	151620	Vegetable Fats And Oils And Their Fractions; Partly Or Wholly Hydrogenated	254	289	838	190	82
8	382311	Industrial Monocarboxylic Fatty Acids, Acid Oils From Refining; Stearic Acid	398	497	812	63	43
9	291590	Acids; Saturated Acyclic Monocarboxylic Acids; Anhydrides, Halides, Peroxides	228	390	591	52	61
10	340120	Soap; In Forms N.e.c. In Item No. 3401.11	322	372	476	28	22
11	151800	Animal Or Vegetable Fats And Oils And Their Fractions; Oxidised, Boiled Or Otherwise	80	157	354	125	110
12	290516	Alcohols; Saturated Monohydric, Octanol (octyl Alcohol) And Isomers Thereof	119	102	213	108	34
13	291570	Acids; Saturated Acyclic Monocarboxylic Acids; Palmitic Acid, Stearic Acid, Their Salts And Esters	107	134	204	52	38
14	230690	Oil-cake And Other Solid Residues; Whether Or Not Ground Or In The Form Of Pellets	30	49	126	155	107
15	340211	Organic Surface-active Agents; Anionic (other Than Soap), Whether Or Not Put Up For Retail Sale	73	82	114	39	25
16	151710	Margarine; Excluding Liquid Margarine	71	91	112	22	26
17	290517	Alcohols; Saturated Monohydric, Dodecan-1-ol (lauryl Alcohol), Hexadecan-1-ol (cetyl Alcohol)	61	62	108	74	33
18	151321	Vegetable Oils; Palm Kernel Or Babassu Oil And Their Fractions, Crude, Not Chemically Modified	400	244	75	-69	-57
19	290519	Alcohols; Saturated Monohydric, N.e.c. In Item No. 2905.1	24	28	40	44	29
20	152200	Degras; Residues Resulting From The Treatment Of Fatty Substances Or Animal Or Vegetable Waxes	9	16	35	120	93
TOTAL			20,583	24,069	38,451	60	37

Source: Indonesian Statistics, 2022 (in USD)

Table 1 shows Indonesia's exports to the world for palm oil products. A total of 20 six-digit HS codes were exported abroad. There was an increase in exports of 60% in 2021 to around USD 38.4 billion compared to USD 24 billion in 2020. Palm oil export trend from 2019-2021 showed an increase of 37%.

So, the increased of the international price of palm oil can make the business entities

prefer to export to other country than only selling in Indonesia. This is due to the fact that there is possibility to make more profit in USD for the company. Meanwhile the palm oil/cooking oil customer in Indonesia also need to get affordable cooking oil products.

In December 2021, Indonesian statistics data year on year/yoy shows that there is an increase of cooking oil from palm oil price around 33.78% (the biggest) compared with

other essential products price increased such as: cayenne chili (28.9%), mackerel fish (9.3%), beef (4.1%), and wheat flour (3.9%). This indicates that the government need to make fast response to find the best way how to maintain the availability and stability of the palm cooking oil price by making new regulations.

The juridical legal analysis shows that Central Government of Indonesia made some new policy/regulation related to palm oil trade in Indonesia. On February 1, 2022, regulation of the Minister of Trade Number 05 of 2022 concerning Determination of Standard Export Prices for Agricultural and Forestry Products Subject to Export Duty has been enacted, which is made by taking into account the written proposal and the results of the coordination meeting of the relevant technical agencies.

Also, in the same date, regulation of the Minister of Trade Number 06 of 2022 concerning the Determination of the Highest Retail Price for Palm Cooking Oil is also enacted, which aims to maintain stability and certainty in the price of palm cooking oil, as well as the affordability of palm cooking oil prices at the consumer level. This regulation revokes the Minister of Trade Regulation Number 03 of 2022 concerning the Provision of Packaged Cooking Oil for Community Needs in the Financing Framework by BDPKS. Article 3 stipulates that the Highest Retail Price (*Harga Eceran Tertinggi/HET*) is as much as:

- a. Rp.11,500 for Bulk Cooking Oil,
- b. Rp. 13,500 for Simple Packaged Cooking Oil,
- c. Rp. 14,000 for Premium Packaged Cooking Oil.

Business people who violate this regulation may be subject to administrative sanctions up to the revocation of business licenses.

On February 15, 2022, the regulation of the Minister of Trade Number 08 of 2022 concerning the second amendment to the Regulation of the Minister of Trade Number 19 of 2021 concerning Export Policies and Regulations was also enacted. This Minister

of Trade Regulation was made with the aim of optimizing the availability of cooking oil and cooking oil raw materials, it is necessary to reorganize the polices and regulations for exporting crude palm oil, refined, bleached, and deodorized palm olein, and used cooking oil.

Based on Minister of Trade Regulation No.8 of 2022 (Permendag No.8), there is an increase in the number of HS Codes/types of products of palm oil which are regulated by licensing for export business from 9 types to 59 types of products. If the palm oil exporter company wishes to export the palm oil products and its derivatives, there are requirements for Export Approval (*Persetujuan Ekspor/PE*) including:

- a. an independent statement in the form of identity and legal aspects from the exporter as well as a statement that the distributed Crude Palm Oil (CPO) and/or RBD Palm Olein comes from nucleus plantations (*perkebunan inti*).
- b. export plan within 6 months.
- c. realization of domestic distribution for CPO and/or RBD Palm Olein evidenced by attaching a sales contract, purchase order, delivery order and tax invoice.

Moreover, the Permendag No.8 also regulates the approval requirements (*Persetujuan Ekspor/PE*) for other fuel export (new submissions) specifically for biodiesel from palm oil with tariff headings HS Code 38260021, 36260022, and ex 38260099, which are:

- a. A valid registered exporter (*Eksporir Terdaftar/ET*) of other fuels.
- b. Export realization report for those who have obtained previous export approval and/or export plans for the current year.
- c. Recommendation from the Ministry of Energy and Mineral Resources of the Republic of Indonesia (*Kementerian ESDM*) or data available in the event that the

commodity balance has not been determined.

The distribution realization needs to be fulfilled some points: the number of distribution Domestic Market Obligation (DMO), Domestic Price Obligation (DPO). Finally, the central government want to give education and socialization related to the enacted the new policy of palm oil trade. The education needed to be delivered because the society need to understand what is the background of the new regulation. The socialization also needs to be informed to the people so that there is benefit to consumer by implementing the new policy of palm oil. Although, there will be cost that need to be bare by government and business people that can be covered by the Indonesia Oil Palm Plantations Fund Management Agency (BPDP KS).

CONCLUSION

The people of Indonesia need to get good education and socialization related to the latest trade policy of palm oil in Indonesia. The new regulation/policy has been implemented as the consequence of the significant increase of cooking oil from palm oil price in Indonesia and in the world. The exporter of palm oil company needs to understand and support the affordability and availability of cooking oil in Indonesia by following the regulation of Minister of Trade.

Hopefully with the new palm oil trade policy/regulations, the stability of palm cooking oil price can be maintained and give more benefit to the people. The Government of Indonesia (GoI) has to do continuous education and socialization of recent trade policy of palm oil. All stakeholders especially palm oil company need to understand how the new policy can be implemented and give more benefit to the Indonesian customer as well as more profit

to company shareholder by exporting the palm oil abroad.

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UTILIZING *LEARNINGAPPS.ORG* FOR VOCABULARY REMOTE LEARNING (VRL) IS IT HELPFUL?

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Abstract

During the year of 2021, the mode of online instruction seemed to be longer than expected due to the new variant of COVID-19. Both teachers and students had to face again the challenges of web-based study, including teaching and learning of English vocabulary for nursing. The interaction with technology should be more varied than before since the increase of boredom during online learning. *Learningapps.org* became the one of best options to help the students of nursing mastering their vocabulary in English. This study presented the students' perception on the use of *Learningapps.org* to improve their English vocabulary in the context of remote learning due to the pandemic. The finding revealed that the students positively perceived the ease of use, the usefulness, and the satisfaction of *Learningapps.org*. They found that this platform was enjoyable, attractive, meaningful, and helpful to learn English vocabulary for nursing.

Keywords: vocabulary, *leraningapps.org*, remote learning

INTRODUCTION

In the mid of 2021, the second wave of COVID-19 due to the new variant of Delta attacked Indonesia. This emergency situation forced the government to postpone the face-to-face meeting in the classroom as planned in advance in which the students would go to school in the new academic year. While learners remain at home, institutions, schools, and universities must continue to train them by using distance learning from institutions to their homes. One of which is including the online setting applied for the students of Nursing at *Poltekkes Kemenkes Malang*. Here, both teachers and students, once again, struggled to create a healthy learning environment to keep the students away from getting bored and stressful. Despite the crisis, the Coronavirus outbreak is emerging new innovations and giving a chance to the teachers to make the best of circumstances (Jamal, 2020), particularly to teach English vocabulary in the context of remote

learning during pandemic. In this case, the focus will be on the students of Nursing Department at *Poltekkes Kemenkes Malang*. As a way out, there were abundant alternatives accessible in this challenging scenario, and teachers must select the best approach and put on it to teach their students (Talpur, Kalwar, & Talpur, 2021).

Many previous research figured out that the use of ICT (Information and Communication Technology) tools in the times of COVID-19 pandemic were able to help the students mastering language during this online setting or distance learning situation. One finding showed that the use of technology and contemporary methodologies has resulted in significant changes in the improvement and enrichment of education standards in the higher education system in the last decade (Talpur, Kalwar, & Talpur, 2021). Another result also revealed that by integrating ICT tools, learners can elevate their knowledge and communication opportunities, which

are regarded as essential to learning a language (Pratiwi & Ubaedillah, 2021). In other words, it was stated that the use of technology effectively improved students' English vocabulary in the context of remote learning.

Referring to those findings, the use of *Learningapps.org* was one of the options selected by teachers to teach English vocabulary for nursing students. A study found out that the students perceived the ease of use and usefulness of *Learningapps.org* highly and positively in online class (Susanti, Suryati, & Astuti, 2021). According to this research, *Learningapps.org* has various learning activities, automatic feedback, challenging as well as attractive exercises. It much more helps the students to master English vocabulary in a fun way. This application also has lots of benefits or advantages for the students during the online remote learning, as revealed by another previous study which found that technology contributed in students' learning process and provided them with enjoyable activities to acquire English vocabulary such as Kahoot!, Quizziz, & Duolingo not only for the online setting but also for emergency/remote online learning (Ajisoko, 2020; Guaqueta & Garces, 2018; Huei, Yunus, & Hasim, 2021).

Learningapps.org is a free online platform that allows teachers to generate a wide variety of online learning activities, such as: matching, fill-in-the-blanks, word grids (word search) and crosswords, maps, voting, ordering, and many more (Dyer, 2020). The platform has templates for most common practices and some innovative templates with game concept which makes it perfect for all types of students. *Learningapps.org* is the easiest online platform to promote self-study in learning vocabulary. Regarding the ease of use, the usefulness, and other benefits, there were

very limited study dealing with this issue, particularly the use of *Learningapps.org* for vocabulary remote learning during the pandemic. Therefore, this study aimed to find the students' perception of Nursing Department towards the use of *Learningapps.org* in improving their English vocabulary during the COVID-19 outbreak and in the context of ESP.

RESEARCH METHOD

This study aimed to find out the students' perception, point of view, or opinion of the utilization of *Learningapps.org* to improve English vocabulary in the context of remote online classroom during the pandemic of Novel Corona Virus. Regarding the purpose of study, a descriptive research with survey research design was employed to collect and analyze the research data. Survey research is naturally used to describe opinions, points of view, attitudes, and preferences of certain population in large number (Latief, 2011). In addition to that, this type of research allows for a variety techniques to recruit participants, collect data, and utilize various instruments such as questionnaire, open-ended questions, or mixed instruments (Ponto, 2015). Through the survey research design, the writer would obtain a descriptive data of large population and be objectively organize and analyze.

The 135 students of Nursing Department at three study programs of *Poltekkes Kemenkes Malang* were involved in this study. They were in the first grade of study program and consisted of 116 female and 19 male students.

Online questionnaire as the instrument of the study was adapted and modified from Susanti, Suryati, & Astuti (2021) that has been tested using SPSS 22 and the items were considered to be reliable and valid to use with the coefficient 0.840 just above 0.334. The number of items of

questionnaire was 17 closed-ended questions and consisted of three main parts: (1) The Demographic Data (item 1 – 5), (2) The Ease and Usefulness of *Learningapps.org* (item 6 – 15), (3) The Satisfaction of Use of *Learningapps.org* (item 16 & 17). To support the result of online questionnaire, the writer constructed open-ended question that was completed after the learning process through *WhatsApp Group*. In addition to that, Indonesian language was used in the questionnaire to help the respondents easily get the point for each item as well as time effectiveness.

The data collected from the questionnaire was analyzed in the form of percentage and described to draw a conclusion. While the data from the open-ended question through *WhatsApp Group* was presented in the form of summary to support the main data.

FINDINGS AND DISCUSSION

In this section, the study presented the findings and discussion regarding the students' perception on the utilization of *Learningapps.org* to improve English vocabulary in the context of remote learning from the questionnaire distributed to 135 participants of nursing students. All the findings were tabulated based on percentages and was analyzed using descriptive data analysis. The findings included the demographic information, the ease and usefulness of *Learningapps.org*, and the satisfaction of using the application.

1. Demographic Data

Based on the data collection from the questionnaire, the demographic information figured out the data about gender, students' age, study program, students' college level, and internet access during pandemic of *Coronavirus*. The followings were the detailed

information of demographic data in the form of data table.

Table 1. The Demographic Data

Items	N	(%)
Gender		
- Male	19	14.1%
- Female	116	85.9%
Age		
- 18 years old	34	25.2%
- 19 years old	92	68.1%
- 20 years old	6	4.4%
- Above 20 years old	3	2.2%
Study Program		
- Trenggalek Nursing Program	48	35.6%
- Ponorogo Nursing Program	38	28.1%
- Blitar Nursing Program	49	36.3%
Students' College Level		
- 1 st grade	135	100%
- 2 nd grade	0	
Internet Access		
- Available	131	97%
- Not available	4	3%

Table 1 presented the information of demographic of the respondents. They were mostly female students with the total number 116 (85.9%) and 19 male students or 14.1%. This study did not reveal the gender aspect in association with the students' perception on the use of *Learningapps.org* in the context of vocabulary remote learning. The second information was regarding the age of the participants. There were 34 (25.2%) participants at the age of 18 years old, 92 (68.1%) at the age of 19 years old, 6 (4.4%) at the age of 20 years old, and 3 (2.2%) above all. In addition to that, all the participants of this study were on their first grade (100%).

Based on this information, the respondents of this study, most of them, were the early adult learners who were easily engaged to the use of technology in this digital era. It was one of the key points as the participants were technologically literate which is supporting the online setting during pandemic. A study conducted in higher education found that the students' point of view regarding the use of learning application was highly positive. They said that learning applications made the learning procedure very efficient and effective (Ansari & Tripathi, 2017). This meant that by using learning applications or technology, the students were able to access learning course anytime and anywhere without any burdens.

Another result of demographic data was the study program from which the respondents taking their major study. They included three study programs of nursing (Trenggalek (35.6%), Ponorogo (28.1%), and Blitar (36.3%)). These study programs located in the rural area of East Java Province but not in the isolated ones. In this regions, the network is sufficient to access online information from their gadgets both smartphones and computers. The study reported the internet connection issue dealing with the most challenge faced by the students during online remote learning due to pandemic of COVID-19 namely low-speed and bandwidth of the internet (Ansi, Garad, & Ansi, 2021). According to the data, the availability of internet connection of the students to join the English online course for VRL was 97% (131 students) and only 3% (3 students) did not have any access to the internet. From the result, it was revealed that the nursing students had a sufficient access to connect to the online materials and each other even using the low-

technology such as *WhatsApp* application and *Google Search*. The *Learningapps.org* is easily embedded through *Google Classroom*, *WhatsApp*, *Zoom Cloud Meeting*, *Google Meet*, and others since it can be shared using link. In addition to that, this application required very low-internet bandwidth.

2. The Ease and Usefulness of *Learningapps.org*

The online questionnaire consisted of a question of familiarity and eleven questions of students' perception focus on the ease and usefulness of the *Learningapps.org* was administered to the respondents. Figure 1 and Table 2 presented the data tabulation of percentages of each item.

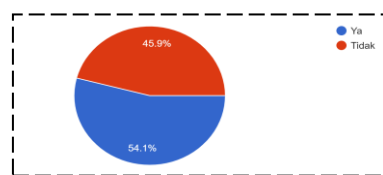


Figure 1. The Students' Familiarity

Table 2. The Students' Perception

Items	SD	D	A	SA
Learningapps.org is very easy to be used in English online learning during pandemic	1 (0.7 %)	2 (1.5 %)	44 (32. 6%)	88 (65. 2%)
The instructions used in Learningapps.org is easy and simple to understand for English online learning during pandemic	2 (1.5 %)	0%	42 (31. 1%)	91 (67. 4%)
English learning activity during pandemic using Learningapps.org is very enjoyable and meaningful	2 (1.5 %)	3 (2.2 %)	34 (25. 2%)	96 (71. 1%)
Learningapps.org is an attractive media	1 (0.7 %)	2 (1.5 %)	36 (26. %)	96 (71. %)

for English online learning during pandemic	%)	%)	7%)	1%)
I like and be motivated with the automatic response used in Learningapps.org during pandemic	2 (1.5%)	1 (0.7%)	47 (34.8%)	85 (63%)
Learningapps.org helps me to easily and interestingly memorize the meaning of words of English during pandemic	2 (1.5%)	1 (0.7%)	40 (29.6%)	92 (68.1%)
Learningapps.org helps me to learn English word spelling very well and properly in the online learning during pandemic	2 (1.5%)	0 (0%)	46 (34.1%)	87 (64.4%)
Learningapps.org improves the number of English vocabulary during the pandemic	2 (1.5%)	1 (0.7%)	43 (31.9%)	89 (65.9%)
Learningapps.org helps me to improve my English achievement during the pandemic	2 (1.5%)	0 (0%)	44 (32.6%)	89 (65.9%)

Figure 1 portrayed the familiarity of the *Learningapps.org* among the students. From the data, it was reported that the students who have known this application in advance were 73 (54.1%) and those who did not were 62 students (45.9%). This information revealed that more than half of the students had no difficulty in using this application to help them improving English vocabulary during pandemic. To those who have not known yet about the use of this application in language learning experienced the same thing, very easy to use for online setting. This could be found on the supported data about the respondents' perception on the ease and

usefulness of *Learningapps.org*. This result might be the impacts from the use of technology in language learning. Some studies figured out that the students in any level of education showed a positive attitude and response as well as increased learning achievement particularly in English vocabulary aspect, such as by using *Duolingo*, *Kahoot!*, *Quizziz*, *Socrative*, and so forth (Ajisoko, 2020; Hadi & Athallah, 2021; Kaur & Naderajan, 2019; Pratiwi & Ubaedillah, 2021).

Table 2 presented the data focusing on the students' perception on the ease and usefulness of *Learningapps.org* for Remote Vocabulary Learning. In the item number 7 "Learningapps.org is very easy to be used in English online learning during pandemic" was found that 44 (32.6%) and 88 (65.2%) respondents agreed and strongly agreed; 1 (0.7%) and 1 (0.7%) respondents disagreed and strongly disagreed. The item of questionnaire number 8 "*The instructions used in Learningapps.org is easy and simple to understand for English online learning during pandemic*" showed that 42 (31.1%) and 91 (67.4%) respondents agreed and strongly agreed, meanwhile 2 (1.5%) respondents strongly disagreed.

Item number 9 with the statement "*English learning activity during pandemic using Learningapps.org is very enjoyable and meaningful*" revealed that 34 (25.2%) and 96 (71.1%) respondents agreed and strongly agreed, while 3 (2.2%) and 2 (1.5%) disagreed and strongly disagreed. Item number 10 with the statement "*Learningapps.org is an attractive media for English online learning during pandemic*" reported that 36 (26.7%) and 96 (71.1%) respondents agreed and strongly agreed, while 2

(1.5%) and 1 (0.7%) disagreed and strongly disagreed.

Item questionnaire number 11 with the statement “*I like and be motivated with the automatic response used in Learningapps.org during pandemic*” reported that 47 (34.8%) and 85 (63%) participants agreed and strongly, while 1 (0.7%) and 2 (1.5%) disagreed and strongly disagreed. The next item (12) with the statement “*Learningapps.org helps me to easily and interestingly memorize the meaning of words of English during pandemic*” presented 40 (29.6%) and 92 (68.1%) respondents agreed and strongly agreed, while 1 (0.7%) and 2 (1.5%) disagreed and strongly disagreed.

Other findings based on the questionnaire (item number 13) with the statement “*Learningapps.org helps me to learn English word spelling very well and properly in the online learning during pandemic*” figure out 46 (34.1%) and 87 (64.4%) agreed and strongly agreed, while 0 (0%) and 2 (1.5%) disagreed and strongly disagreed. Item number 14 with the statement “*Learningapps.org improves the number of English vocabulary during the pandemic*” presented 43 (31.9%) and 89 (65.9%) agreed and strongly agreed, while 1 (0.7%) and 2 (1.5%) disagreed and strongly disagreed. The last finding on the students’ perception was the statement of “*Learningapps.org helps me to improve my English achievement during the pandemic*” and the result was 44 (32.6%) and 89 (65.9%) agreed and strongly agreed, while 0 (0%) and 2 (1.5%) disagreed and strongly disagreed. Supporting the data in the form of percentages, this study conducted a written-online interview via WhatsApp Group. The respondents were given some questions at the end of the meeting

to ask about their learning experiences using the *Learningapps.org* regarding the aspects of enjoyment and usefulness. Figure 2 – 4 below represented additional data supporting the main result of the questionnaire. The figure showed that most of the students of nursing department were mostly enjoyed the fun learning with certain topics related to nursing topics. They stated that that the *Learningapps.org* was joyful and useful to help the students mastering English vocabulary because it contained colorful pictures. During the pandemic, the students had to join and adapt to the sudden move of online setting. This policy brought some burdens up for the students to have a self-learning at home. Dealing with this, the teachers demanded to utilize and select technology to motivate and promote meaningful and fun online activities as well as to keep the stress away since technology based learning was a bright facilitator in improving the effectiveness and efficiency for learning Experience (Irrinki, 2021).

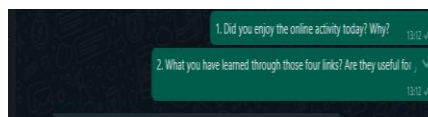


Figure 2. The Items of Interview

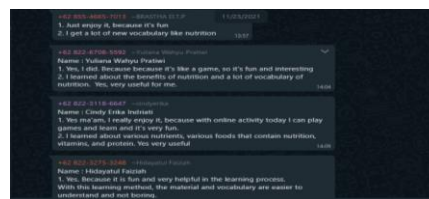


Figure 3. Students’ Responses

The above explanation of research finding showed that most of the students agreed that *Learningapps.org* is very easy to use due to the simple, clear, and

comprehensible language instructions of the *Learningapps.org*. In addition to that, the *Learningapps.org* has a wide variety of learning activity and *gamification* mode as well as promotes enjoyable self-study (Asongu, 2019; Dyer, 2020; Jati & Dewi, 2021) that helps the students to be more motivated in learning vocabulary of English, particularly in the remote online setting during pandemic. The result of the interview also stated that the students had an easy way to memorize lots of vocabulary (nursing topics) using this application for its wide variety of online learning activities, content with colorful pictures, and pleasure. Overall, the use of *Learningapps.org* in the context of Vocabulary Remote Learning was extremely helpful to improve students' vocabulary based on students' perception.

3. The Satisfaction

Another result of the questionnaire regarding the students' satisfaction of the use of the *Learningapps.org*. Table 3 below described in percentage the two items of questionnaire.

Items	SD	D	A	SA
I like and satisfy learning English vocabulary using Learningapps.org during pandemic	2 (1.5 %)	0%	44 (32.6%)	89 (65.9%)
I am looking forward to learning reading, writing, listening, and speaking using Learningapps.org in the future	2 (1.5 %)	0%	42 (31.1%)	91 (67.4%)

According to Table 3, the students preferred and satisfied to learn English vocabulary in the topic of nursing using *Learningapps.org* during pandemic. The percentage showed 32.6% and 65.9%

agreed and strongly agreed to the satisfaction of application use. Another item stated that the students were looking forward to learning language skills (reading, listening, writing, speaking) using *Learningapps.org* in the following academic year. The percentage showed 31.1% and 67.4% agreed and strongly agreed. This result was the evidence that the use of *Learningapps.org* became the most favorite and preferred online activity to learn English for nursing vocabulary during the pandemic. This findings also added another support that learning English vocabulary through technology, particularly, learning application was very helpful and satisfying since ICT (Information Communication & Technology)-based application promoted students' interest, motivation, and self-efficacy (Apriani, et.al, 2022).

CONCLUSION

In this pandemic situation, not only that the face-to-face mode of learning had to move to the online setting, but the use of technology also became the crucial issue dealt by the students and teachers. Teachers should select the best tool or media of learning to meet goals of learning, particularly in the context of remote learning during the pandemic. In order to achieve this purpose, some new techniques or learning media must be employed. One of the possible media packed with attractive features offered due to the technology advancement is the *Learningapps.org*. Based on the findings and discussions, it was concluded that the perception of the utilization of *Learningapps.org* to improve English vocabulary for nursing students gained highly positive perceptions from the students. The good perception of students towards the *Learningapps.org* was in terms

of the ease of use, the usefulness, and the satisfaction.

The result of this study could be taken as one of considerations to choose appropriate tool applied in the online classroom during pandemic. The *Learningapps.org* was proven to be very useful to help the students improving their vocabulary in English. This application was very interesting, helpful, and meaningful in online remote learning experiences of students.

Further research is demanded to conduct and investigating further about this application since there is still very limited study on this application. The researcher may investigate the use of *Learningapps.org* for other English language skills during *Novel Corona Virus* outbreak to support or contradict the previous findings.

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Forensic Analysis in The Will of The Suicidal Bomber

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Abstract

There are many suicide letters that can be found in various online media. The letter was allegedly written by the suicidal bomber in front of the Makassar Cathedral Church gate. The purposes of this study are to prove the authenticity of the wills of suicidal bomber, determine the emotional tone and find out the motive. The LIWC (Linguistics Inquiry and Word Count) Program will be easier to determine the authenticity of the letter and emotional tone. The motive will be analyzed by using forensic semantics. According to McMenamin in Asfar (2020), forensic semantics is a science that interprets words, phrases, sentences, texts, ambiguities in texts and laws, and interpretations of meanings in oral discourse. The research method is descriptive qualitative because the researcher describes the findings obtained from the linguistic phenomenon (suicide letter) used by the language user in a society. From the LIWC analysis, it can be concluded that the suicidal bomber's will is considered fake and has positive tone. The motive is because the suicidal thinks of his mother's debt in a bank that has usury.

Keywords: suicide letters, forensic semantic, LIWC Program.

INTRODUCTION

The increasing number of legal actions involving language is the definition of forensic linguistic. This science requires other branches of linguistics to identify legal cases both in the courtroom and outside the courtroom. The branches of linguistics are grammar, syntax, pragmatics, phonology, dialectology, sociolinguistics and semantics.

The object of this research is the will of the suicide bomber. The letter is authentic evidence that can be found the reason why the perpetrator carried out the bombing or suicide. As expressed by Mcmenamin (2002) in (Ariani, Sajedi, and Sajedi 2014), a suicide note is a physical evidence document that is subject to forensic analysis.

According to Jones & Bennel (Ilzam 2019), common linguistic features found in suicide letters are the use of nouns referring to surrounding people and objects, the use of verbs adding more feelings and thoughts. For some cases, sequence analysis needs to be done to find out whether the letter was written by the suicide victim (real) or by someone else (artificial) to cover up the real motive for the action.

Several approaches to the study of suicide letters have been carried out, such as the first study was entitled "Revealing Language Motives and Behavior in Suicide Records". It was conducted by Ilzam (2019). He categorized words based on word class to find prominent linguistic features, lexical semantic analysis to find the author's message and pragmatic

semantic analysis and relevance theory to find the underlying motive. The second study was entitled "The Case of Kurt Cobain's Suicide Note: Analysis of Forensic Linguistic Profiles" by Sudjana and Fitri (2013). The purpose of this research is to identify the authenticity of Cobain's suicide note and to find out the subject's motives for committing suicide. This study tends to create a profile of Kurt Cobain's writing based on the use of negative lexicals related to the psychology of the perpetrator. The third study is entitled "Forensic Linguistics Analysis Of Virginia Woolf's Suicide Notes' by Malini and Tan (2017). The purpose of this study was to prove the authenticity of Virginia Woolf's suicide note, reveal the true intentions and true motives with the Linguistics Inquiry and Word Count (LIWC) program and semantic forensic analysis in the perspective of forensic linguistics.

All of the above studies use language as the main point for analyzing suicide letters. The difference between this research and other research is that the research data is in the form of wills of suicide bombers in Indonesian and analyzed using the Linguistics Inquiry and Word Count (LIWC) Program. This program is a text analysis software program designed by James W. Pennebaker. LIWC counts various word categories in various texts such as emails, speeches, poems, and

others. By clicking the button, you can see how much the text uses positive or negative tones, self-references, causal words, and more. This study uses 5 dimensions of language, namely my word (*aku, ku*), social words, positive tone, negative tone, cognitive processes. The purpose of this study was to prove the authenticity of the wills of suicide bombers, determine the emotional tone and find out the motives. This LIWC will be easier to determine the authenticity of the suicide letter and emotional tone. The motive for the deed will be analyzed from forensic semantics. According to McMEnamin in Asfar (2020), forensic semantics is a science that interprets words, phrases, sentences, texts, ambiguities in texts and laws, and interpretations of meaning in oral discourse.

RESEARCH METHOD

The object of this research is a will on the suicide bombing of the Makasar Cathedral Church which occurred on 26 December 2021. The letter was left by the suicidal in front of the church. The letter was published in one of the national online news media. The steps taken for this research are. First, the writer translated the source language, namely Indonesian into English without changing the meaning or sentence. Then, the writer entered the English text sentence into the LIWC

Program to determine the emotional tone of the letter. The program reads the text and calculates the percentage of words that reflect different emotions. Then, the writer read many times on phrases, clauses and sentences in the letter by semantic forensic theory. Finally, the results of the LIWC analysis and semantic analysis are connected to Prokofyeva's (2013) psychological theory. The research method used is descriptive qualitative because the researcher describes the findings obtained from the linguistic phenomenon (suicide letter) used by the language user in a society (Zaim 2014).

RESULT & DISCUSSION

The percentage of total words in a text reflected by LIWC. I-words is the percentage of first person pronouns used (I, me, my). The percentage of positive tone is indicated by words that reflect positive tone. The percentage of negative tone is indicated by words that reflect negative tone. The percentage of social relationships and activities indicated by social words. The percentage of cognitive processes is indicated by words that reflect cognitive processes. The composite research-based summary variables were converted to a 100-point scale, where 0 = the lowest along the dimensions and 100 = the highest. Analytical thinking is related to Analytic or formal thinking. Authentic is a language

property that reflects when a person speaks in an unfiltered and spontaneous way. Emotional tones are rated higher when they are perceived as more positive than negative. The table below shows the will of suicide bomber by noting the percentages and comparing them to the personal writing averages.

Table 1. LIWC analysis results of suicide letters

Traditional LIWC Dimension	Your Data	Average for Personal Writing
I-words (I, me, my)	7.98	10,75
Positive Tone	5.46	3.26
Negative Tone	1.26	1.93
Social Words	7.56	5.47
Cognitive processes	7.56	14.89
Allure	8.82	9.26
Moralization	1.26	0.19
Summary Variables		
Analytic	13.93	14.05
Authenticity	99.43	87.66

The word count is 194 words in Indonesian. While, after translated the count becomes 238 words. The translation needs to be done because the program cannot read another language except English. However, the structures of the

sentence are still the same as the source language. The writer did not change active sentence to be passive or conversely. Percentage of I-words (I, me, my) is 7.98, lower than the average, which is 10.75. The text shows positive tone based on the usage of verbs, nouns, and adjectives like “gather”, “love” and “good care” with a percentage of 5.46, higher than the average (3.26). Conversely, negative tone gets the lowest percentage (1.26) compared to positive tone. This negative tone is the words such as “sorry” and “usury”, which is lower than the average (1.93). The percentage of social words, used in “Ummy, I'm sorry if there's something wrong in my behavior or speech,” is 7.56, higher than the average, which is 5.47. Cognitive processes used in “So, I follow my path”, and the use of exclusive words (e.g., but), gets the percentage of 7.56, lower than the average, which is 14.89.

The percentage of analytic word is 13.93 lower than the average (14.05). The word is such as “Stop taking bank money.” The percentage of authenticity is 99.43, higher than the average (87.66).

According to Newman et al. (2003) liars tend to use fewer self-references, fewer cognitive words and more negative tone. Cognitive processes (cause know, ought) can be seen by the use of exclusive words (but, except, without, because, know, ought) and motion verbs (walk, move, go).

Exclusive words are used at higher rates among people telling the truth (Newman et al., 2003). Based on the percentages of table 1, this suicide bombing letter is considered ingenuine. This conclusion is made by three things. First, because the use of self references (I-words such as *I, me, my*) is fewer (lower, 7.98) than the average (10.75). Second, cognitive processes gets lower (7.56) than the average (14.89). Third, negative tone gets fewer percentage (1.26) than the average (1.93) and positive tone (5.46). This suicide letter have a positive emotional tone. It is also supported by the statement (Newman et al. 2003) ‘Emotional tones are rated higher when they are perceived as more positive than negative’.

The Framework & Semantic Forensic of Suicide Bombing Letter:

Date

The writer of the letter did not compose both the date and the day of the letter.

Greeting

The writer opened the letter by using Moslem salutation “Assalamualaikum Warahmatullah Wabarakatu” to his family whom he loves because of Allah SWT.

Content

1. First Paragraph

O Ummy, I'm sorry if there's something wrong in my behavior or speech. Don't forget, let's worship Allah and don't leave

prayer. May Allah collect Ummy in his paradise. Ummy once again I'm sorry, I really love but Allah loves His servants more.

The writer begins the will by apologizing in advance to his mother physically and spiritually. This is in accordance with the findings of Jeklin (2016) that suicide perpetrators will write their apologies using active sentences rather than passive sentences. This is done as an expression of the perpetrator's strong will. In the next sentence, he reminds his mother not to forget the prayer and hopes that one day he can gather with his mother in heaven. The perpetrator apologized again but he did not mention the reason why he apologized a second time. This indicates that the perpetrator is going far away and will never come back to see his mother. He loves his mother very much but the perpetrator believes that Allah loves His servants more who walk in the path of Allah. From the language used, the perpetrator uses direct language that is easily understood by the reader. Negative adjectives are not often used in this first paragraph except the word 'sorry'.

Body of the Letter

2. Second Paragraph

So, I follow my path as the way of the Prophet / Messenger of Allah to save us and we can gather in heaven again. One

message I have for you, Ummy, stop taking bank money, because bank money is usury and is not blessed by Allah.

In the first sentence, the perpetrator does not explain what kind of way of the Prophet can save people and can gather in heaven? The sentence is so ambiguous that it makes the reader confused and does not understand the correlation. In the Qur'an and Hadith, Allah commands jihad to uphold Islamic law as did the Prophet Muhammad. In this context, the writer bombed himself in the Makasar Cathedral Church indicating that he had enforced Islamic law like what the Prophet / Messenger of Allah did so that he and his family could gather in heaven. In addition, the writer ordered his mother not to take bank money because in Islam, an usury is unlawful and not blessed by Allah SWT. In this second paragraph, the writer uses direct language even though in the first sentence there is an ambiguous sentence. In translating the ambiguous sentence, the witer must also relate the writer's cultural background which is very strongly adheres to Islamic law.

Purposes of the Letter

3. Third Paragraph

Here is my 2,350,000 deposit to pay the credit at the bank. That's my house contract money, I still have 5 months in the laundry employee, Mus. 500.000/month rented will

be taken by Meri every month. Save it Ummy to pay credit.

As an alternative way of not being allowed to take bank money, the perpetrator wrote the amount of money he saved to his mother so that she could pay off the bank credit (debt). Actually, the money saved is to pay for the perpetrator's rented house. This indicates to the reader that his mother should just take the perpetrator's deposit of Rp. 2,350,000 because the perpetrator still has the money saved for the house he rented for 5 months at Mus' Laundry. If her mother does not take it, then Meri usually takes the money every month. The perpetrator does not explain who Meri is in this sentence. The perpetrator uses directive sentences to his mother to take and save the perpetrator's money so that his mother can pay off the bank debt. Looking at the context of this sentence, the motive for the perpetrator's suicide was because he was burdened by something (Prokopyefa, 2013). The perpetrator thought of his mother's debt in the bank. He wants to save his mother to be free from usury by using his saving money so that her mother can pay off her debt in the bank.

4. Fourth Paragraph

Pitto, I'm sorry if there's anything wrong with me, brother, whether it's my words or what I did before. One message I have for you brother, take good care of Ummy. You

are Mommy who can take care of Ummy and don't be lazy to pray and don't hang out a lot, just focus on helping Ummy.

In this paragraph, the perpetrator apologized to his younger sister named Pitto. He gave a message to his sister to take good care of her mother, don't forget to pray, don't play too much, and just focus on helping her mother. It is clear in this paragraph that the perpetrator says goodbye to his sister that the perpetrator will go away forever. Negative adjectives are not also often used in this fourth paragraph except the word 'sorry'.

Closing

Istiqomah all on this path, well, ummy, Pitto and my family whom I love because of Allah, may Allah collect us in heaven and all of his brothers and my father's family.

The perpetrator ended his letter by giving a message to his mother and sister, Pitto, to always be istiqomah. Istiqomah means always being in obedience and on the straight path in worshipping Allah SWT by staying away from usury, not forgetting to pray, and so on. Because the virtue of istiqomah is a guarantee of heaven for those who carry out worship activities. Therefore, the perpetrator really hopes that the entire family of the perpetrator can gather in the paradise of Allah SWT.

Conclusion

From the LIWC analysis, it can be concluded that the suicide bombing wills are fake because based on table 1 there is less percentage of self-reference (7.98), less percentage of cognitive word count (7.56) than the average percentage of personal writing, namely (14.89) and lesser percentage of negative tone (1.26) than the average percentage of personal writing (1.93). The emotions expressed in the notes towards his family were positive, whether they were directed at his mother or his sister. The perpetrator apologized a lot and offered his money to his mother. Table 1 also shows that the percentage of positive tone (5.46) is higher than that of negative tone (1.26).

The writer agrees with Basmin's statement in (Ilzam 2019) that cultural values are an additional analytical tool that is needed because human behavior is also strongly influenced by the culture in which the suicide bomber lives. In this case, the suicide bomber is very strong in embracing Islamic law.

From the semantic analysis of forensics, the perpetrator carried out a suicide bombing because his mind was burdened by something. The perpetrator thought of his mother's debt in the bank. He wants to save his mother to be free from usury by using his saving money so that her mother can pay off her debt in the bank.

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Students' Intricacies in Learning English Tenses: Online Surveys

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Abstract

This research aims to find out the problems faced by fourth semester students in learning English tense, the factors which caused the issue and obviously the solution to improve the ability especially in learning English tenses. The writer used descriptive research by using qualitative descriptive approach using online surveys. This research has been conducted in the fourth semester of English Language Education at Universitas Pekalongan in academic year of 2019/2020. The instruments of this research were questionnaire and interview using online method. For the questionnaire, the writer distributed to the students via WhatsApp. Then, for the interview the writer asked some questions to students via WhatsApp.

The finding showed that most of the respondents had difficulties in understanding the formula of each tenses. It was because they had lack of understanding in learning the formula of each tense. They were feeling confused in determining the formula and could not differentiate between the formula of each tenses. There was the factor that most of respondents had limitation in learning English tenses. There were the respondents who did not like to review the materials and had minimum curiosity when they found the difficulties. They did not try to find more explanation on other resources. The writer concluded that the respondents need more practice about English tenses materials in order to improve their ability in learning the materials. The respondents should have the interest to learn English tenses first and also in good feeling while they learn materials.

Keywords: English tenses, Students' difficulties, Learning English

Abstrak

Penelitian ini bertujuan untuk mengetahui kesulitan yang dihadapi mahasiswa semester empat dalam pembelajaran tenses bahasa Inggris, faktor-faktor penyebab kesulitan, dan pastinya solusi untuk meningkatkan kemampuan belajar tenses bahasa Inggris mahasiswa semester empat. Penulis menggunakan penelitian deskriptif dengan menggunakan pendekatan deskriptif kualitatif dengan melakukan survei secara daring. Penelitian ini dilaksanakan pada semester empat Pendidikan Bahasa Inggris di Universitas Pekalongan pada tahun ajaran 2019/2020. Instrumen penelitian berupa angket dan wawancara dengan metode online. Penulis membagikan kuesioner kepada responden melalui aplikasi WhatsApp. Kemudian untuk wawancara penulis menanyakan beberapa pertanyaan kepada mahasiswa melalui aplikasi WhatsApp.

Hasil penelitian menunjukkan bahwa sebagian besar responden mengalami kesulitan dalam memahami rumus masing-masing tenses. Hal tersebut terjadi karena mereka kurang memahami dalam mempelajari rumus tiap tense. Mereka bingung dalam menentukan rumus dan tidak dapat membedakan rumus dari masing-masing tenses. Ada faktor yang sebagian besar responden memiliki keterbatasan dalam pembelajaran tenses bahasa Inggris. Terdapat beberapa responden yang tidak suka mempelajari kembali materi yang telah diajarkan dan tidak memiliki rasa ingin tahu ketika menemukan kesulitan. Mereka tidak mencoba mencari penjelasan lebih lanjut tentang materi tersebut. Penulis menyimpulkan bahwa responden membutuhkan lebih banyak latihan tentang materi tenses bahasa Inggris untuk meningkatkan kemampuan mereka dalam mempelajari materi tenses bahasa Inggris. Responden seharusnya memiliki ketertarikan untuk mempelajari tenses bahasa Inggris terlebih dahulu dan juga dalam kondisi yang baik saat mempelajari materi. Responden yang menguasai materi dapat saling berbagi ilmu kepada teman yang belum memahami materi tersebut. Setiap siswa diminta untuk mengeksplorasi materi misalnya, dengan melihat penjelasan dari YouTube atau sumber lainnya.

Kata kunci: Tenses bahasa Inggris, Kesulitan mahasiswa, Belajar bahasa Inggris

1. INTRODUCTION

Performing 4.0 era, learning English is necessity for people around the world. Many terms that we can learn from English, such as vocabulary, speaking, listening, literature, pragmatics, grammar, etc. Grammar becomes one of part that is important when we study English and it is a part that cannot be separated from English itself. Learning grammar is not a new issue in learning English. People tend to focus on the learning of grammar to make a good writing and sometimes in good speech. Usually, when people talk or speak in informal case, they will ignore the grammar rule. However, the grammar itself is very important in English.

In studying English, grammar is still being the most popular aspect. Thornbury (2004: 1) stated that “grammar is partly the study of what forms (on structures) are possible in language”. It means that grammar is the part of language that is related about the form, and it is related to sentences.

In the writer’s observations, from the first semester until now the writer is in the seventh semester, there are students who have not mastered the grammar materials well, especially English tenses. They often speak English in the wrong grammatical rules. In the writer’s opinion, the reasons are the students do not have any interest in learning grammar because grammar is one of the complex courses ever. They do not like many structures of every tense. It makes them having stress when they

were asked to do the exercises with many kinds of formula.

Having known the definition of grammar, it is not hard to be understood why grammar is useful and important. Without knowing the grammar of language, one cannot be said to have learned the language. Besides, it seems impossible to learn a language without learning grammar because it tells him how to use the language. People learn how to construct a good message based on the rules they have known and try to convey the message to the others. These rules are termed as grammar. According to Thornbury (1999:15), “grammar is the fundamental discourse machine generator in every language in general”. Without good grammar competence, learners will never be certain of what to write and how to write. If students do not study grammar, “it is impossible for them to know and understand the words that have different meaning” (Baehaqi, 2005:1).

Producing the right English tenses can be difficult for the learners because the Indonesian language has no tenses. According to A.S Hornby in his book *Guide to Pattern and Usage In English* (1975:78) “the word tense stands for a verb form or series of verb forms used to express a time relation”. Tenses may indicate whether an action, activity, or state in the past, present, or future. English tenses are very important to know and should be mastered well. It creates an effective communication from the concept of English

tenses. We cannot deny the fact that English language has become the dominant language in the world.

According to K.A. Fareed (2015) ideas in the web title *The Importance of English Tenses* (<https://writingtips.expertscolumn.com/importance-english-tenses-1>), there is no denying the fact that the English language has become the dominant language around the world. Since it is also important as a global language of business, it is necessary to develop the effective communication skills of English language.

1. METHODOLOGY

The writer used descriptive research by using qualitative descriptive approach. Since the data were collected, analyzed, and the writer drew the conclusion. This research has been conducted in the fourth semester of English Language Education at Universitas Pekalongan in academic year of 2019/2020. The instruments of this research were questionnaire and interview using online method. For the questionnaire, the writer distributed to the students via WhatsApp. Then, for the interview the writer asked some questions to students via WhatsApp.

The writer used one-on one interview. According to Creswell (2008: 226), “one-on-one interview is data collection process in which the researcher asks questions and records answers from only one participant in the study at a time”. The writer prepared some

questions related to difficulties faced by the students of English Language Education at Universitas Pekalongan and the factors which caused students’ difficulties during learning English tenses by using English. To collect data of interview, the writer made some procedures. Those were preparing the concept of questions that want to be asked to subject and the writer transcribed the result of interview. Then, in the result of interview, the writer used coding to describe all the answers from the interview. After collecting the data, the next step was analyzing the data. The steps were: (1) the writer collected the data through questionnaire and interview. Then, the writer identified and focused on the data by referring to formulation of the research problem. (2) After selecting the data, the writer displayed those data into good sentences. (3) After displaying data, the writer drew the conclusion.

2. FINDINGS AND DISCUSSION

3.1 The Difficulties Faced by the Fourth Semester Students of English Language Education at Universitas Pekalongan.

The finding for the first research problem was gained through questionnaire and interview technique. In doing these techniques, the writer distributed questionnaire to the respondents on May 4, 2020 and followed by interview in the next day was on May 5-6, 2020 by online method using WhatsApp. First, the writer informed the objectives of doing this research. Then, the writer asked permission to

do interview with the respondents after they answered the questionnaire as a confirmation. The writer used unstructured and open interview terms which were done by the writer. So, the writer did not make the questions to interview the respondents structurally, but the writer only used questionnaire guideline which was about the common topic of research problems. So, the writer asked the respondents according to the topic in the research problem freely as a confirmation whether the result of questionnaire had correlation with the data from interview or not. After collecting the data, the writer made the interview transcription. The writer started to analyze the data on June 20, 2020. In fact, the result of interview was coherent with the result of questionnaire. The difficulties here were about something which was not running well encountered by the respondents while learning English tenses. Then, in answering the first research problem, the writer collected the data by using questionnaire and interview. The result showed that many respondents had difficulties in learning English grammar, especially tenses. From the data, that the difficulties encountered by the respondents were not same with the difficulties which the writer had in review of related literature. The writer used descriptive qualitative to analyze the data. According to Sugiyono (2008: 245) “there are three activities to analyze data in descriptive qualitative research. Those activities are data reduction, data display, and conclusion

drawing/verification”. Based on those statements, the writer divided the activity in analyzing data into three activities; they were data reduction, data display, and conclusion drawing.

The writer used coding to analyze the data after the writer classified the data reduction in the form of transcription. In qualitative research, coding is “how you define what the data you are analyzing are about” (Gibbs, 2007). Coding is a process of identifying a passage in the text or other data items (photograph, image), searching and identifying concepts and finding relations between them. Therefore, coding is not just labeling; it is linking of data to the research idea and back to other data. Coding is in the form of table. It contains raw data which is taken from the respondent, preliminary codes, and final code. Coding can be seen as follow:

Table 1.

The Difficulties Faced by the Respondents Coding

Raw Data	Preliminary Codes	Final Code
I have to memorize the formula for each tense. It is easy to understand when in the classroom but it will be out of my brain next day.	Memorize the formula of each tense.	Lack of understanding of the meaning and the formula in each

I found the difficulties when I have to memorize new pattern of tenses. Sometimes I'm confused to determine which pattern that will be used in the sentences.	Difficulties in memorizing the formula.	tense materials mastery.	I'm truly not memorized.	in the sentence.	
I think it's hard when I have to memorize the formula of the tenses because the formula for each tense has differentiation.	Feeling hard to memorize the formula. Each tense has differentiation.		In the first year, I could not determine that was or were used for I/we/you/they/his/she/it.	Difficult to differentiate any certain tenses.	
There are many formula every tenses and they are different each other so, I often misunderstand on the use of verbs.	Difficult to differentiate between tenses.		I found the difficulties when I learnt about past perfect tense, past continuous tense, etc.	Difficult to determine which formula to use in sentence.	
When I want to differentiate between tenses. I am confused if I have sentences, sometimes I am mistaken what kind of tense is it.	Difficult to determine 'to be' that used		Of course. When I have to memorize all the formula to make complete sentence which do not make sense.	Do not have ability in memorizing the formula	
			I think I felt difficult in memorizing the formula from each tenses		
			Of course. When I have to memorize all the formula. I am not sure if I understand about the meaning in the sentence when I learn tenses and I have difficulty in	Feeling difficult in memorizing the formula.	

differentiate between tenses.		
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Based on the coding above, it can be concluded that most of the respondents had difficulties in learning English tenses, especially in understanding the meaning and the formula of each tenses. It was because they had lack of understanding in learning the literal meaning of each tense. They were feeling confused in determining the formula and cannot differentiate between the formula of each tenses. Mostly, they did not have the basic knowledge about tenses. So, they would have understood about the formula of the tenses when they were given the materials by the time they studied in the classroom. After the learning process of tenses already finished, they would have forgotten with what they already learnt about. On the other hand, they did not try to review the materials at home by the time they had tenses materials. Moreover, they did not have many quizzes which were as measurement to know how far they mastered English tenses materials.

From the statements above, the writer concluded that English tenses were the most difficult materials to be mastered. We could not understand the formula of each tense, but also the meaning of tenses itself. It can be supported by practicing more than reviewing the materials. We did not have to be ashamed to ask to anyone who mastered the materials if we found the difficulties during learning

English tenses.

3.2 The Factors which Cause the Fourth Semester Students' Difficulties during Learning English Tenses

The findings for the second research problem were gained through questionnaire and interview techniques. These techniques were in one sequence with questionnaire and interview to answer the first research problem. Then, the process of doing it was same with the process of collecting the data to answer the first research problem.

Table 4.1 The Factor which Cause the Respondents' Difficulties Coding

Raw Data	Preliminary Codes	Final Codes
I have to learn more about it but it also depends on my mood so I can understand it well.	Moody in learning English tenses. Limitation in having quiz.	Lack of motivation to master the understanding English tenses materials.
I'm not sure I have quiz every week.	Lack of practice the exercises.	
I do not practice any exercises at home.	Limitation to review or practice the	

I do not have time to review the materials because I have to work at home.	materials at home. Explore other resources to	
I think I do not often ask my friends when I have difficulties in doing the assignment. I like to search the materials on YouTube.	get more explanation. Answering the questions as much as can be answered.	
I will answer what I know as I can, what I remember. Even though the answers is wrong.	Ask for second explanations . Limitation on the	
I mean it depends on the materials. If the materials complex, I need more than one explanation.	curiosity in learning English tenses materials. Having less vocabulary.	
I think that is one of instant		

way by memorizing the formula but it does not guarantee that it will stick in our memory for long time. I prove it that I had forgotten		
I do not master the vocabularies.		
I have difficulties in understanding the formula of each tense.		

Based on the coding above, it can be concluded that most of respondents had limitation in learning English tenses. This factor was caused by students' difficulties during learning English tenses. There were respondents who did not like to review the materials and have minimum curiosity when they found the difficulties. They did not try to find more explanation on other source. Moreover, they were not confident to ask the lecturer either directly or indirectly. The respondents preferred to choose to answer the questions as much as they know. From the statements above, the writer concluded the factor which caused the students' difficulties during learning English

tenses was the respondents had limitation to master the understanding English tenses materials. There was a lack of motivation to understand the meaning of each tense. They preferred to memorize the formula which was easy to be forgotten. Sometimes they needed the explanation twice to make them understand and it must be balance with the lecturer on how to deliver the materials. The lecturer should give more quiz to practice which is expected to improve the ability in understanding the English tenses material and it can be used to motivate the respondents to study hard improving English materials mastery by giving the gift those who get good improvement.

3.3 The Solution to Improve the Ability in Learning English Tenses of the Fourth Semester Students of English Language Education at Universitas Pekalongan

The finding for the third research problem was same with other research finding by using questionnaire and interview technique. In the third research problem, the solution was given which was expected that it would improve the ability in learning English tenses materials. From the result of questionnaire and interview, the writer presents the coding data that can be seen as follow:

Table 4.1 The Solution to Improve the Respondents' Ability Coding

Raw Data	Preliminary Codes	Final Code
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I have to learn more about it but it also depends on my mood so I can understand it well.	The respondents have to be in good feeling to get easy in understanding the materials.	The respondents need more practice in learning process to improve their ability in understanding English tenses materials.
According to me, I prefer to focus in the use of verb and memorizing.	The respondents try to memorize the formula and vocabularies.	
Of course I do the assignment with my friends.	The respondents need a lot of practice to learn English tenses materials.	
Students practice a lot of exercises and will get some gifts or points if they want to present the results in front of the class.	Sometimes the respondents ask to their friend to	

<p>I prefer to read, even though I just read story, news, short story. When I am home, I also try to speak with my nephew using English. I just try to understand the form of sentence which usually in English.</p>	<p>have the well understanding. The respondents make resume all the materials to make them easier in learning tenses. Practice to</p>	<p>and also in good feeling while they learn materials. The respondents who master the materials have to share it to the their friend who have not understand the materials.</p>	<p>to my friends.</p>	<p>explanation on YouTube.</p>	
<p>I have to memorize the verbs, the formula for each tenses, I also make resume making me more understand by using my own words, and asking</p>	<p>speak English. Share to other friends when having difficulties. Looking for another</p>	<p>Every student asks to explore the materials by YouTube or other resources.</p>	<p>I always ask my friend if I have difficulty in understanding tenses.</p>	<p>Answer the questions from the easiest one.</p>	
			<p>Oh, of course I always ask my friend about it and mostly I often ask to my friend who mastered the materials. While if I have mid test and get confused, I will answer all I know; no matter it will be wrong answer.</p>		
			<p>I will ask my friend and looking for other explanation</p>		

on YouTube.		
I will move to the next questions. If I think I really cannot do it, I usually try to answer which make sense for me.		

From the coding table above, it can be concluded that the solution which is needed by the respondents is the respondents should have more practice while they are getting English tenses materials. The lecturer does not only give the materials or the theories about English tenses but also give them a lot of practice to make them well understanding about English tenses. Because English tenses is the most complex course so, they need more practice or any quiz in every they get the materials. This practice means not all about the assignment, the lecturer should give challenge to learn by doing the assignment, for example, the lecturer usually gives the respondents exercise after the lecturer explained the materials. By the time the respondents will have finished the exercise, the lecturer tells them that there are many gifts or any point plus for the respondents who answering the

exercise in front of the class. So, it will make them more motivated and full of challenge to be the winner. The lecturer should have limitation for the respondents who want to presents the answer, the respondent who has presented the answer will not have to present the answer twice so, it will make sure that all of the respondents will present the answer in front class.

Giving them quiz every end of chapter of the English tenses material also help them mastery the materials effectively in oral or written form. The result of the quiz could be as the measurement whether they already master the material or not. They will study hard to get good score. Because the respondents will get remedial quiz if they do not pass the minimum score. The writer thinks that it is really helpful to improve the ability in understanding English tenses materials by the respondents. By the time they have more practices; they will remember the formula by themselves and also understand the meaning of each English tense. Based on the statements above, the writer concludes that the respondents need more practice about English tenses materials in order to improve their ability in understanding the English tenses materials mastery. The respondents practice about English tenses materials in learning process directly, not in the form of assignment so, the respondents will be facilitated by the lecturer. While the respondents practice and they find the difficulties, the respondents will be easy to ask

the lecturer to get more explanation clearly. It will help them minimize the difficulties during learning English tenses materials. The respondents should have the interest to learn English tenses first and also in good feeling while they learn materials. The respondents who master the materials have to share it to their friend who have not understand the materials. Every student asks to explore the materials by YouTube or other resources.

3. CONCLUSIONS

The finding of the analysis in the previous chapter enabled the writer to draw some conclusions as follow:

1. Most of the respondents have difficulties in learning English tenses, especially in understanding the formula of each tense. It was because they had lack of understanding in learning the formula of each tense. They were feeling confused in determining the formula and cannot differentiate between the formula of each tense.

2. Most of respondents had limitation in learning English tenses. This factor was caused by students' difficulties during learning English tenses. There were respondents who did not like to review the materials and had minimum curiosity when they found the difficulties. They did not try to find more explanation on other source.

3. The solution which is needed by the respondents to get good achievement in learning English tenses materials is the respondents should have more practice while they are getting English tenses materials. By the time they have more practices in English tenses materials, it can reduce their difficulties during learning the materials and the respondents will improve the ability in understanding the English tenses materials. The respondents should have the interest to learn English tenses first and also in good feeling while they learn materials. The respondents who master the

materials have to share it to the their friend who have not understand the materials. Every student asks to explore the materials by YouTube or other resources.

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